



Marion County Wellness Policy

2006-2007 Evaluation Report

August 2007



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**Marion County Public
Schools**

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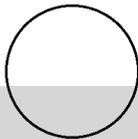
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Overview of the 2006-07 Wellness Policy Evaluation Process

Introduction

Schools play an essential role in nurturing the fundamental behaviors that foster health and well-being for communities. Children need access to good nutrition and physical activity in order to lead a healthy lifestyle. Schools and communities have found that children learn and retain knowledge better when eating balanced and nutritious meals. They have also found that attendance and education are directly influenced by physical activity. Since the inception of the Marion County School Wellness Policy (Wellness Policy) in the Marion County Public Schools (MCPS), the WellFlorida Council (formerly the North Central Florida Health Planning Council) has worked with Health, Wellness and Physical Education Department on the planning and evaluation of policies and activities within schools.

The Wellness Policy addressed in this evaluation was mandated by the federal government. The purpose of the law is to help schools alleviate obesity among students and to support healthy behavior choices for communities. This evaluation will cover programs implemented under the grant period covering the 2006-2007 school years. WellFlorida, under the direction of the MCPS, has been responsible for preparing the Wellness Policy evaluation since the 2006-2007 school years.

Background on the Wellness Program

On June 30, 2004 the President of the United States signed in to Public Law 108-265, The Child Nutrition and WIC Reauthorization Act of 2004. Federal legislation mandated that all school districts in the nation have a Wellness Policy in place by July 1, 2006. The 2006-2008 Wellness Policy evaluation process will evaluate the implementation and ongoing activity under the Marion County Public Schools Wellness Policy adopted as a result of the federal legislative mandate.

According to the 2005 Florida Youth Risk Behavior Surveillance Survey, 14.4 percent of the students surveyed are at risk to become obese. Overall, 10.9 percent of students were obese in 2005. Overall, only 21.9 percent ate five or more servings of fruits and vegetables daily and only 12.8 percent drank three or more glasses of milk daily. Physical education continues to a challenge for schools. Overall only 39.6 percent of students surveyed are enrolled in physical education one or more days a week. This is significantly lower than the national average of 55.7 percent of students. These findings exemplify the need for implementation of the Wellness Policy in Marion County's schools.

The primary purpose of the Marion County School Wellness Policy is to encourage physical activity and promote healthy eating habits among the student population. The reality is that a student who is involved in physical education and healthy eating habits will perform better overall in school.

Evaluation Components

The evaluation of Wellness Policy implementation activities for the 2006-2007 school year consists of the process objectives and proposed outcomes and qualitative analysis. There are seven proposed objectives of the Wellness Policy evaluation for the 2006-2007 school year. An evaluation of each of these objectives comprises the evaluation component of this report. The qualitative insights were derived from school self-assessment surveys conducted with school wellness committee leaders. Four randomly selected schools were interviewed to gather insight and further support qualitative results.

The rating used for the Self-Assessment Survey was derived from the Centers for Disease Control National Public Health Performance Standards Program. In each area of the Wellness Policy, guidelines and standards were issued and approved by the School Health Advisory Committee (SHAC).

The purposes of the randomly selected school interviews were to review the School Health Index module and overall scores with the chair or leader of the School Wellness Committee. These interviews focused on the extent in which the Centers for Disease Control guidelines were followed in the calculation of the School Health Index. These interviews were conducted the week of April 23, 2007.

School Self-Assessment Survey

A Self-Assessment Survey Letter (Appendix A) was sent to school principals outlining the evaluation process. The letter included the scheduled due dates, an explanation of the random site visits and the overall goal of the evaluation. Schools were encouraged to complete the Self-Assessment Survey prior to random site visits.

As previously stated, the Self-Assessment Survey (Appendix B) was sent to all school principals. A detailed explanation of the survey tool and instructions were included in each packet. The school's designated School Wellness Committee Leader was asked to be responsible for the completion of the survey.

The following provides an overview of the Self-Assessment Survey. This survey was given to all schools. Four schools were randomly selected to participate in site visits and interviews. The results offer insight to opinions of the School Wellness Committee Leader and do not reflect overall opinions from all schools or students. A copy of the Self-Assessment Survey is available in Appendix B.

As seen in Table 1, 33 schools returned written self assessment surveys. Two additional schools, Ft. King Middle School and Forest High School were interviewed, but did submit written surveys. Fifty surveys were mailed to school principals on March 27, 2007. Schools had approximately one month to complete and return surveys to the Health, Wellness and Physical Education Department. A response rate of 70 percent was achieved.

In order to authenticate the Wellness Policy implementation, a response rate of 100 percent must be accomplished in the 2007-2008 school year. School principals and school wellness committee leaders will be asked to complete a similar survey in the following year.

Table 1. Marion County Schools participating in Wellness Policy Self-Assessment Survey, 2007.

