



Institute of Healthy Living – El Paso Regional Project

2018 Wellness Policy Scorecard

Ysleta ISD Overview

Introduction

Action for Healthy Kids and the Institute of Healthy Living are partnering to explore school health and wellness in the El Paso region. Through a partnership with districts in the El Paso region, Texas Action for Healthy Kids will support school districts in better understanding their infrastructure, policy and programming needs to improve student, family and community health. District support will lead to larger community engagement through a Regional Health Agenda. This agenda will be used side-by-side with districts' health and wellness plans to implement infrastructure and policy changes designed to improve the health of students, schools, and the community.

As part of these efforts, Action for Healthy Kids collects and analyzes local district wellness policies in an effort to better understand how urban district policies compare in strength and comprehensiveness and to provide districts with recommendations to improve policies based on their peers work around the state of Texas. For reference, your district's policy scores are benchmarked next to the average scores for 5 other Texas districts.

The federal Healthy, Hunger-free Kids Act of 2010 (P.L. 111-296) and the Local School Wellness Policy final ruling (2016) requires school districts to have local wellness policies that include, at minimum, goals for:

- Nutrition promotion & education
- Physical activity (PA)
- Competitive food and beverage guidelines
- Policies for food and beverage marketing
- Implementation plans
- Description of public involvement and public reporting updates
- Evaluation plan
- Policy leadership

This overview provides wellness policy scores based on the Rudd Center for Food Policy and Obesity's Wellness School Assessment Tool (WellSAT) 2.0, which assesses the quality of school district's written wellness policies¹. It is important to note, the WellSAT score strictly analyzes written policy, not implementation. A full overview of your district's WellSAT score can be found on page 6-7. Through comparison to other urban districts and the average WellSAT score for each section, AFHK will work to highlight strengths in each districts work and areas of opportunity for policy development.

How were wellness policies defined?

In this study, wellness policies were defined to include documents provided to AFHK and include: the school board-approved district wellness policy and associated administrative policies, including implementation regulations, rules, procedures, or administrative guidelines.

For your district, the following policies and associated documents were reviewed:

- BDF
- CO Legal/Local
- COB Legal
- EEB Legal
- EHAA Legal
- EHAB Legal
- EHAC Legal
- FFA Legal/Local
- FJ Legal/Local

Is something missing? Please let us know! We'll update based on additional policies associated with your wellness work!

What do the scores mean?

Local wellness policies were coded and analyzed using the WellSAT tool which covers 78 policies topics that are arranged into six focus areas: nutrition education, standards for USDA Child Nutrition Programs and School Meals, Nutrition Standards for Competitive and Other Foods and Beverages, Physical Education and Physical Activity, Wellness Promotion and Marketing and Implementing, Evaluation and Communication. Each focus area is given two scores: a comprehensiveness score, which reflects the extent to which recommended content areas are covered in the policy and a strength score, which describes how strongly the content is stated. Both scores range from 0-100, with lower scores indicating less content and weaker language and higher score indicating more content and use of specific and directive language.¹ AFHK had one reviewer thoroughly review and score each district's policy. These scores were then reviewed independently to provide each district with recommendations to advance their work and were compared with other districts scores to find areas of strength and improvement to share across the districts.

