



MICIP

MICHIGAN INTEGRATED CONTINUOUS
IMPROVEMENT PROCESS

Whole Child: Data

Mary Teachout
Michigan Department of Education



Wishes for our time



Connect our
work to the
WSSC Model

Data sources

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD

A collaborative approach to learning and health



Let's Review the WSCC Model

10 Components of the Whole Child (Blue Ring)



- Health Education
- Physical Education and Physical Activity
- Nutrition Environment and Services
- Health Services
- Employee Wellness
- Counseling, Psychological and Social Services
- Social and Emotional Climate
- Physical Environment
- Family Engagement
- Community Involvement

5 Tenants of the Whole Child (Green Ring)



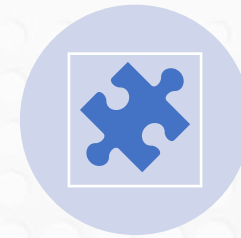
SAFE



HEALTHY



ENGAGED



CHALLENGED



SUPPORTED





What data sources exist to assist schools in implementing WSCC?

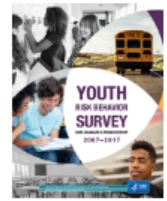
Adolescent and School Health



Adolescent Health: What Works in Schools

Evidence-Based Strategies for Your School

YRBS Data Summary & Trends



- [Overview](#)
- [Trends Report](#) [PDF - 17 MB | 91 pages]
- [Results](#)
- [Data & Documentation](#)

[Data and Statistics](#)

[About DASH](#)

What's New

- [Adolescent Health: What Works In Schools](#)
- [CDC Adolescent and School Health Surveys](#)
- [2018 School Health Profiles Report](#)
- [Get Yourself Tested \(GYT\) for High Schools](#)

[Publications and Other Resources](#)

[Adolescent and School Health Policy](#)

Youth & Risk Behaviors



- [Disparities](#)
- [Health Services for Teens](#)

School Health Programs



- [Adolescent Health: What Works In Schools](#)
- [For Funding Recipients](#)

Whole School, Whole Community, Whole Child
A collaborative approach to learning and health

Investing in Student Health
The importance of partnerships

Youth Risk Behavior Survey (YRBS)

www.Michigan.gov/healthyyouth



Data & Statistics

Surveillance is the ongoing collection, analysis, and interpretation of data from generalizable samples. CDC's Division of Adolescent and School Health (DASH) collects data on youth and school health policies and practices. For a printable overview of DASH's surveillance activities, download the [Summary of DASH Surveillance Activities](#) [PDF - 660 KB].

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Use [Youth Online](#) to search and analyze national, state, and local YRBSS data.

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[School Health Profiles \(Profiles\)](#) monitors school health policies and practices in states,

large urban school districts, territories, and tribal governments. Profiles surveys are conducted biennially by education and health agencies among middle and high school principals and lead health education teachers.

School Health Policies and Practices Study



The [School Health Policies and Practices Study \(SHPPS\)](#) is a national survey

periodically conducted by CDC to assess school health policies and practices at the state, district, school, and classroom levels.

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The [Global School-based Student Health Survey \(GSHS\)](#) is a school-based survey

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Youth Online lets you analyze national, state, and local Youth Risk Behavior Surveillance System (YRBSS) data from high school and middle school surveys conducted during 1991 – 2017 and Global School-based Student Health Survey (GSHS) data from students aged 13-17 conducted during 2003 – 2015. YRBSS data can be filtered and sorted on the basis of race/ethnicity, sex, academic grade, and sexual orientation while GSHS data can be filtered and sorted on sex and age. Additionally you can filter and sort both surveys by location and year, create customized tables, maps, graphs, and perform statistical tests by location and health topic. Please see [Youth Online Help](#) for more information about using all Youth Online capabilities.

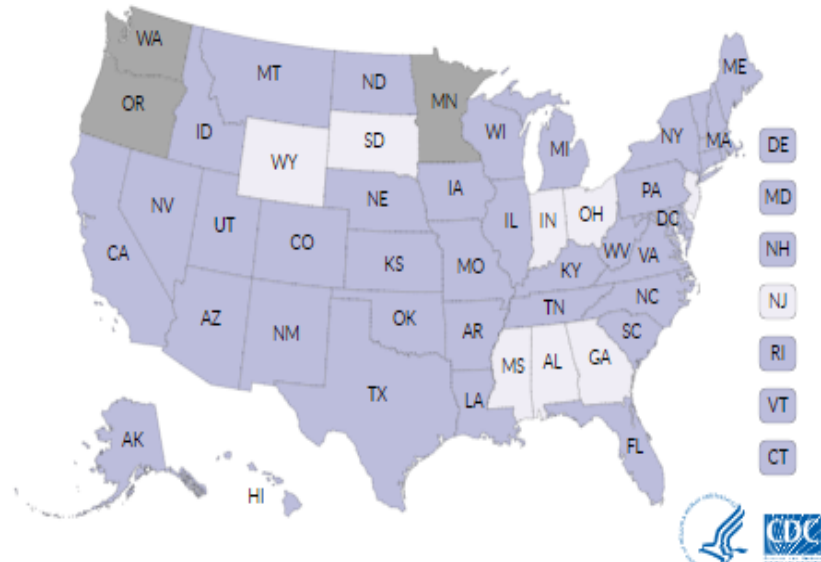
View data from: High School YRBS Middle School YRBS GSHS

View all responses for one location

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Select Location:

State, Local Site, Territory, or Other [View U.S. Data](#)



View one question for all locations

View results for one question for all states and locations that have data available. To choose a question, first select a Health Topic.


