



Jefferson County
Public Schools



Shaping the Future

Health and Fitness for Accelerated Learning Magnet Schools Evaluation Report (2009-2010)

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JEFFERSON COUNTY PUBLIC SCHOOLS (JCPS) HEALTH AND FITNESS FOR ACCELERATED LEARNING MAGNET SCHOOLS

PROGRAM FEATURES: Two JCPS Elementary Schools; Full-time Magnet Coordinators; School nurses; Staff professional development (PD); Humana fitness game labs; Curricular enhancements; In-school wellness time; Remodeled cafeterias and modified menus; *Health-related* after-school activities; After-school transportation; School Health Committee; Measurement tracking; Advisory Board

EVALUATION GOALS: Measurable improvements in Infrastructure and Climate; Physical Activity and Nutrition Health Behaviors; Academics; and Non-academics



KEY OUTCOMES

INFRASTRUCTURE AND CLIMATE:

*Build
infrastructures
that enable and
sustain systemic
wellness
improvements*

- **Teacher knowledge** of health PD objectives improved on all test items
- **School climate** ratings met 80% satisfaction criterion on JCPS Comprehensive School Survey for students, parents, and staff
- **Parent involvement** and employee wellness top priorities voiced by teachers



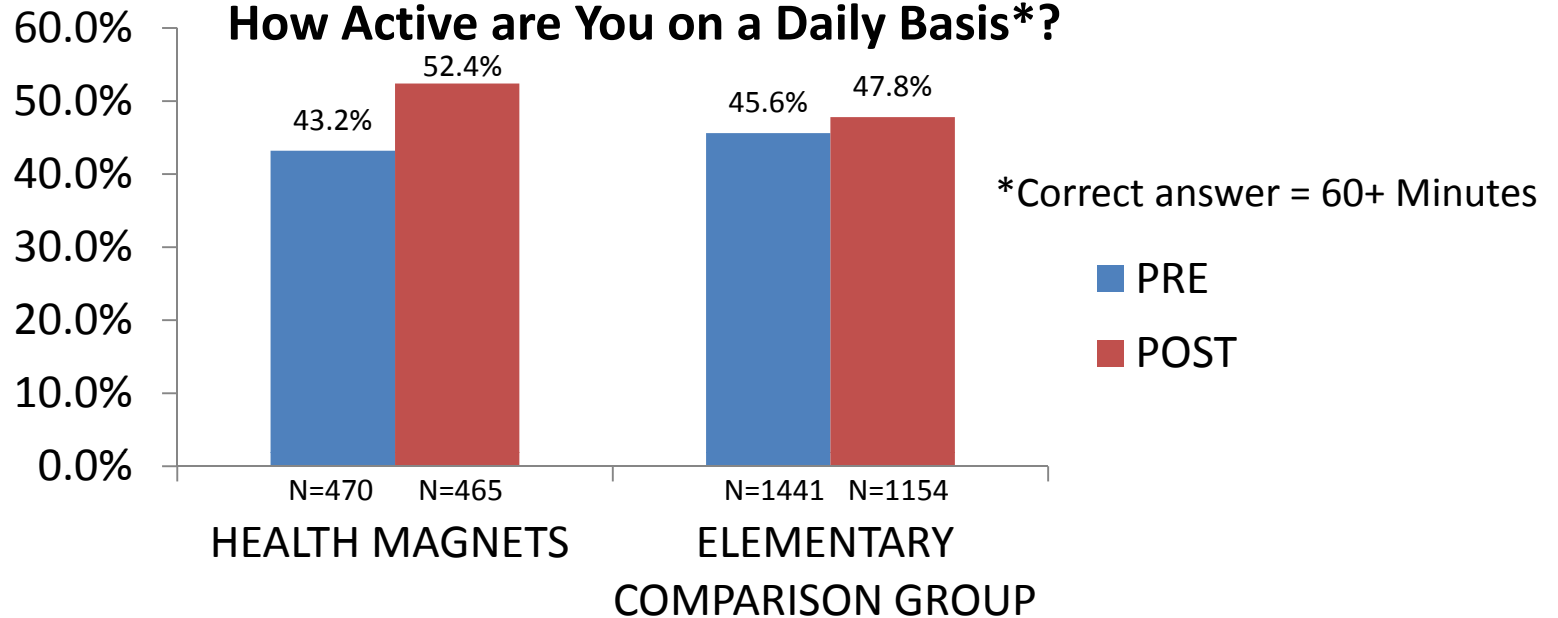
KEY OUTCOMES

PHYSICAL ACTIVITY AND NUTRITION HEALTH BEHAVIORS: *Improve Health Status and Health Behaviors*

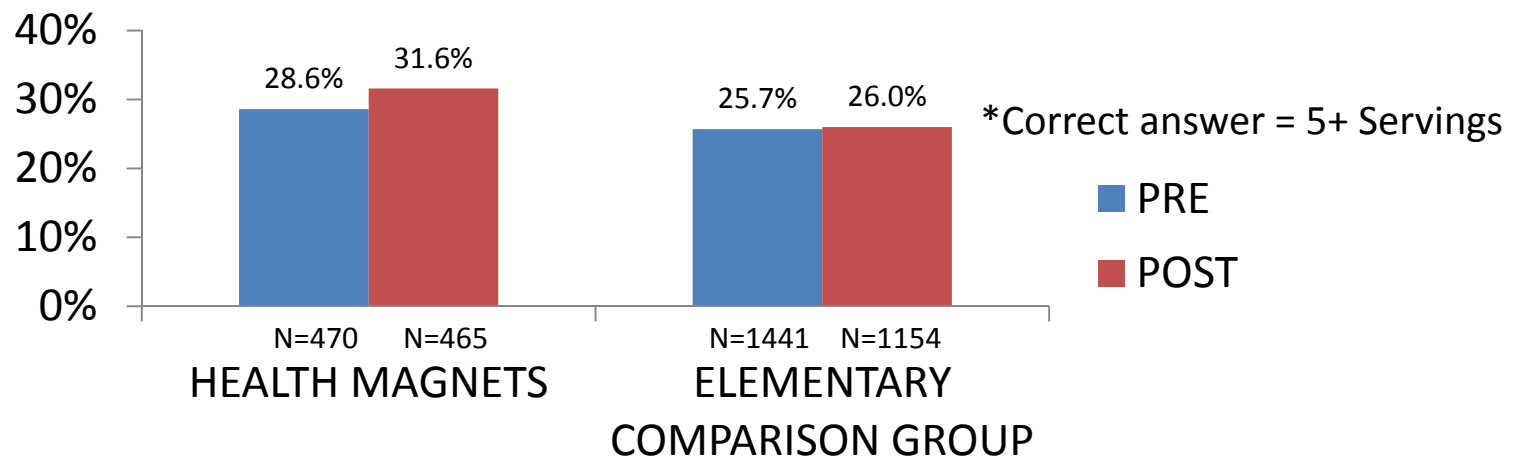
- **Overall**, self-reported physical activity and nutritional behaviors improved
- **Consumption** of healthy foods, sugary soft drinks, fast foods, and amount of screen time remain challenges. Student responses showed gap between knowledge and behavior; and mirrored parent responses
- **150** minutes of in-school physical activity provided to students
- **59%** students participated in an after-school session
- **BMI**s increased at one school; measurement issues at other school

REPRESENTATIVE PHYSICAL ACTIVITY AND NUTRITIONAL STUDENT BEHAVIOR DATA

How Active are You on a Daily Basis*?