School
Eighth Street Elementary School
Anthony Elementary School
Belleview Elementary School
Belleview High School
Belleview Middle School
College Park Elementary School
Dunnellon Middle School
Dunnellon High School
East Marion Elementary School
Fessenden Elementary School
Ft. McCoy School (K-8)
Greenway Elementary School
Hammett L. Bowen Elementary School
Harbour View Elementary School
Hillcrest School
Howard Middle School
Madison Street Academy
Maplewood Elementary School
North Marion High School
Ocala Springs Elementary School
Osceola Middle School
Reddick-Collier Elementary School
Romeo Elementary School
Saddlewood Elementary School
Shady Hill Elementary School
Sparr Elementary School
Sunrise Elementary School
Vanguard High School
Ward Highlands Elementary School
West Port High School
West Port Middle School
Wyomina Park Elementary School

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

Table 2. Percent of survey respondents for Nutritional Education, 2007.

Nutritional Education	At my school all Physical Education and Health teachers provide grade appropriate, sequential nutrition education that reflects students' cultures and provides opportunities for students to learn in a supportive environment.		At my school nutrition education is interactive and provides students with knowledge and skills necessary to promote and protect their health.		At my school nutrition education is integrated into areas of school curriculum, including core curricula such as (e.g., math, reading, science, language arts, etc.).	
	Number	Percent	Number	Percent	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	12	36.4	11	33.3	6	18.2
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	8	24.2	10	30.3	9	27.3
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	3	9.1	6	18.2	5	15.2
No, no more than 25% of the activity described within the question is met.	8	24.2	4	12.1	9	27.3
No Answer	2	6.1	2	6.1	4	12.1
Total	33	100.0	33	100.0	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

As indicated in Table 2, survey respondents answered that 36.4 percent provide grade appropriate nutrition education that reflects students' cultures and provides opportunities for student to learn in a supportive environment. 33.3 percent state that nutrition education is interactive and provides the necessary knowledge and skills to promote and protect students' health. Over 27 percent indicate that nutritional education is not integrated into core curricula such as math, science, reading or language arts.

Table 3. Percent of survey respondents Nutrition Standards, 2007.

Nutrition	At my school, meals including breakfast, lunch and after school snacks, make a positive contribution to the children's diet and health. Emphasis has been put on serving fruits and vegetables, low-fat dairy products, and whole-grain products.	
	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	26	78.8
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	4	12.1
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	1	3.0
No, no more than 25% of the activity described within the question is met.	0	0
No Answer	2	6.1
Total	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

Overall 78.8 percent of respondents report that their school meals make a positive contribution to students' health. 12.1 percent report meeting this objective between 51 percent and 74 percent of the time. Only 3 percent of respondents feel that they are meeting the nutrition standards 24-49 percent of the time (Table 3).

Table 4. Percent of survey respondents for Food Guidelines, 2007.

Food Guidelines	Foods and Beverages sold individually outside the school meal program have no more than 35% of its calories from fat (Excluding nuts, seed, peanut butter, and other nut butters)		Foods and Beverages sold individually outside the school meal program have no more than 10% of its calories from Saturated and Tran's fat combined.		Foods and Beverages sold individually outside the school meal program have no more than 40% of its weight from added sugars; snack foods, side dishes and "other foods" must meet USDA standards for foods of minimal nutritional value (FMNV).	
	Number	Percent	Number	Percent	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	19	57.6	19	57.6	17	51.5
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	3	9.1	4	12.1	5	15.2
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	4	12.1	3	9.1	3	9.1
No, no more than 25% of the activity described within the question is met.	0	0	0	0	1	3.0
No Answer	7	21.2	7	21.2	7	21.2
Total	33	100.0	33	100.0	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

As indicated in Table 4, survey respondents answered that 57.6 percent currently sell food or beverages outside of the school meal program that contain no more than 35 percent of calories from fat. Additionally 57.6 percent state that food and beverages sold outside of the school meal program have no more than 10 percent of calories from saturated and trans fats. Almost 52 percent of respondents specify that food and beverages sold outside of the meal program contain no more than 40 percent of their weight from added sugars and meet the USDA standards for foods of minimal nutritional value (Table 4).

Table 5. Percent of survey respondents for Beverage Guidelines, 2007.

Beverage Guidelines	My school serves only water plain or flavored; 100% fruit or vegetable juices and fruit-based drinks that contain at least 50% fruit juice; sport drinks containing 20 fluid oz or less; unflavored or flavored low-fat or fat-free milk products; caffeine-free, sugar-free carbonated beverages.		My school does not serve fruit based drinks containing less than 50% real fruit juice, or beverages containing caffeine.	
	Number	Percent	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	22	66.7	22	66.7
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	6	18.2	4	12.1
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	1	3.0	0	0
No, no more than 25% of the activity described within the question is met.	1	3.0	1	3.0
No Answer	3	9.1	6	18.2
Total	33	100.0	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

As indicated in Table 5, survey respondents answered that 66.7 percent serve beverages that meet the guidelines established within the Wellness Policy. 18.2 percent of respondents did not answer whether their school served fruit-based drinks containing less than 50 percent real fruit juice or beverages that contain caffeine (Table 5).