Select a Health Topic:


[Unintentional Injuries and Violence](#)


 [Tobacco Use](#)


 [Alcohol and Other Drug Use](#)

 [Sexual Behaviors](#)

 [Dietary Behaviors](#)

 [Physical Activity](#)

 [Obesity, Overweight, and Weight Control](#)

 [Other Health Topics](#)

Michigan 2017 Results



CHOOSE TABLE CONTENT

Question:

All Questions

Location:

Michigan

Year:

2017

GO

[View 2 Locations](#)

[View 2 Years for 1 Location](#)

[View All Years](#)

Table

Graph

Map

FILTER DATA

Health Topics

All Health Topics

Display Only:

- Unintentional Injuries and Violence
- Tobacco Use
- Alcohol and Other Drug Use
- Sexual Behaviors
- Dietary Behaviors
- Physical Activity
- Obesity, Overweight, and Weight Control
- Other Health Topics

Race/Ethnicity

All Races/Ethnicities

Include Only:

American Indian or

VIEW DATA BY SUBGROUP

Column Variable:

Sex

DISPLAY OPTIONS

Question Direction

Greater Risk

Less Risk

Decimal Place

0

1

2

Variance

95% CI

Standard Error

None

Display Cell Size

Yes

No

GO

- [Get Link](#)
- [Print Table](#)
- [Export to Excel](#)

Michigan, High School Youth Risk Behavior Survey, 2017

Find out if there is a statistical difference between females and males. Select them and activate 'Compare Two'.

COMPARE TWO

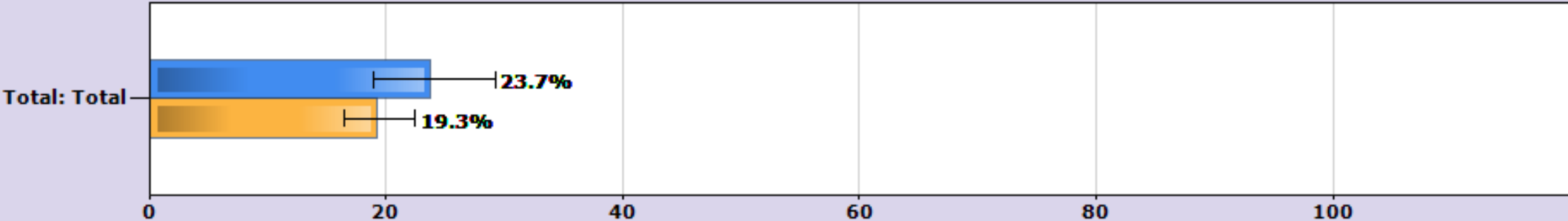
Question	Sex	Total	Female	Male
Unintentional Injuries and Violence				
Rarely or never wore a seat belt (when riding in a car driven by someone else)		6.3 (5.1-7.9)	3.8 (2.7-5.5)	8.7 (6.6-11.2)

Currently Used Marijuana

(also called grass, pot, or weed, one or more times during the 30 days before the survey)

Michigan, High School Youth Risk Behavior Survey

2017 2015



Michigan Profile for Healthy Youth □ MiPHY



The **Michigan Profile for Healthy Youth (MiPHY)** is an online student health survey offered by the Michigan Departments of Education and Health and Human Services to support local and regional needs assessment. The MiPHY provides student results on health risk behaviors including substance use, violence, physical activity, nutrition, sexual behavior, and emotional health in grades 7, 9, and 11. The survey also measures risk and protective factors most predictive of alcohol, tobacco, and other drug use and violence. MiPHY results, along with other school-reported data, will help schools make data-driven decisions to improve prevention and health promotion programming.

Schools and districts register and survey via an on-line system. See below for information about the MiPHY.

Contact information: Project Specialist, Nicole Kramer

MiPHY Michigan Profile for Healthy Youth

www.Michigan.gov/miphy

Other resources on the Michigan School Health Survey System

Bully-Free Schools Survey is designed to provide building-level needs assessment information to elementary and secondary schools as they work to create environments that reduce bullying and other forms of aggression.

Michigan School Climate Assessment Instrument (MiSCAI)

Areas surveyed include:

- Physical Appearance
- Faculty Relations
- Student Interactions
- Leadership/Decisions
- Discipline Environment
- Learning/Assessment
- Attitude and Culture



What is the HSAT?

HSAT stands for Healthy School Action Tools - Comprehensive tools designed to help Michigan schools and districts create a culture that supports learning by first measuring the health of school environments, and then planning and implementing improvements based on best practices.