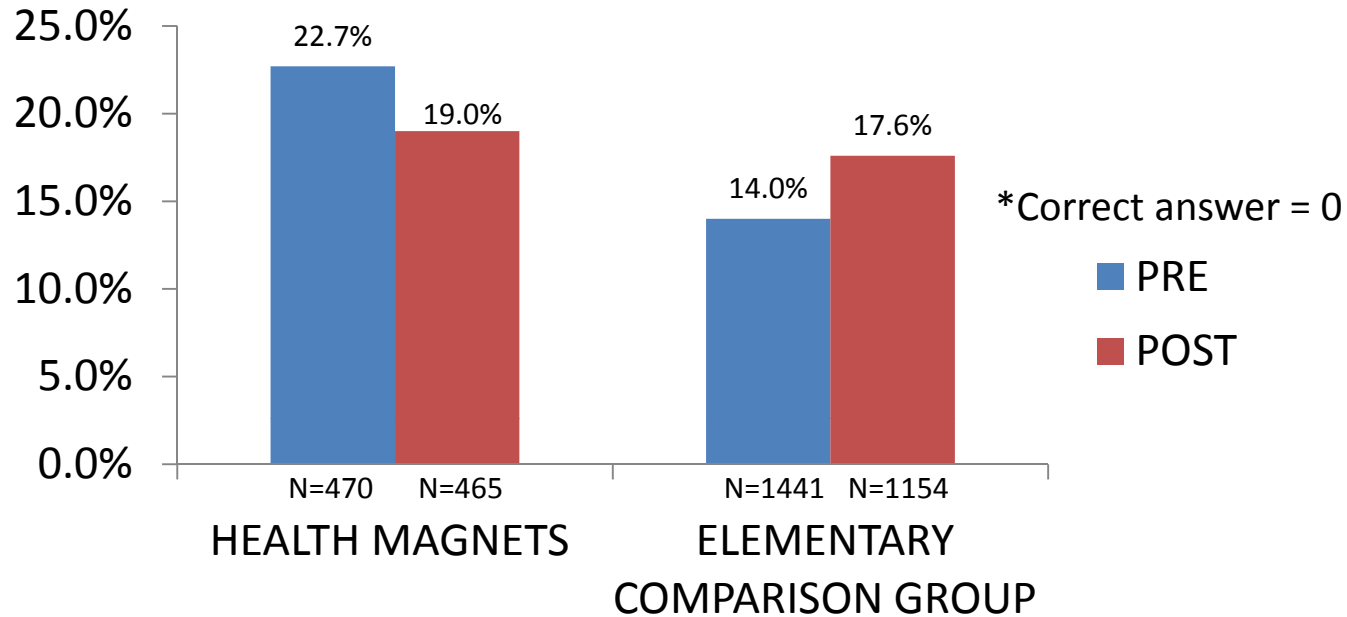
How Many Servings of Fruit and Vegetables Do You Eat Each Day*?



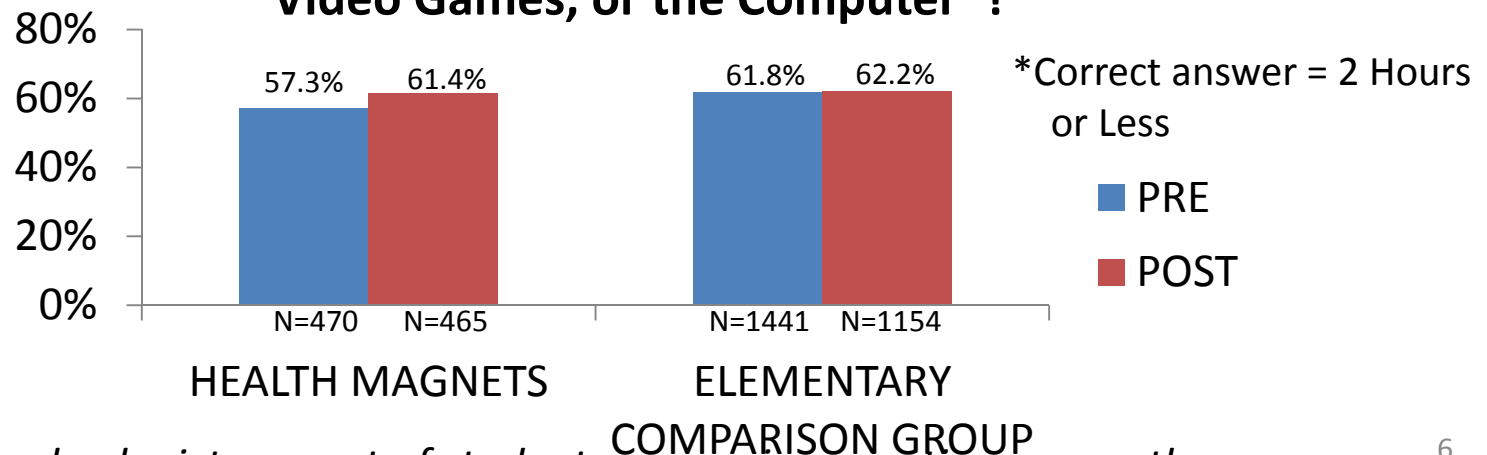
Graphs depict percent of students answering questions correctly