Table 6. Percent of survey respondents reporting on Portion Size Guidelines, 2007.

Portion Size Guidelines	My school actively addresses and follows the portion size guidelines outlined in the School Wellness Policy	
	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	24	72.7
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	4	12.1
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	2	6.1
No, no more than 25% of the activity described within the question is met.	0	0
No Answer	3	9.1
Total	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

Overall 72.7 percent of respondents report that their school actively addresses and follows portion size guidelines as directed in the Wellness Policy. Over 12 percent of schools report meeting this objective between 74 percent and 51 percent of the time. 9.1 percent of respondents did not answer (Table 6).

Table 7. Percent of survey respondents Rewards and Incentives, 2007.

Rewards / Incentives	My school uses foods and beverages that meet nutrition and portion standards as rewards, and will not withhold food or beverages as a punishment	
	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	13	39.4
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	8	24.2
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	7	21.2
No, no more than 25% of the activity described within the question is met.	0	0
No Answer	5	15.2
Total	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

In many schools, teachers use food and beverages as rewards for good behavior or class accomplishments. As Table 7 shows, this is indeed the case in Marion County. Of the schools appraised in Self-Assessment Survey, 39.4 percent demonstrate that these rewards and incentives

follow the nutrition and portion standards for Marion County schools. Overall, 24.2 percent of surveyed schools report meeting this objective over 50 percent of the time, and 21.2 percent report meeting these objectives over 25 percent of the time.

Table 8. Percentage of respondents to Fundraising Guidelines, 2007.

Fundraising	My school's fundraising activities use only foods that meet nutrition and portion size standards.		My school does encourage fundraising activities that promote physical activity.	
	Number	Percent	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	7	21.2	14	42.4
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	11	33.3	9	27.3
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	4	12.1	3	9.1
No, no more than 25% of the activity described within the question is met.	4	12.1	3	9.1
No Answer	7	21.2	4	12.1
Total	33	100.0	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

The percent of respondents who meet fundraising guidelines established by the Wellness Policy is reported in Table 8. 66.6 percent of the respondents indicate that they meet the food nutrition and portion guidelines 25 percent or more of the time. Over 42 percent of respondents demonstrate the promotion of physical activity for fundraising (Table 8).

Table 9. Percentage of respondents to Classroom Celebrations, 2007.

Celebrations	My school limits celebrations that involve food during the school day.		If parties are held in the classroom, all foods will meet the above nutrition and portion size standards.	
	Number	Percent	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	15	45.5	7	21.2
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	8	24.2	5	15.2
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	3	9.1	8	24.2
No, no more than 25% of the activity described within the question is met.	4	12.1	10	30.3
No Answer	3	9.1	3	9.1
Total	33	100.0	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

As seen in Table 9, almost 46 percent feel that their school does meet the objective of limiting celebrations that involve food during the school day. Over 24 percent meet this objective more than 50 percent of the time, while 12.1 percent do not meet these criteria. Over 9 percent did not provide an answer (Table 9).

36.4 percent of respondents state that if celebrations are held that nutrition and portion guidelines are followed at least 50 percent of the time. More than 30 percent of respondents indicate they do not meet these objectives more than 25 percent of the time (Table 9).

In regards to FitnessGram®, less than half of all respondents report utilizing the computer-based monitoring tool more than 75 percent of the time, and only 15.2 percent use it more than 50 percent of the time. In excess of 18 percent utilize the program more than 25 percent of the time (Table 10).

Table 10. Percentage of survey respondents regarding FitnessGram® and Wellness Committee formation, 2007.

Physical Education / Physical Activity Guidelines	My school uses the FitnessGram® to assess the health related physical fitness of students enrolled in Physical Education courses.		At least 80% of all eligible 5th grade through 12th grade students will have the FitnessGram® Student Progress Report sent to parents or guardians with scheduled report cards upon completion of the student pre-assessment.		My school has formed a Wellness Committee according to page 4 of the Wellness Board Policy Section V item C.	
	Number	Percent	Number	Percent	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	16	48.5	10	30.3	23	69.7
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	5	15.2	4	12.1	4	12.1
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	4	12.1	1	3.0	0	0
No, no more than 25% of the activity described within the question is met.	6	18.2	16	48.5	4	12.1
No Answer	2	6.1	2	6.1	2	6.1
Total	33	100.0	33	100.0	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

Physical Education instructors were directed by the Health, Wellness, and Physical Education Department to only use FitnessGram® on fifth grade students in the 2006-2007 years. As highlighted in Table 10, over 30 percent (30.3) of respondents state that they have sent home FitnessGram® report cards to parents or guardians of students. Almost 70 percent (69.7) of schools have formed a Wellness Committee; still 12.1 percent have not formed those committees (Table 10).