5 Great Reasons to Use the HSAT

The HSAT helps your school or district create a healthier school environment by offering:

1. Ways to measure how well your existing foundation supports school health.
2. Recommendations for highest need topic areas to assess.
3. Suggestions for meaningful improvements.
4. Assistance in prioritizing actions that make a difference.
5. Easy ways to share progress with your team and your stakeholders.

How to Get Started

STEP 1: Register Your School or District—it takes less than five minutes and you get immediate access to the tools.

STEP 2: Gather Your Team - Determined, committed people who represent a coordinated approach to school health. Creating and maintaining a healthy school environment works best with a team approach.

STEP 3: Assess & Act Using the HSAT

register

Remember Me

[Forgot username or password?](#)

Celebrate Your Successes

Submit a [Success Story](#) & Apply for the [School Wellness Award](#).

Sharing your bright ideas and accomplishments helps other schools too.

Healthy school environments help students achieve their full academic potential.

Healthy School Action Tool

<https://www.mihealthtools.org/hsat/>



Healthy Schools
HEALTHY STUDENTS

HSAT



HOME

ABOUT THE HSAT

RESOURCE GUIDE

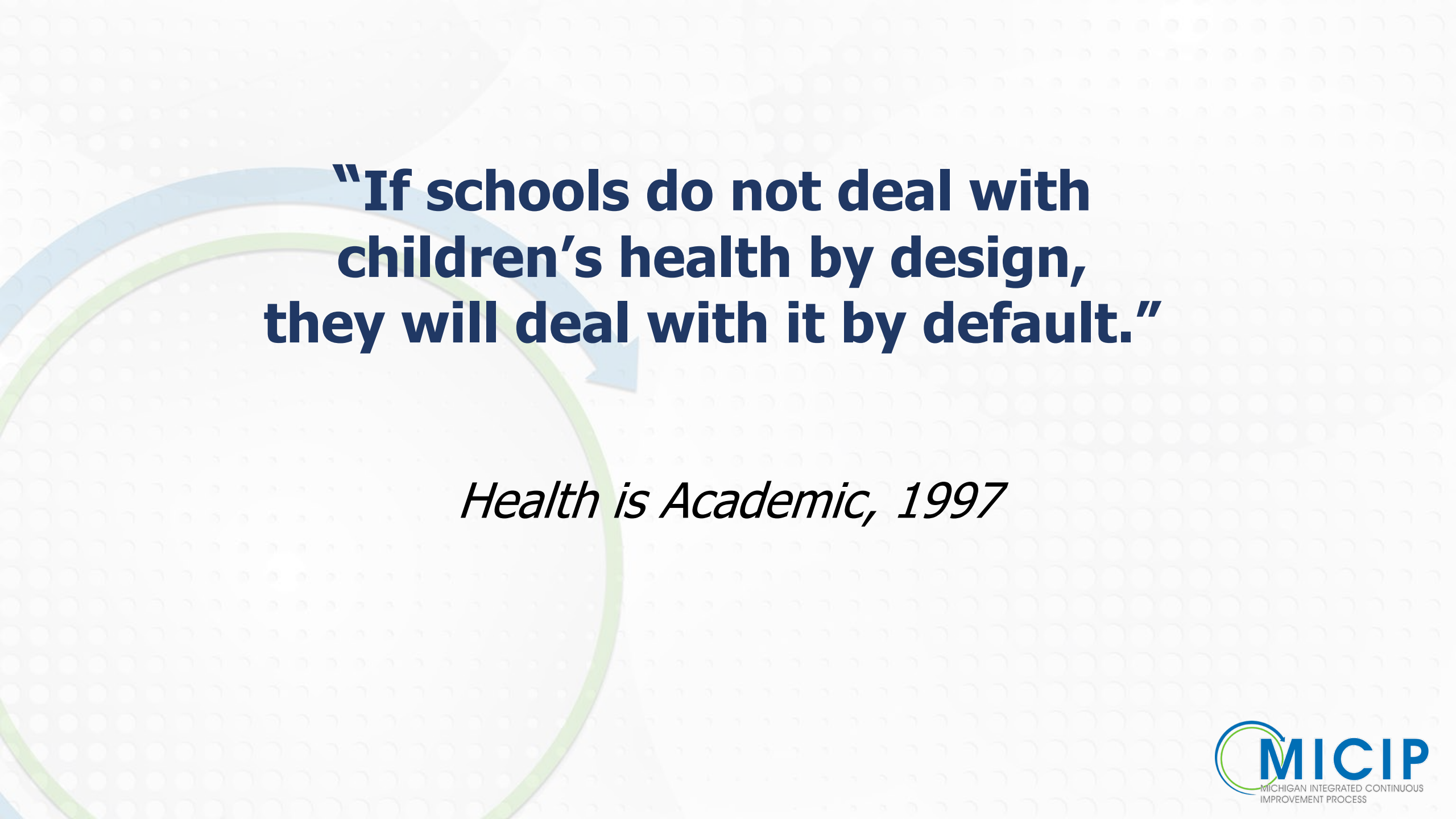
FAQ

SUCCESS STORIES & AWARDS

register

About the HSAT

- Overview-What Are the Healthy School Action Tools (HSAT)?
- Why Use the HSAT? The Benefits & The Evidence
- HSAT Assessments-For Schools & Districts
- HSAT Action Plan-For Schools & Districts
- Recognition & Sharing Tools
- How to Get Started
- Preview the Assessments
- HSAT History & Acknowledgements



**“If schools do not deal with
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Health is Academic, 1997

How Did We Do?