REPRESENTATIVE PHYSICAL ACTIVITY AND NUTRITIONAL STUDENT BEHAVIOR DATA

How Many Sweetened Soft Drinks Do You Drink Each Day*?

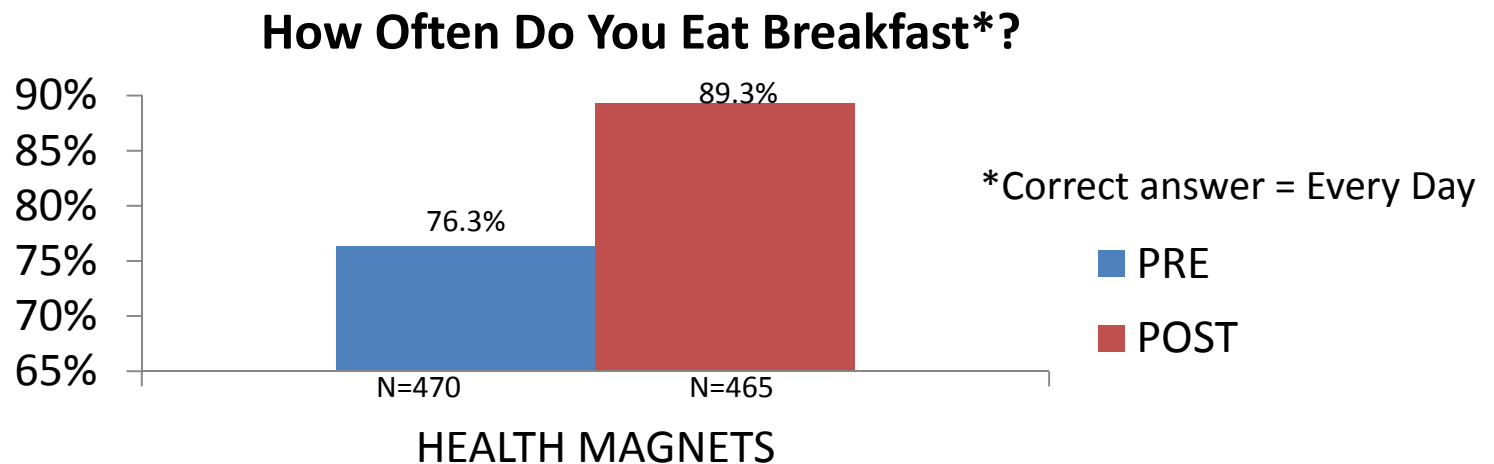
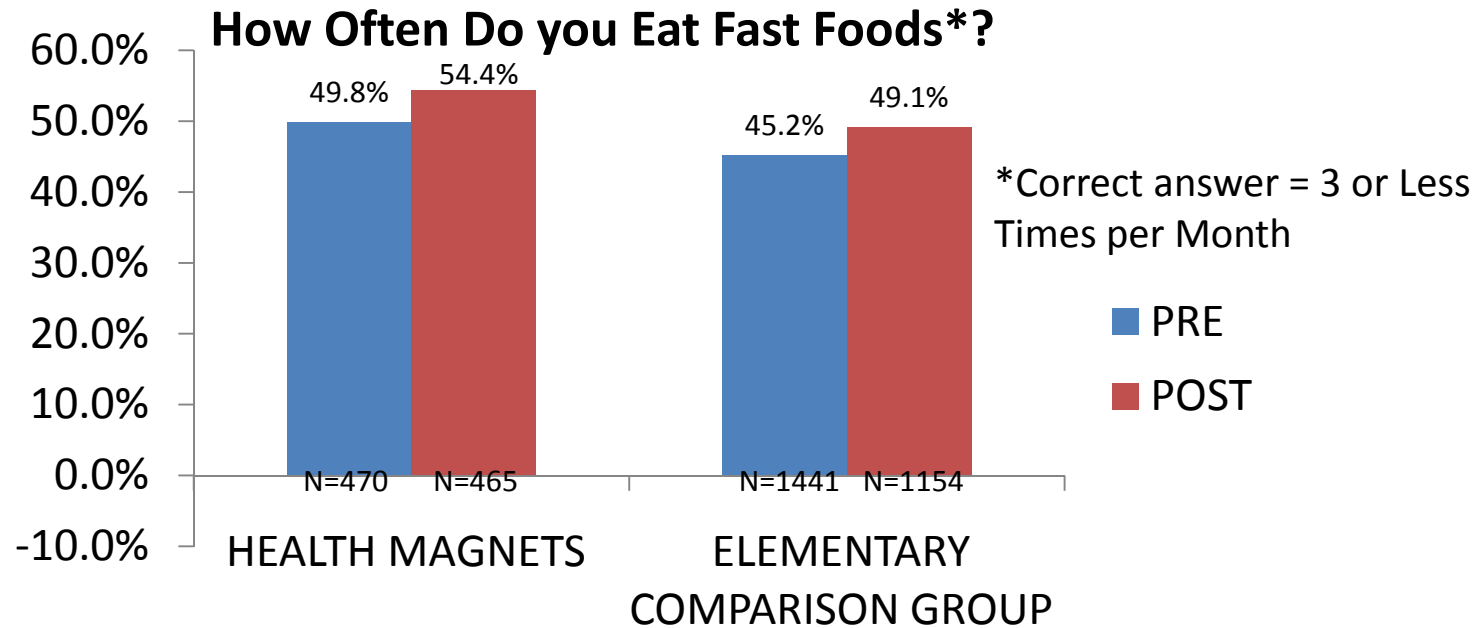


How Much Time Do You Spend Each Day Watching Television, Playing Video Games, or the Computer*?



Graphs depict percent of students answering questions correctly

REPRESENTATIVE PHYSICAL ACTIVITY AND NUTRITIONAL STUDENT BEHAVIOR DATA



Graphs depict percent of students answering questions correctly

WELLINGTON ELEMENTARY 2009-2010 BODY MASS INDEX (BMI) DATA*

PRE-TEST Summary of Children's BMI-for-Age Overall			
	Boys	Girls	Total***
Number of children assessed:	207	185	392
Underweight (< 5th %ile)	2%	2%	2%
Normal BMI (5th - 85th %ile)	56%	52%	54%
Overweight (86th – 94th %ile)**	18%	19%	19%
Obese (\geq 95th %ile)	24%	27%	25%
POST-TEST Summary of Children's BMI-for-Age Overall			
	Boys	Girls	Total***
Number of children assessed:	190	174	364
Underweight (< 5th %ile)	3%	2%	2%
Normal BMI (5th - 85th %ile)	54%	49%	52%
Overweight (89th – 94th %ile)**	15%	20%	17%
Obese (\geq 95th %ile)	28%	29%	29%
<p>*BMI classifications were determined using the Centers for Disease Control BMI Calculator available at: http://http://www.cdc.gov/healthyweight/assessing/bmi/childrens_BMI/tool_for_schools.html</p> <p>**Terminology based on: Barlow SE and the Expert Committee. Expert committee recommendations regarding the prevention, assessment, and treatment of child and adolescent overweight and obesity: summary report. Pediatrics. 2007;120 (supplement 4):s164-92.</p> <p>***National Children's Health Survey (2007) reported 21% obesity rate for children age 10-17 years in Kentucky.</p>			