Table 11. Percentage of respondents for Physical Education/Physical Activity Guidelines, 2007.

Physical Education / Physical Activity Guidelines	My school has completed the School Health Index.		My school utilized the School Health Index to compile a School Improvement Statement.		My school uses the School Health Index to assess their Physical Education Program.	
	Number	Percent	Number	Percent	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	18	54.5	12	36.4	12	36.4
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	5	15.2	4	12.1	5	15.2
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	0	0	1	3.0	3	9.1
No, no more than 25% of the activity described within the question is met.	7	21.2	9	27.3	8	24.2
No Answer	3	9.1	7	21.2	5	15.2
Total	33	100.0	33	100.0	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

Almost 55 percent (54.5) of respondents have completed at least 75 percent of their School Health Index (SHI) reports. 36.4 percent have utilized the SHI when compiling their School Health Improvement Statement. Additionally, 36.4 percent use the SHI to assess their Physical Education Program (Table 11).

Table 12. Percentage of respondents for School Requirements and Opportunities for Physical Education and Physical Activity, 2007.

School requirements and opportunities for Physical Education and Physical Activity	The physical education program at my school follows the Marion County Curriculum Outline for Physical Education K-12.		My school's physical education program consists of activities that are grade level appropriate and sequential.		My school's physical education program consists of activities that are of a moderate to vigorous level and duration.	
	Number	Percent	Number	Percent	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	29	87.9	28	84.8	30	90.9
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	1	3.0	3	9.1	1	3.0
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	0	0	0	0	0	0
No, no more than 25% of the activity described within the question is met.	1	3.0	0	0	0	0
No Answer	2	6.1	2	6.1	2	6.1
Total	33	100.0	33	100.0	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

Overwhelmingly 87.9 percent of respondents feel their Physical Education Program follows the Marion County Curriculum for Physical Education K-12. About 3 percent of respondents feel their school meets this requirement less than 25 percent of the time. Accordingly 84.8 percent and 90.9 percent of respondents state that the Physical Education program in their school is both grade level appropriate and consists of moderate to vigorous levels and durations, respectively (Table 12).

Table 13. Percentage of respondents for School Requirements and Opportunities for Physical Education and Physical Activity, 2007.

School requirements and opportunities for Physical Education and Physical Activity	My school's physical education program consists of activities that are sufficient to provide a significant health benefit to students.		My school's physical education program consists of activities that are subject to differing capabilities of students.		My school's physical education program consists of activities in which at least 50% of class time devoted to physical activity.	
	Number	Percent	Number	Percent	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	27	81.8	29	87.9	28	84.8
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	3	9.1	2	6.1	2	6.1
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	0	0	0	0	0	0
No, no more than 25% of the activity described within the question is met.	0	0	0	0	0	0
No Answer	3	9.1	2	6.1	3	9.1
Total	33	100.0	33	100.0	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

As illustrated in Table 13, a majority of schools provide a significant health benefit to the students' physical well-being, and offer programs that are subject to differing capabilities of individual students. Almost 85 percent of schools show that the Physical Education Programs consist of at least 50 percent of the class time being devoted solely to physical activity.

Table 14. Percentage of respondents for School Requirements and Opportunities for Physical Education and Physical Activity, 2007.

School requirements and opportunities for Physical Education and Physical Activity	My school's physical education program consists of activities that are developing students in the skills, knowledge, motivation and behaviors that promote the highest student achievement and a lifelong commitment to wellness centered on a healthy and physically active lifestyle.		At my school withholding physical education cannot be used as a form of punishment (for example not completing classroom assignment, homework, misbehavior, etc.) unless health, safety or welfare of a student or others is at risk.		In order to provide instructional time in all curriculum areas, my school does not exclusively schedule assemblies or special occasions during physical education time.	
	Number	Percent	Number	Percent	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	26	78.8	27	81.8	26	78.8
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	5	15.2	4	12.1	4	12.1
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	0	0	0	0	1	3.0
No, no more than 25% of the activity described within the question is met.	0	0	0	0	0	0
No Answer	2	6.1	2	6.1	2	6.1
Total	33	100.0	33	100.0	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

As shown in Table 14, almost 94 percent of respondents report that their programs motivate behavior change and lead to a lifelong commitment to healthy and physically active lifestyles a majority of time. 81.8 percent of respondents do not withhold physical education as a form of punishment, and 12.1 percent report that this objective is met over 51 percent of the time (Table 14). Many schools indicated that they do not exclusively schedule assemblies during physical education time.

Table 15. Percentage of respondents for School Requirements and Opportunities for

Physical Education and Physical Activity, 2007.