Connect our
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Data sources

RESOURCES

- **Michigan Profile for Healthy Youth**
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- **Youth Risk Behavior Survey**
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 - <https://www.mihealthtools.org/hsat/>

General Questions

Mary Teachout

TeachoutM@Michigan.gov

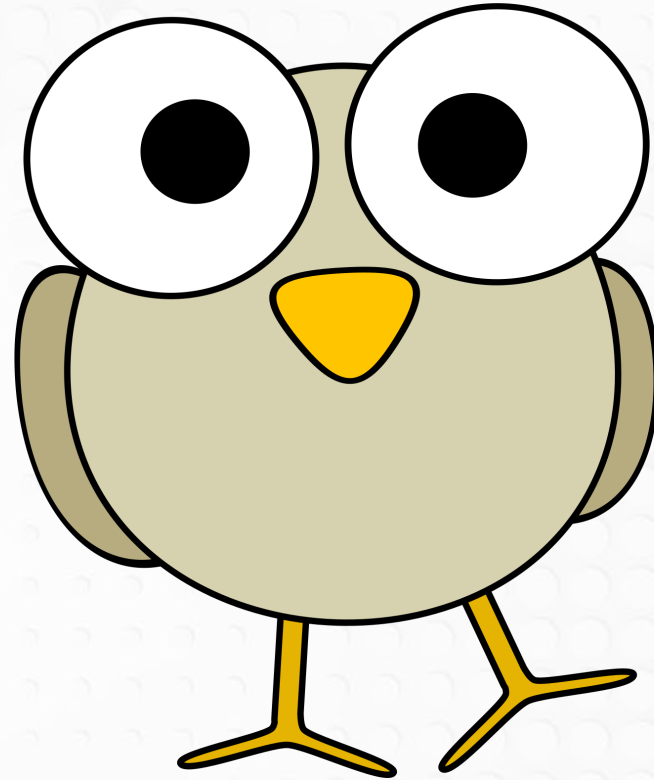
517-241-7092


Michigan School Health Survey System Questions

Nicole Kramer,

KramerN@Michigan.gov,

517-241-7086









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IMPROVEMENT PROCESS

Whole Child: Data

Mary Teachout
Michigan Department of Education



Welcome to “Working for the Whole Child: What about the Data?” This presentation is the second part of a professional learning series supporting the Michigan Integrated Continuous Improvement Process, or MICIP. My name is Mary Teachout, and I am a School Safety Consultant with the Michigan Department of Education.

Wishes for our time



Connect our
work to the
WSCC Model

Data sources



In this presentation we will briefly review the WSCC model from the previous presentation and explore some of the data sources that exist to help districts with assessing needs for what is typically called “non-academic” data. The data presented here will help fill those holes in supports that are often left when districts focus solely on academic data. These are the supports that are needed for students to be truly successful in their academic and life pursuits.



WSCC is an acronym for Whole School, Whole Community, Whole Child.

Although the WSCC model may look complicated or overwhelming, most schools already have programs or initiatives taking place in many of the 10 components seen in the blue ring. One goal of the WSSCC model is to facilitate conversations among staff and community. Often, in our press for time, such conversations don't happen or are fragmented, at best. This may result in duplication of efforts, community organizations with the best intentions offering programs and services that schools may not need or be right for their students, or services coming into the school of which not everyone is aware.

As part of MICIP, the WSCC model intends to bring together a wide range of stakeholders, including the community, to discuss needs assessment data, current initiatives and programs, and what may be needed to fill in gaps in services and supports. The conversation that will take place often proves to be invaluable and leads to a more effective use of resources and the elimination of duplicating efforts.

10 Components of the Whole Child (Blue Ring)



- Health Education
- Physical Education and Physical Activity
- Nutrition Environment and Services
- Health Services
- Employee Wellness
- Counseling, Psychological and Social Services
- Social and Emotional Climate
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- Family Engagement
- Community Involvement



As a quick review, these are the 10 components of the WSCC model. Addressing these supports are what will help schools ensure that their students can be met where they are and can move forward toward success. These components are the supports to get to the 5 tenants (Green inner ring). The data resources we will be discussing today cover these components at the student or school level.

5 Tenants of the Whole Child (Green Ring)



These five tenants are the ultimate goals for our students. Every student deserves to be safe, healthy, engaged, challenged and supported.



What data sources exist to assist schools in implementing WSCC?