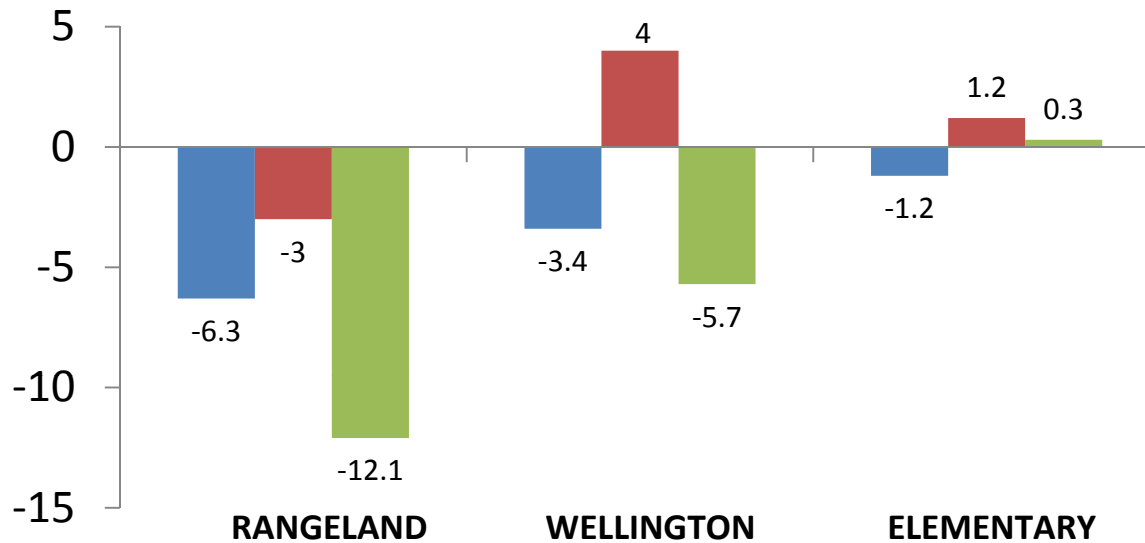
KEY OUTCOMES

ACADEMICS AND
NONACADEMICS:
*Provide Physical
and Nutritional
Tools to Improve
Student Learning
and Behavior*

- **Reduced** novice students in reading and science at both schools
- **Increased** proficient/distinguished students in science over 19% at both schools
- **Increased** proficient/distinguished students in reading, science, and math at Rangeland
- **Attendance** remained stable
- **Suspensions** increased