School requirements and opportunities for Physical Education and Physical Activity	At my school recess cannot be substituted for Physical Education (Grades 1-5)		At my school adequate budgets, equipment, supplies and technology have been provided to the physical education program to facilitate the required variety of developmentally appropriate continuous movement for every student in each class.		At my school students are assessed on developmentally appropriate motor skills, social skills and knowledge.	
	Number	Percent	Number	Percent	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	25	75.8	19	57.6	28	84.8
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	0	0	8	24.2	3	9.1
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	0	0	0	0	0	0
No, no more than 25% of the activity described within the question is met.	0	0	3	9.1	0	0
No Answer	8	24.2	3	9.1	2	6.1
Total	33	100.0	33	100.0	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

Recess is mainly utilized in elementary and some middle schools. 75.8 of all respondents to the survey indicate that physical education is not substituted for recess. 24.2 percent of respondents did not answer, indicating that these schools do not offer recess time to students. Over 57 percent (57.6) of respondents feel their schools have adequate budgets, equipment, supplies and technology to provide physical education. Almost 85 percent (84.8) of respondents state students are assessed on developmentally appropriate motor skills, social skills and knowledge (Table 15).

Table 16. Percentage of respondents for School Requirements and Opportunities for Physical Education and Physical Activity, 2007.

School requirements and opportunities for Physical Education and Physical Activity	At my school Physical Education Instructors use the standards-based MCPS District Report Card Guidelines Tool and Grade Book Guidelines to direct student assessment.		At my school student assessments are consistent with actual available student instructional and practice time.		At my school student assessments are outcome based on the state and district standard grade level expectations.	
	Number	Percent	Number	Percent	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	28	84.8	29	87.9	26	78.8
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	2	6.1	1	3.0	4	12.1
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	0	0	0	0	1	3.0
No, no more than 25% of the activity described within the question is met.	1	3.0	0	0	0	0
No Answer	2	6.1	3	9.1	2	6.1
Total	33	100.0	33	100.0	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

Marion County Public Schools has implemented the use of the District Report Card Guidelines Tool and Grade Book Guidelines to direct student assessment. 84.8 percent of respondents indicate these tools are used more 75 percent of the time to grade students. 87.9 percent of respondents feel that student assessments are consistent with actual instructional and practice time (Table 16).

When asked if student assessments were outcome based on state and district guidelines only 78.8 percent of respondents feel this happens more than 75 percent of the time. 12.1 percent state these assessments are fully utilized more than 51 percent of the time, and 3 percent feel that this objective is only met 26 percent or more of the time.

Table 17. Percentage of respondents for School Requirements and Opportunities for Physical Education and Physical Activity, 2007.

School requirements and opportunities for Physical Education and Physical Activity	At my school there is a balance of assessment strategies that measure competence in process skills and end product results.		Parents are provided a copy of health-related FitnessGram® assessment results.		Parents are provided with education materials and resources to promote and participate in physical activity with their children.	
	Number	Percent	Number	Percent	Number	Percent
Yes, greater than 75% of the activity described within the question is met.	24	72.7	9	27.3	5	15.2
High Partially, greater than 50%, but no more than 75% of the activity described within the question is met.	5	15.2	2	6.1	4	12.1
Low Partially, greater than 25%, but no more than 50% of the activity described within the question is met.	0	0	1	3.0	12	36.4
No, no more than 25% of the activity described within the question is met.	2	6.1	19	57.6	10	30.3
No Answer	2	6.1	2	6.1	2	6.1
Total	33	100.0	33	100.0	33	100.0

Source: Wellness Policy Survey Database, WellFlorida, 2006-07.

As Table 17 illustrates, overall 72.7 percent of respondents believe there is a balance of assessment strategies that measure competence in process skills and end product results. 57.6 percent of respondents indicate that FitnessGram® reports are provided to parents. Only 15.2 percent of respondents feel that parents are provided with education materials and resources to promote and participate in physical activity with their children.

Objective Evaluation of 2006-07 Proposed Outcomes

Introduction

As part of the comprehensive evaluation of the Marion County Public School Wellness Policy, information about the nutrition and physical education among Marion County students was collected via written surveys. Information collected included a self-assessment tool to measure the schools' ability to meet guidelines and best practices for nutrition and physical education. Year 2 of the grant will be devoted to fully implementing the policy and all utilizing testing procedures as well as establishing the framework for ongoing evaluation activities. WellFlorida Council, Inc., has established the evaluation plan detailed below. With this information, the schools and community will be able to identify and implement health behavioral programs that encourage students to maintain a healthy lifestyle.

Proposed Outcome Analysis

Evaluation of Proposed Overall Goal is based on a review of data provided to staff of WellFlorida by the MCPS Health, Wellness and Physical Education Department. Data was received approximately one month after the completion of the 2006-2007 school years.

Evaluation Objectives

Overall Goal

To improve the overall health of all elementary and secondary students of attending Marion County Public Schools.

Objective 1

100% of all physical education staff at elementary and secondary schools will be taught how to administer the FITNESSGRAM© program to students by September 30, 2006.