When districts think of data, they are often at a loss for what data is available to assess supports outside of academics. While suspension and expulsion rates, drop out rates, and chronic absenteeism are good indicators and somewhere to start, there are other data sources and needs assessment tools that districts can use to help them assess where students need resources and supports as well as where policies and practices can be improved.

We also need to keep in mind that some existing data sources may not be complete. For example, districts are required to report expulsions of all students. But when it comes to suspensions, they are only required to report suspensions of special education students. Some districts collect suspension data on all students so they have a more complete picture, but not all do. We encourage all districts to look at reporting this information for all their students so the picture is more complete, allowing for better programming and use of resources and supports.

Youth Risk Behavior Survey (YRBS)

www.Michigan.gov/healthyyouth

The Youth Risk Behavior Survey, or YRBS, was developed in 1990 to monitor health behaviors that contribute markedly to the leading causes of death, disability, and social problems among youth and adults (BRFSS) in the United States. Often established during childhood and early adolescence, these behaviors include:


- behaviors that contribute to unintentional injuries and violence,
- sexual behaviors related to unintended pregnancy and sexually transmitted infections, including HIV infection,
- alcohol and other drug use,
- tobacco use,
- unhealthy dietary behaviors,
- inadequate physical activity.

In addition, the YRBS monitors the prevalence of obesity and asthma and other health-related behaviors plus sexual identity and sex of sexual contacts. Michigan is one of the few states that has weighted data since 1997, allowing for some great trend data.

Data & Statistics

Surveillance is the ongoing collection, analysis, and interpretation of data from generalizable samples. CDC's Division of Adolescent and School Health (DASH) collects data on youth and school health policies and practices. For a printable overview of DASH's surveillance activities, download the [Summary of DASH Surveillance Activities](#). [PDF - 660 KB].

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While we are focusing on the Youth Online tool here circled in red, there are also other national and state resources that may be of interest to schools.

Youth Online lets you analyze national, state, and local Youth Risk Behavior Surveillance System (YRBSS) data from high school and middle school surveys conducted during 1991 – 2017 and Global School-based Student Health Survey (GSHS) data from students aged 13-17 conducted during 2003 – 2015. YRBSS data can be filtered and sorted on the basis of race/ethnicity, sex, academic grade, and sexual orientation while GSHS data can be filtered and sorted on sex and age. Additionally you can filter and sort both surveys by location and year, create customized tables, maps, graphs, and perform statistical tests by location and health topic. Please see [Youth Online Help](#) for more information about using all Youth Online capabilities.

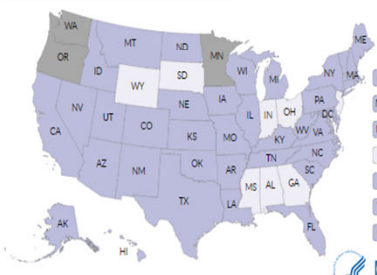
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Select Location:

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View one question for all locations

View results for one question for all states and locations that have data available. To choose a question, first select a Health Topic.

Select a Health Topic:

<input type="checkbox"/> Unintentional Injuries and Violence	<input checked="" type="checkbox"/> Tobacco Use
<input checked="" type="checkbox"/> Alcohol and Other Drug Use	<input checked="" type="checkbox"/> Sexual Behaviors
<input checked="" type="checkbox"/> Dietary Behaviors	<input checked="" type="checkbox"/> Physical Activity
<input checked="" type="checkbox"/> Obesity, Overweight, and Weight Control	<input checked="" type="checkbox"/> Other Health Topics



This page will allow you to pick the state or topic area for which you would like to review the data.

Michigan 2017 Results

CHOOSE TABLE CONTENT
 Question: All Questions Location: Michigan Year: 2017 GO

Table Graph Map

FILTER DATA

Health Topics
 All Health Topics
 Display Only:
 Unintentional Injuries and Violence
 Tobacco Use
 Alcohol and Other Drug Use
 Sexual Behaviors
 Dietary Behaviors
 Physical Activity
 Obesity, Overweight, and Weight Control
 Other Health Topics

Race/Ethnicity
 All Races/Ethnicities
 Include Only:
 American Indian or Alaska Native

VIEW DATA BY SUBGROUP
 Column Variable: Sex

DISPLAY OPTIONS

Question Direction	Decimal Place	Variance	Display Cell Size
<input checked="" type="radio"/> Greater Risk	<input type="radio"/> 0	<input checked="" type="radio"/> 95% CI	<input checked="" type="radio"/> Yes
<input type="radio"/> Less Risk	<input checked="" type="radio"/> 1	<input type="radio"/> Standard Error	<input type="radio"/> No
	<input type="radio"/> 2	<input type="radio"/> None	

GO

Michigan, High School Youth Risk Behavior Survey, 2017

Find out if there is a statistical difference between females and males. Select them and activate Compare Two.