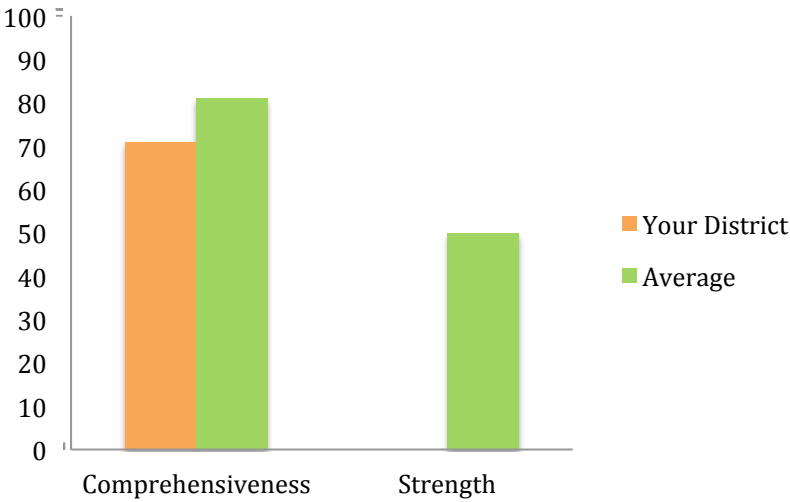
References

1. UConn Rudd Center for Food Policy & Obesity. *WellSAT: Wellness School Assessment Tool*. <http://wellsat.org/>. Updated 2015. Accessed April 2018.

Ysleta ISD: WellSAT Overview

How does your school district wellness policy compare to the average of other Texas Districts?

Section 1: Nutrition Education

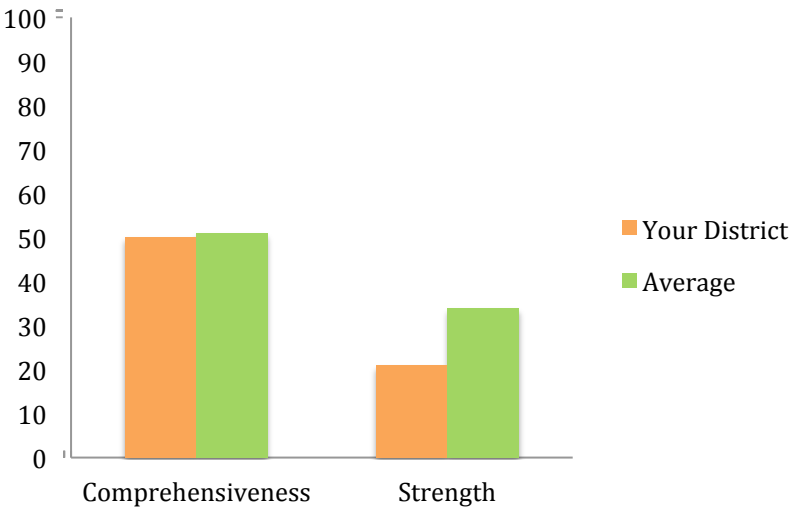


The **nutrition education components** of YISD wellness policy were **less comprehensive** and **less strong** than other Texas districts.

YISD Comprehensiveness Score: 71
(Range: 29-100, Average: 81)

YISD Strength Score: 0
(Range: 0-100, Average: 50)

Section 2: Standards for USDA Child Nutrition Programs and School Meals

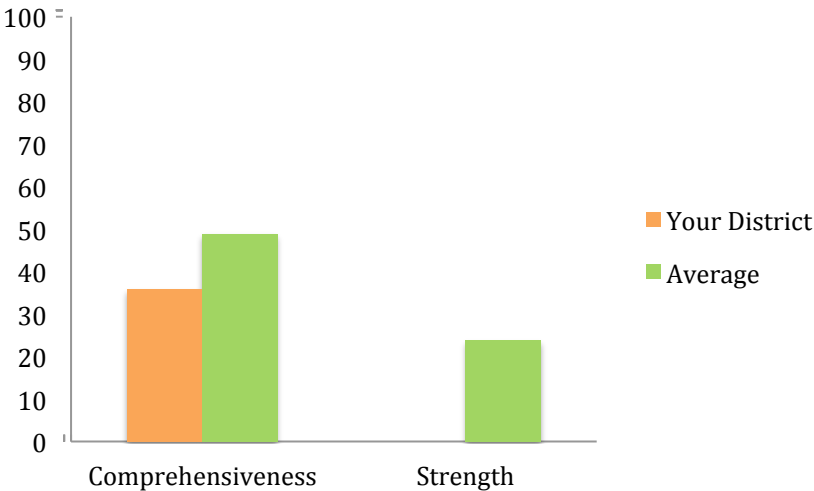


The **child nutrition and school meal components** of YISD wellness policy were **almost as comprehensive** but **less strong** than the other Texas districts.