This objective was met in September 2006.

Objective 2

At least 80% of all eligible elementary and secondary students will have the FITNESSGRAM© Student Progress Report sent to parents or guardians with scheduled report cards upon completion of the student pre-assessment.

This objective was not met due to computer and software malfunctions. It should also be noted that the requirement was changed to only implement FitnessGram© for fifth grade

students. WellFlorida staff met with Marion County School District Information Technology Department (MCIT) to discuss the reported issues with entering data into the FitnessGram© database. MCIT will work to address the issues and resolve the duplication of student information for students that are enrolled in more than one physical education class.

Objective 3

At least 80% of all eligible elementary and secondary students will have been evaluated by FITNESSGRAM© prior to May 1, 2007.

Only 30 percent of schools reported that 80 percent of eligible students were evaluated for FitnessGram©. This may be in part due to the computer and software issues previously noted.

Objective 4

100% of all elementary and secondary schools will have been taught how to compile their School Health Index by October 30, 2006.

This objective was met in October 2006.

Objective 5

100% of all elementary and secondary schools shall form a Wellness Steering Committee by November 1, 2006. The Principal at each school shall incorporate the eight major components of school health, including health education; physical education; health services; food & nutrition services; counseling & psychological services; healthy school environment; health promotion for staff; and family/community involvement, when recruiting for this committee according to page 4 of the Wellness Board Policy Section V item C.

Only 69.7 percent of respondents to the Self-Assessment Survey indicate that this objective has been met more than 75 percent of the year in their school.

Objective 6

100% of all elementary and secondary schools will have completed their School Health Index by December 31, 2006.

Only 54.5 percent of respondents to the Self-Assessment Survey indicate this has been met.

Objective 7

100% of all elementary and secondary schools will utilize their School Health Index scorecard by March 15, 2007, to assist in completing their School Health Improvement Plan and the School Improvement Statements (SIPs) to submit for the for school year 2007-2008.

Only 36.4 percent of respondents indicate that this objective has been met.

Qualitative Evaluation Component

Aside from the surveys analyzed throughout the report, WellFlorida conducted random school interviews with principals and school wellness committee leaders in April of the 2007 to collect further qualitative data. An analysis of the interviews is provided below.

School Wellness Interviews

The Wellness Policy is directed to all schools in Marion County by the Marion County School Board. The program was developed as a comprehensive plan to reduce the risk factors contributing to higher occurrences of student obesity and to meet nutritional guidelines for food and beverages within school. As part of the qualitative component of the evaluation process for the Wellness Policy Evaluation, WellFlorida conducted 4 key informant interviews during the month of April 2007.

This report will outline how the interviews were selected, conducted, the findings of that process, and recommendations that address key issues identified in the process.

Methodology

Today there is a multitude of behavior modification programs throughout the schools in Florida and the greater United States. However, it is realized that not all of these programs will succeed in a given school. For this reason, principals and school health committee leaders who directly monitor students were asked to participate in interviews to determine their perceptions, attitudes, and recommendations regarding this policy.

Each interview was conducted via telephone or in person. Participants were advised that WellFlorida and the Health, Wellness, and Physical Education coordinators would maintain their confidentiality.

The process used for conducting the interviews is fairly informal. The strength of this qualitative technique is flexibility; it is ideal for generating new ideas for investigation on an issue. Key informants were encouraged to initiate discussion about concerns, preferences, and other issues that were not necessarily introduced by the facilitator or others in the group, but that they feel were relevant to the discussion. The questions that were developed focused on perceptions of the Wellness Policy, communication with others about the policy, personal experiences and involvement with the implementation of the policy, and recommendations regarding the Wellness Policy.

Key Informant Summaries

Generally, each interview was comprised of school principals. All participants were familiar with the Wellness Policy and had utilized the policy at some point over the past year. The comments of interview participants in the following summaries reiterate the sentiments of a

single group member and include direct quotes that reflect those viewpoints. This section merely summarizes what the participants said with no analysis applied.

Perception of Wellness Policy

The following comments were given by principals at each school.

- The Wellness Policy is working. Some of the restrictions are hard to implement. There are issues that should be addressed, such as how to properly monitor class celebrations and rewards.
- The policy is good and benefits students, but the lack staff time, preparation, and constraints of the policy are difficult to implement.
- There is simply not enough time in the day to have this many hours of physical education. Schools are mandated to have a certain number of hours in core curricula and adding additional requirements does not seem realistic.
- My school has not implemented certain things such as Fitness Gram© because the software and computers are not available. The costs, time and personnel factors limit what schools can do to implement the Wellness Policy.

Overview of Key Findings

Throughout the process of conducting the interviews, a variety of perspectives and ideas about the Wellness Policy were identified. While not all the participants agreed, the major issues came up time and time again. A summary of the ideas taken from the interviews are provided below.