COMPARE TWO

Question	Sex	Total	Female	Male
Unintentional Injuries and Violence				
Rarely or never wore a seat belt		6.3 (5.1-7.9)	3.8 (2.7-5.5)	8.7 (6.6-11.2)

Get Link
 Print Table
 Export to Excel

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Once you pick the state it will take you to a page where you can dive into the data. You can view all the data at once or pick specific topic areas. You can sort by race, ethnicity, grade, and sexual orientation. You can download questions into a table format seen here or a graph seen on the next slide. You can filter data by year, look across multiple years, and compare Michigan with national data.



Here is an example of how data can be used and presented from the YRBS tool. The YRBS data is particularly helpful when making a case for need in community presentations or grant applications. The YRBS questions align with the state’s Michigan Profile for Healthy Youth (MiPHY) survey to allow for this comparison and presentation of need.

Michigan Profile for Healthy Youth MiPHY



The Michigan Profile for Healthy Youth (MiPHY) is an online student health survey offered by the Michigan Departments of Education and Health and Human Services to support local and regional needs assessment. The MiPHY provides student results on health risk behaviors including substance use, violence, physical activity, nutrition, sexual behavior, and emotional health in grades 7, 9, and 11. The survey also measures risk and protective factors most predictive of alcohol, tobacco, and other drug use and violence. MiPHY results, along with other school-reported data, will help schools make data-driven decisions to improve prevention and health promotion programming.

Schools and districts register and survey via an on-line system. See below for information about the MiPHY.

Contact information: Project Specialist, Nicole Kramer

MiPHY Michigan Profile for Healthy Youth

www.Michigan.gov/miphy



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MiPHY results, along with other school-reported data, will help schools make data-driven decisions to improve prevention and health promotion programming. Schools and districts register and survey via the Michigan School Health Survey System. The MiPHY is open on alternative years of YRBS. For example, 2020 is a MiPHY year so 2021 will be a YRBS year. For more information on the MiPHY, including county level reports that are available, visit the MiPHY website.

On the MiPHY page you will find:

- a survey coordinator contact link,
- webinar dates and times,

- general survey information,
- a link to get county level reports,
- and bully-free schools and MiSCAI surveys.

In 2018 there were 775 registrations for MiPHY. 92,665 surveys taken. As of March 2020, there have already been 630 registrations, with 81,330 surveys taken.

Other resources on the Michigan School Health Survey System

Bully-Free Schools Survey

is designed to provide building-level needs assessment information to elementary and secondary schools as they work to create environments that reduce bullying and other forms of aggression.

Michigan School Climate Assessment Instrument (MiSCAI)

Areas surveyed include:

- Physical Appearance
- Faculty Relations
- Student Interactions
- Leadership/Decisions
- Discipline Environment
- Learning/Assessment
- Attitude and Culture



The Bully-Free Schools Survey was developed by Strategic Alternatives in Prevention Education (SAPE) and is supported by the Michigan Department of Education. The survey was designed to provide building-level needs assessment information to elementary and secondary schools as they work to create environments that reduce bullying and other forms of aggression. From the student survey:

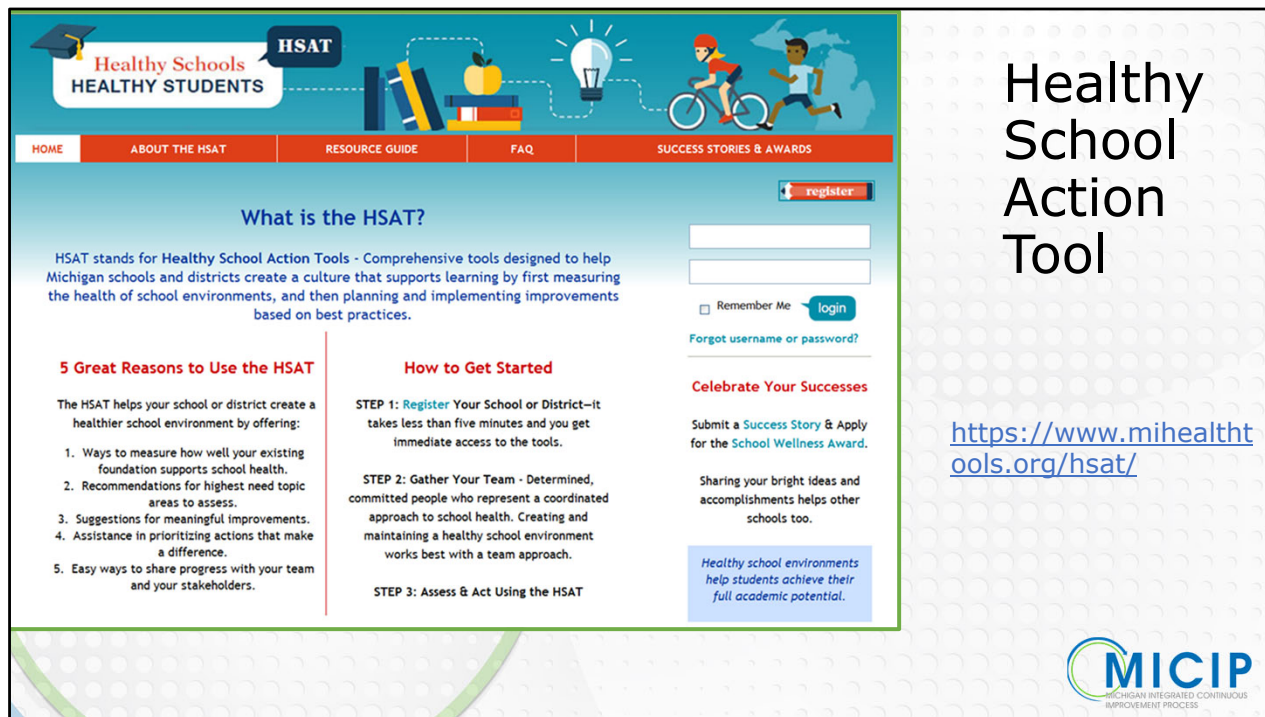
This survey is about bullying in your school. Please answer the survey questions honestly. Your answers will help make your school a safe and friendly place to learn. A lot of questions are about your school. Think about ALL areas of the school, including:

- *inside (such as classrooms, cafeteria, hallways, bathrooms, gym, and locker room)*
- *outside (such as the parking lot, fields, and playground), and*
- *the bus.*

The Michigan School Climate Assessment Instrument was designed to provide building-level needs assessment information to schools as they work to create a safer and friendlier place for staff, students and parents. Areas surveyed include:

- physical appearance
- faculty relations

- student interactions
- leadership/decisions
- discipline environment
- learning/assessment
- attitude and culture



Healthy Schools HEALTHY STUDENTS HSAT

HOME ABOUT THE HSAT RESOURCE GUIDE FAQ SUCCESS STORIES & AWARDS

What is the HSAT?

HSAT stands for **Healthy School Action Tools** - Comprehensive tools designed to help Michigan schools and districts create a culture that supports learning by first measuring the health of school environments, and then planning and implementing improvements based on best practices.

5 Great Reasons to Use the HSAT

The HSAT helps your school or district create a healthier school environment by offering:

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STEP 2: Gather Your Team - Determined, committed people who represent a coordinated approach to school health. Creating and maintaining a healthy school environment works best with a team approach.

STEP 3: Assess & Act Using the HSAT

register

Remember Me **login**

[Forgot username or password?](#)

Celebrate Your Successes

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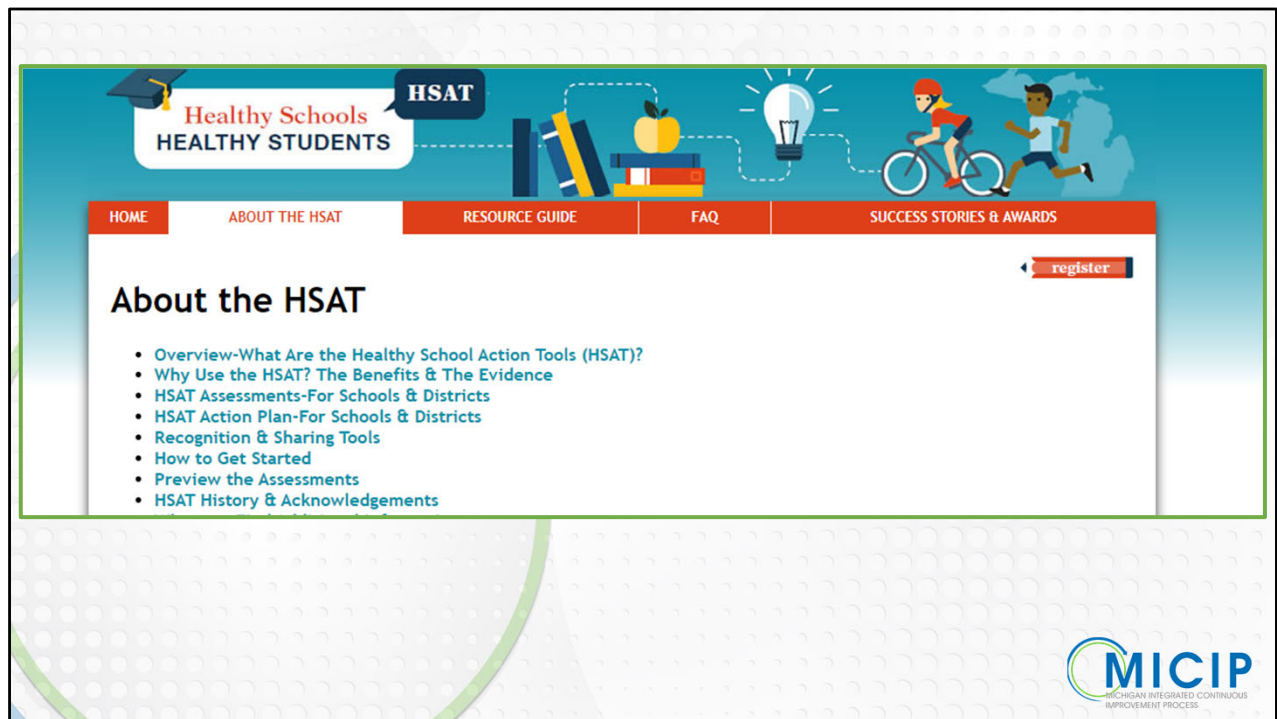
Healthy school environments help students achieve their full academic potential.