YISD Comprehensiveness Score: 50
(Range: 36-79, Average: 51)

YISD Strength Score: 21
(Range: 14-64, Average: 34)

Section 3: Nutrition Standards for Competitive and Other Foods and Beverages

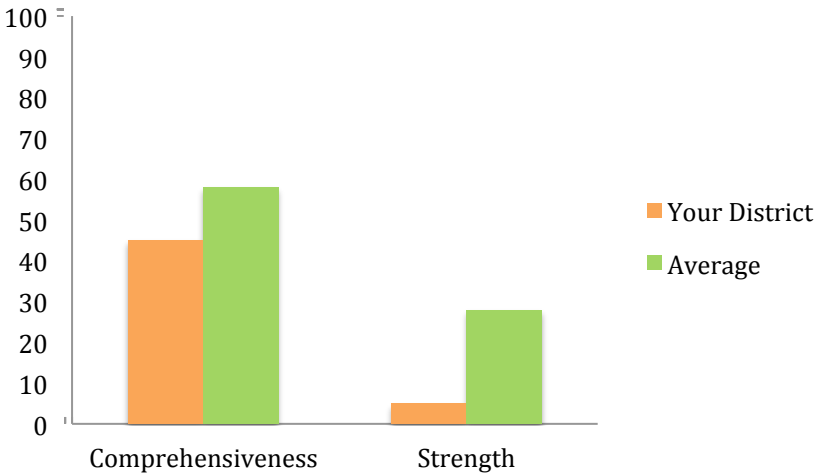


The **competitive foods and beverages components** of YISD wellness policy were **less comprehensive** and **less strong** than the other Texas districts.

YISD Comprehensiveness Score: 36
(Range: 27-73, Average: 49)

YISD Strength Score: 0
(Range: 0-64, Average: 24)

Section 4: Physical Education and Physical Activity

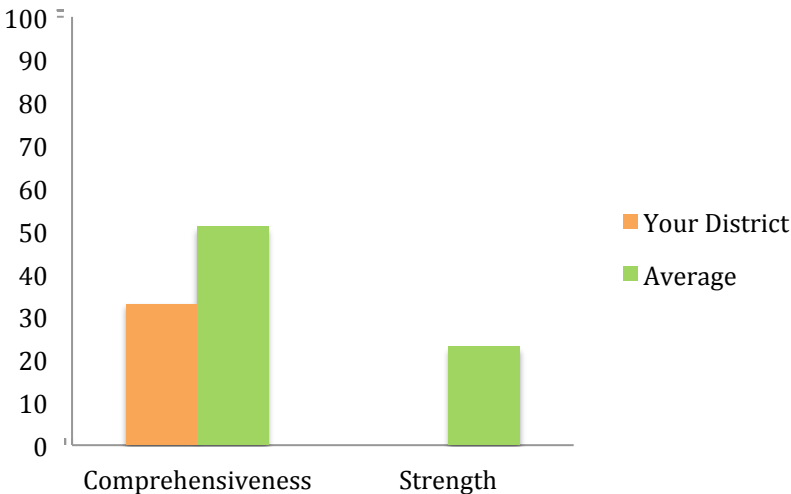


The **physical education and physical activity components** of YISD wellness policy were both **less comprehensive** and **less strong** than the other Texas districts.

YISD Comprehensiveness Score: 45
(Range: 25-90, Average: 58)

YISD Strength Score: 5
(Range: 0-75, Average: 28)