- Limited time during the school day to implement physical education.
- Limited personnel to implement physical education and nutrition education classes.
- Limited or no computers and software for the Fitness Gram© requirements

Recommendations

- The interviews for 2006-07 generated mostly positive feedback regarding the impact of the policy on students. Principals and school leaders noted that they have received little time to implement the needed changes for the Wellness Policy. It was also reported that most schools are aware of the Wellness Policy. WellFlorida recommends that staff and increase communications with school principals and school wellness committees in order

to provide immediate feedback regarding issues implementing the Wellness Policy objectives.

- It is recommended that the Health, Wellness, and Physical Education Department work with Principals, Athletic Directors and school wellness committee leaders to make the necessary modifications to fully implement Fitness Gram© in all schools.
- Utilization of the Wellness Policy should be emphasized to increase school participation. The recommendations and best practices outlined within the Wellness Policy should be communicated and highlighted to Principals, Physical Education Teachers, Athletic Directors, Activity Directors, parents, and the students.
- Emphasis should be placed on the School Health Improvement Plan and School Improvement Statements. School Health Index Modules must be completed in order to fully investigate objectives of this plan.

Appendices

- A. School Self-Assessment Survey Letter
- B. School Self Assessment Survey

Appendix A
Self-Assessment Survey Letter

March 8, 2007

«AddressBlock»

RE: Marion County Wellness Policy Evaluation

«GreetingLine»

Federal legislation mandated that all school districts in the nation have a Wellness Policy in place by July 1, 2006. The 2006-2008 Wellness Policy evaluation process will evaluate the implementation and ongoing activity under the Marion County Public Schools Wellness Policy adopted as a result of the federal legislative mandate. The WellFlorida Council has been contracted to serve as the evaluator for the Wellness Policy in Marion County Schools during the 2006-2008 school years.

As part of the first year evaluation, WellFlorida staff will be distributing a Self-Evaluation Packet. These packets outline each of the 2006–2007 evaluation objectives, and will assist your School Wellness Committee in preparing a self-evaluation of selected objectives. WellFlorida Council will be delivering the Self-Evaluation Packet via interoffice mail. The completed packet is due back to the Health, Wellness, and Physical Education Department by April 30, 2007.

WellFlorida will also be conducting random site visits to 4 schools within Marion County. The purpose of this site visit is to review the completed School Health Index module and overall scorecards with the chair or leader of each school's School Wellness Committee. The review will focus on to what extent Centers for Disease Control guidelines were followed in the calculation of the School Health Index. These site visits will be conducted the week of April 23, 2007. It is highly recommended that the Self-Evaluation Packet be completed by April 16, 2007 in order to be as prepared as possible for a potential visit. Ideally, with a pre-prepared Self Evaluation Packet, the visit will require one hour or less with the chair or leader of your School Wellness Committee.

The second portion of the evaluation consists of monitoring the usage of FITNESSGRAM® testing conducted on all students participating in Physical Education classes. The FITNESSGRAM® fitness test battery evaluates five different parts of health-related fitness, including aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition. A copy of the FITNESSGRAM® report is sent to parents in order to encourage and shape the physical activity and dietary habits of their children outside of school hours. In order to evaluate the usage of FITNESSGRAM®, staff will collect and analyze data that has been electronically submitted by the Physical Education Teachers in each school. This process will also be detailed in the Self-Evaluation Packet.

This evaluation is not meant to burden school staff, but is meant to provide valuable feedback regarding the health, fitness, and wellbeing of Marion County students. Your cooperation and input is very appreciated and needed in order to make your students, your school, and your community healthy and fit! If you have any questions please feel free to contact me at (352) 313-6500 Ext. 110 or email sbailey@wellflorida.org.

Sincerely,

Shane Bailey, MBA/HCM, CHES
Associate Planner
WellFlorida Council, Inc.

cc: Physical Education Teachers

Appendix B
Self-Assessment Survey

Wellness Policy Section	Guidelines and procedures	Yes	High Partially	Low Partially	No	Supporting Documentation
<p>In responding to the summary questions, participants should first estimate to what extent their school has achieved the overall model standard. Second, they should estimate how much of the activity relevant to the model standard is conducted by their school. Responses to both questions should reflect the current status. For example, if 76% of the model standard is judged to be achieved and all of the activities are conducted by the school, the response to the first question should be YES (76-100%) If the school has implemented most of the question the answer should be HIGH PARTIALLY (51-75%). On the other hand, if the school conducts very few of the activities related to the model standard, the answer should be LOW PARTIALLY (26-50%) or NO (0-25%).</p>		<p>Greater than 75% of the activity described within the question is met.</p>	<p>Greater than 50%, but no more than 75% of the activity described within the question is met.</p>	<p>Greater than 25%, but no more than 50% of the activity described within the question is met.</p>	<p>No more than 25% of the activity described within the question is met.</p>	<p>Attach or include additional supporting documentation and comments as justification for responses.</p>
<p>Nutrition Education</p>	<p>At my school all Physical Education and Health teachers provide grade appropriate, sequential nutrition education that reflects students' cultures and provides opportunities for students to learn in a supportive environment.</p>					
	<p>At my school nutrition education is interactive and provides students with knowledge and skills necessary to promote and protect their health.</p>					
	<p>At my school nutrition education is integrated into areas of school curriculum, including core curricula such as (e.g., math, reading, science, language arts, etc.).</p>					