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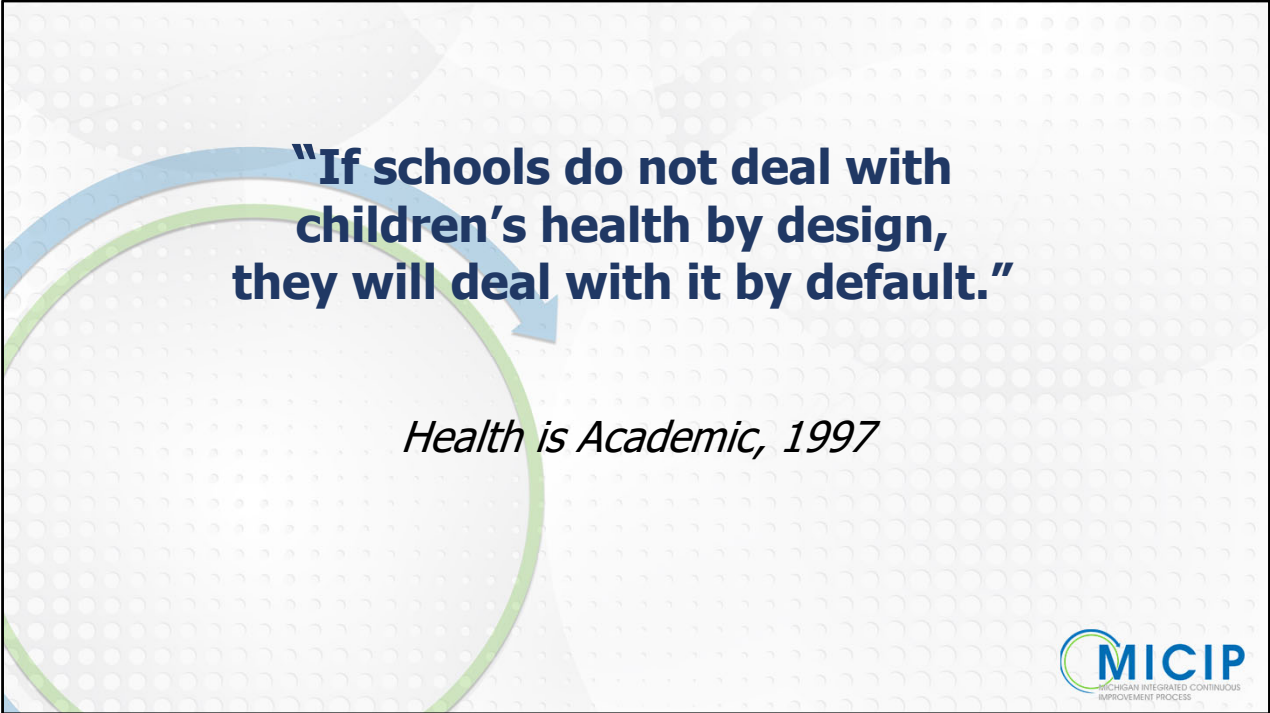
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The HSAT, or Healthy School Action Tool, is a school-level assessment that looks at the policies and practices of schools. The modules mirror the components of the WSCC model so it is an effective assessment of where a school is at for supporting its students. Schools bring their teams together to do the online assessment. Some schools also print out the modules and have the appropriate staff fill them out separately, then bring the team together to complete it online. Points are assigned based on strength and implementation level of a policy or practice. The HSAT develops an action plan based on what has been filled out and helps teams prioritize their work and goals. The HSAT can be done annually or as often as the team decides to help track the progress on their goals. It is recommended that it be done every two years.

There are currently 801 schools and 123 districts registered for the HSAT. 681 schools have completed at least one assessment and 52 districts that have completed the district assessment.



The “About the HSAT” tab has a wealth of information. You can also preview the assessments here.



**“If schools do not deal with
children’s health by design,
they will deal with it by default.”**

Health is Academic, 1997



In closing, consider this: “If schools do not deal with children’s health by design, they will deal with it by default.” Which choice will your district make? What data does it have or need to collect to fully embrace the Whole Child?

How Did We Do?



Connect our
work to the
WSCC Model

Data sources



So how did we do? How well do you understand how these data sources connect to the WSCC model?

RESOURCES

- **Michigan Profile for Healthy Youth**

- www.Michigan.gov/miphy

- **Youth Risk Behavior Survey**

- www.Michigan.gov/healthyyouth

- **Healthy Schools Action Tool**

- <https://www.mihealthtools.org/hsat/>



Here you see links to the primary resources addressed in this presentation.

General Questions
Mary Teachout
TeachoutM@Michigan.gov
517-241-7092

**Michigan School Health
Survey System Questions**
Nicole Kramer,
KramerN@Michigan.gov,
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If you have questions or need more information, please contact us.