Section 5: Wellness Promotion and Marketing

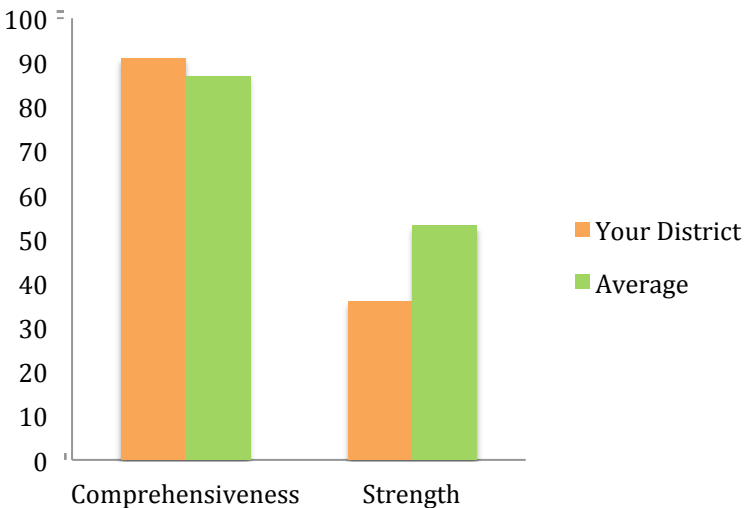


The **promotion and marketing components** of YISD wellness policy was **less comprehensive** and **less strong** than the other Texas districts.

YISD Comprehensiveness Score: 33
(Range: 33-73, Average: 51)

YISD Strength Score: 0
(Range: 0-73, Average: 23)

Section 6: Implementation, Evaluation, & Communication

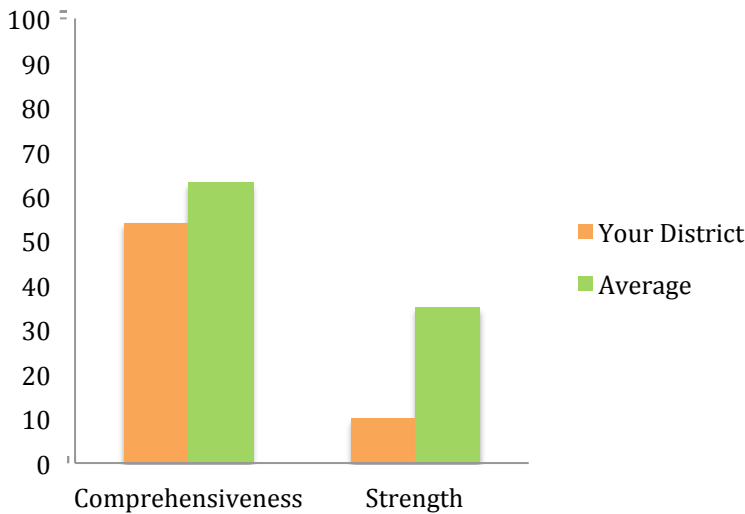


The **implementation, evaluation and communication components** of YISD wellness policy were **more comprehensive** but **less strong** than the other Texas districts.

YISD Comprehensiveness Score: 91
(Range 64-100, Average: 87)

YISD Strength Score: 36
(Range 18-100, Average: 53)

Overall Score of District Wellness Policy



The YISD wellness policy overall is **less comprehensive** and **less strong** than the other Texas districts.

YISD Comprehensiveness Score: 54
(Range: 37-80, Average: 63)

YISD Strength Score: 10
(Range: 7-64, Average: 35)

TOTAL Score: 64
Range: 44-144, Average: 98
Highest possible: 200

Policy Highlights

We applaud your work! In particular, your wellness policies highlights include:

- Addressing compliance with USDA nutrition standards for reimbursable meals.
- Implementing a written physical education curriculum for K-12 students.
- Designating one district level official accountable for ensuring each school is in compliance.
- Addressing annual assessment and compliance with the public.

Policy Opportunities


There are always area of opportunity to continue to grow your wellness policy. In particular, compared to other Urban districts, you could address:

- Strengthen language around K-12 nutrition education.
- Specify methods to increase participation in school meal programs.
- Addresses nutrition standards for all foods and beverages sold to students during the extended school day.
- Add in requirements around recess including offering recess before lunch in elementary schools and require a specific number of recess minutes per day.
- Develop and implement a comprehensive CSPAP.
- Address and encourage participation in before and after school physical activities for all K-12 students.
- Address food not being used as a reward and physical activity not being used as punishment.
- Specify specific ways to promote physical activity throughout the school community.
- Establish language to clearly demonstrate that the district wellness committee is ongoing.
- Strengthen language around school fundraisers.