Nutrition	At my school, meals including breakfast, lunch and after school snacks, make a positive contribution to the children’s diet and health. Emphasis has been put on serving fruits and vegetables, low-fat dairy products, and whole-grain products.					
Food Guidelines	Foods and Beverages sold individually outside the school meal program have no more than 35% of its calories from fat (Excluding nuts, seed, peanut butter, and other nut butters)					
	Foods and Beverages sold individually outside the school meal program have no more than 10% of its calories from Saturated and Tran’s fat combined.					
Food Guidelines	Foods and Beverages sold individually outside the school meal program have no more than 40% of its weight from added sugars; snack foods, side dishes and “other foods” must meet USDA standards for foods of minimal nutritional value (FMNV).					

Beverage Guidelines	My school serves only water plain or flavored; 100% fruit or vegetable juices and fruit-based drinks that contain at least 50% fruit juice; sport drinks containing 20 fluid oz or less; unflavored or flavored low-fat or fat-free milk products; caffeine-free, sugar-free carbonated beverages.					
	My school does not serve fruit based drinks containing less than 50% real fruit juice, or beverages containing caffeine.					
Portion Size Guidelines	My school actively addresses and follows the portion size guidelines outlined in the School Wellness Policy					
Rewards / incentives	My school uses foods and beverages that meet nutrition and portion standards as rewards, and will not withhold food or beverages as a punishment					
Fundraising	My school's fundraising activities use only foods that meet nutrition and portion size standards.					
	My school does encourage fundraising activities that promote physical activity.					

Celebrations / Parties	My school limits celebrations that involve food during the school day.					
	If parties are held in the classroom, all foods will meet the above nutrition and portion size standards.					
Physical Education / Physical Activity Guidelines	My school uses the FitnessGram® to assess the health related physical fitness of students enrolled in Physical Education courses.					
	At least 80% of all eligible 5th grades through 12th grade students will have the FITNESSGRAM© Student Progress Report sent to parents or guardians with scheduled report cards upon completion of the student pre-assessment.					
Physical Education / Physical Activity Guidelines	My school has formed a Wellness Committee according to page 4 of the Wellness Board Policy Section V item C.					
	My school has completed the School Health Index.					Attach School Health Index Scorecard
	My school utilized the School Health Index to compile a School Improvement Statement.					Attach School Improvement Statement
	My school uses the School Health Index to assess their Physical Education Program.					

School requirements and opportunities for Physical Education and Physical Activity	The physical education program at my school follows the Marion County Curriculum Outline for Physical Education K-12.					
	My school's physical education program consists of activities that are grade level appropriate and sequential.					
	My school's physical education program consists of activities that are of a moderate to vigorous level and duration.					
	My school's physical education program consists of activities that are sufficient to provide a significant health benefit to students.					
School requirements and opportunities for Physical Education and Physical Activity	My school's physical education program consists of activities that are subject to differing capabilities of students					
	My school's physical education program consists of activities in which at least 50% of class time devoted to physical activity					
	My school's physical education program consists of activities that are developing students in the skills, knowledge, motivation and behaviors that promote the highest student achievement and a lifelong commitment to wellness centered around a healthy and physically active lifestyle.					

School requirements and opportunities for Physical Education and Physical Activity	At my school withholding physical education cannot be used as a form of punishment (for example not completing classroom assignment, homework, misbehavior, etc.) unless health, safety or welfare of a student or others are at risk.					
	In order to provide instructional time in all curriculum areas, my school does not exclusively schedule assemblies or special occasions during physical education time.					
	At my school recess cannot be substituted for Physical Education (Grades 1-5)					

School requirements and opportunities for Physical Education and Physical Activity	At my school adequate budgets, equipment, supplies and technology have been provided to the physical education program to facilitate the required variety of developmentally appropriate continuous movement for every student in each class.					
	At my school students are assessed on developmentally appropriate motor skills, social skills and knowledge.					
	At my school Physical Education Instructors use the standards-based MCPS District Report Card Guidelines Tool and Grade Book Guidelines to direct student assessment.					
	At my school student assessments are consistent with actual available student instructional and practice time.					

School requirements and opportunities for Physical Education and Physical Activity	At my school student assessments are outcome based on the state and district standard grade level expectations.					
	At my school there is a balance of assessment strategies that measure competence in process skills and end product results.					
	Parents are provided a copy of health-related FitnessGram® assessment results.					
	Parents are provided with education materials and resources to promote and participate in physical activity with their children.					