WELLSAT SUMMARY SCORECARD: Ysleta ISD

Section 1: Nutrition Education (NE)	
	NE1: There is a standards-based nutrition curriculum, health education curriculum, or other curriculum that includes nutrition.
	NE2: All elementary school students receive nutrition education.
	NE3: All middle school students receive nutrition education.
	NE4: All high school students receive nutrition education.
	NE5: Links nutrition education with the school food environment.
	NE6: Nutrition education teaches skills that are behavior-focused.
	NE7: Nutrition education is sequential and comprehensive in scope.
	SM1: Addresses access to the USDA School Breakfast Program
	SM2: Addresses compliance with USDA nutrition standards for reimbursable meals.
	SM3: School meals meet standards that are more stringent than those required by the USDA.
	SM4: District takes steps beyond those required by federal law/regulation to protect the privacy of students who qualify for free or reduced priced meals.
	SM5: USDA National School Lunch Program and School Breakfast Program standards are described in full (or a link to the standards is provided in the wellness policy).
	SM6: Specifies to increase participation in school meal programs.
	SM7: Addresses students leaving school during lunch periods.
	SM8: Ensures adequate time to eat.
	SM9: Ensures annual training for food and nutrition services staff in accordance with USDA Professional Standards.
	SM10: Addresses school meal environment.
	SM11: Nutrition information for school meals (e.g. calories, saturated fat, sodium, sugar) is available to students and parents.
	SM12: Specifies how families are provided information about determining eligibility for free/reduced priced and parents.
	SM13: Recess (when offered) is scheduled before lunch in elementary schools.
	SM14: Free drinking water is available during meals.
	NS1: Addresses compliance with USDA minimum nutrition standards for all FOODS sold to students during the school day (commonly referred to as Smart Snacks)
	NS2: Addresses nutrition standards for all FOODS sold to students during the EXTENDED school day (includes regular school day plus after school programs and clubs. Do not count snacks provided in before/aftercare (childcare) programs).
	NS3: Addresses nutrition standards for all FOODS AND BEVERAGES served to students while attending before/aftercare on school grounds.
	NS4: Regulates food served during classroom parties and celebrations in elementary schools.
	NS5: Addresses compliance with USDA nutrition standards for all BEVERAGES sold to students during the school day (Smart Snacks).
	NS6: Addresses nutrition standards for all BEVERAGES sold to students during the EXTENDED school day (includes regular school day plus after school programming and clubs).
	NS7: Addresses foods and beverages containing non-nutritive sweeteners (High School)
	NS8: Addresses foods and beverages containing caffeine at the high school level.

0	NS9: USDA Smart Snack standards are described in full (or a link to the standards is provided in the wellness policy)
0	NS10: Addresses availability of free drinking water throughout the school day.
0	NS11: Regulates food sold for fundraising at all times (not only during the school day).
Section 4: Physical Education and Physical Activity (PEPA)	
2	PEPA1: There is written PE curriculum for grades K-12.
0	PEPA2: The written PE curriculum is aligned with national and/or state physical education standards.
1	PEPA3: Addresses time per week of PE instruction for all elementary school students.
1	PEPA4: Addresses time per week of PE instruction for all middle school students.
1	PEPA5: Addresses time per week of physical education instruction for all high school students.
1	PEPA6: Addresses teach-student ratio for PE classes.
0	PEPA7: Addresses qualifications for PE teachers for grades K-12.
1	PEPA8: District provides physical education training for PE teachers.
0	PEPA9: Addresses PE waiver requirements for K-12 students (e.g. substituting PE requirements with other activities).
0	PEPA10: Addresses PE exemptions for K-12 students.
0	PEPA11: Addresses PE substitution requirements for K-12 students (e.g. substituting PE requirement with other activities).
0	PEPA12: District addresses the development of a comprehensive school physical activity program (CSPAP) plan at each school.
0	PEPA13: District addresses active transport for all K-12 students.
0	PEPA14: District addresses before and after school physical activity for all K-12 students.
0	PEPA15: District addresses recess.
1	PEPA16: Addresses physical activity breaks for all K-12 students.
0	PEPA17: Addresses staff involvement in physical activity opportunities at all schools.
1	PEPA18: Addresses family and community engagement in physical activity opportunities at all schools.
1	PEPA19: District provides physical activity training for all teachers.
0	PEPA20: Joint or shared-use agreements for physical activity participation at all schools
Section 5: Wellness Promotion and Marketing (WPM)	
0	WPM1: Encourages staff to model healthy eating/drinking behaviors.
0	WPM2: Addresses staff not modeling unhealthy eating/drinking behaviors.
0	WPM3: Encourages staff to model physical activity behaviors.
0	WPM4: Addresses food not being used as a reward.
0	WPM5: Addresses using physical activity as a reward.
0	WPM6: Addresses physical activity not being used as punishment.
0	WPM7: Addresses physical activity not being withheld as a punishment.

Section 5 Continued: Wellness Promotion and Marketing (WPM)	
	WPM8: Specifies marketing/ways to promote healthy food and beverage choices.
	WPM9: Specifies ways to promote physical activity.
	WPM10: Specifies that family wellness activities will be planned and will include nutrition and physical activity components.
<i>*Note: The next 5 questions address restriction of marketing of food and beverages that cannot be sold to students during the school day (do not meet USDA Smart Snack nutrition standards)</i>	
	WPM11: On signs, scoreboards, sports equipment.
	WPM12: In curricula, textbooks, websites used for educational purposes, or other educational materials (both printed and electronic).
	WPM13: On exteriors of vending machines, food or beverage cups or containers, food display racks, coolers, trash and recycling containers, etc.
	WPM14: On advertisements in school publications, on school radio stations, in-school television, computer screen savers and/or school-sponsored Internet sites, or announcements on the public announcement (PA) system.
	WPM15: On fundraisers and corporate-sponsored programs that encourage students and their families to sell, purchase or consume products and/or provide funds to school in exchange for consumer purchases of those products.
	

Section 6: Implementation, Evaluation & Communication (IEC)	
	IEC1: Establishes an ongoing district wellness committee.
	IEC2: District wellness committee has community-wide representation.
	IEC3: Designates one district level official accountable for ensuring each school is in compliance (ensuring that there is reporting up).
	IEC4: Designates a leader in each school accountable for ensuring compliance within the school.
	IEC5: Addresses annual assessment of school wellness policy implementation/progress towards wellness goals.
	IEC6: Progress report on compliance/implementation is made to the school community (Board of Education, superintendent, principals, staff, students, and parents).
	IEC7: Progress report on compliance/implementation is made available to the public.
	IEC8: Progress report ensures transparency by including: the web address of the wellness policy, a description of each school's activities and progress towards meeting wellness goals, contact details for committee leadership and information on how to join the committee.
	IEC9: Addresses a plan for updating policy based on best practices.
	IEC10: Addresses methods for communicating with the public.
	IEC11: Specifies how district will engage families to provide information and/or solicit input to meet district wellness goals (e.g. through website, e-mail, parent meetings, or events).

District wellness policy statements are rated "0," "1," or "2," using the definitions below.

Rating		Explanation
0	= Not mentioned.	The item is not included in the text of the policy.
1	=Weak Statement	<p>The item is mentioned, <u>but</u></p> <ul style="list-style-type: none"> The policy will be hard to enforce because the statement is vague, unclear, or confusing. Statements are listed as goals, aspirations, suggestions, or recommendations. There are loopholes in the policy that weaken enforcement of the item. The policy mentions a future plan to act without specifying when the plan will be established. <p>Words often used include: may, can, could, should, might, encourage, suggest, urge, some, partial, make an effort, and try.</p>
2	=Meets or Exceeds Expectations	<p>The item is mentioned and it is clear that the policy makers are committed to making the item happen because:</p> <ul style="list-style-type: none"> The item is described using specific language (e.g., a concept followed by concrete plans or strategies for implementation). Strong language is used to indicate that action or regulation is required, including: shall, will, must, have to, insist, require, all, total, comply and enforce. <p>A district is unable to enforce an item (e.g., teachers role modeling healthy behaviors), but the goal is clearly stated (e.g., "shall encourage teachers to role model healthy behaviors").</p>