ACADEMICS

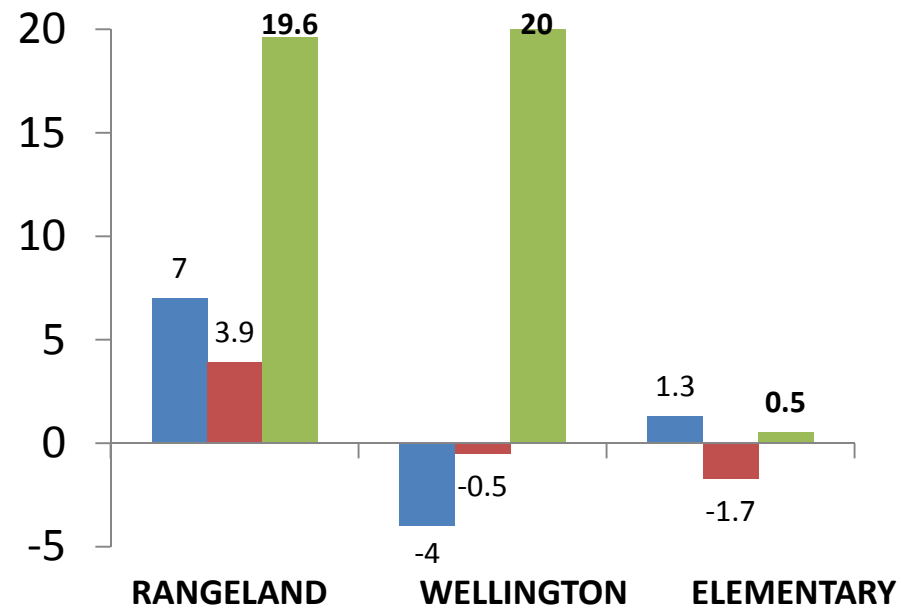
2010 % REDUCTION OF NOVICE STUDENTS ON KENTUCKY CORE CONTENT TEST (KCCT)



KCCT % NOVICE	READING		MATH		SCIENCE	
	2009	2010	2009	2010	2009	2010
RANGELAND	15.9	9.6	22.7	19.8	32.7	20.6
WELLINGTON	15.9	12.5	13.7	17.7	16.1	10.4
ELEMENTARY	10.5	9.3	15.1	16.3	13.6	13.9

ACADEMICS

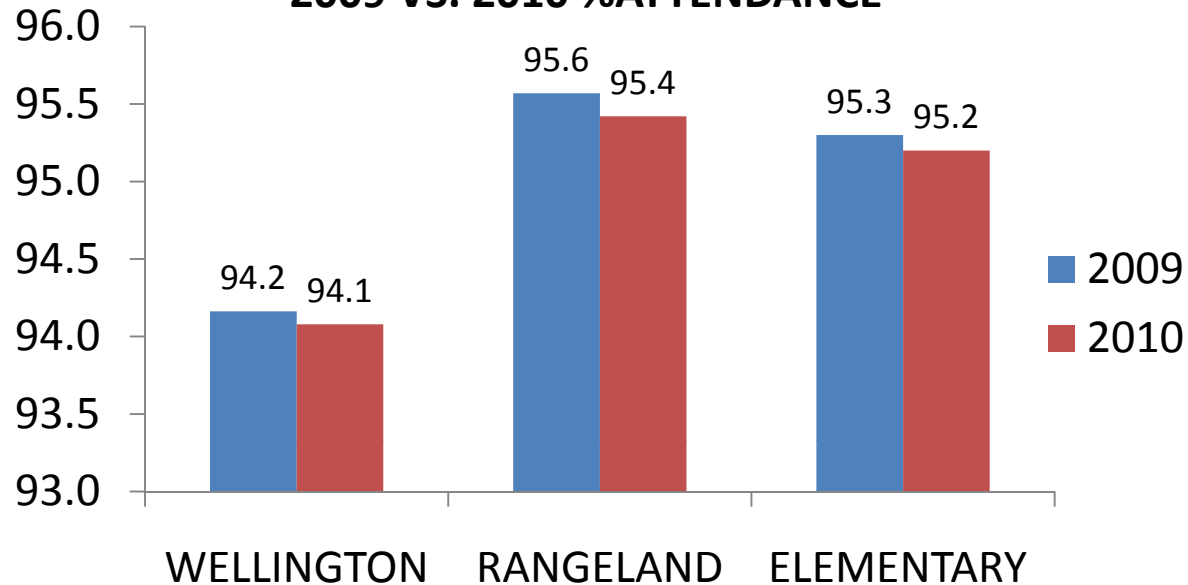
2010 % INCREASE OF PROFICIENT/DISTINGUISHED (P/D) STUDENTS ON KCCT



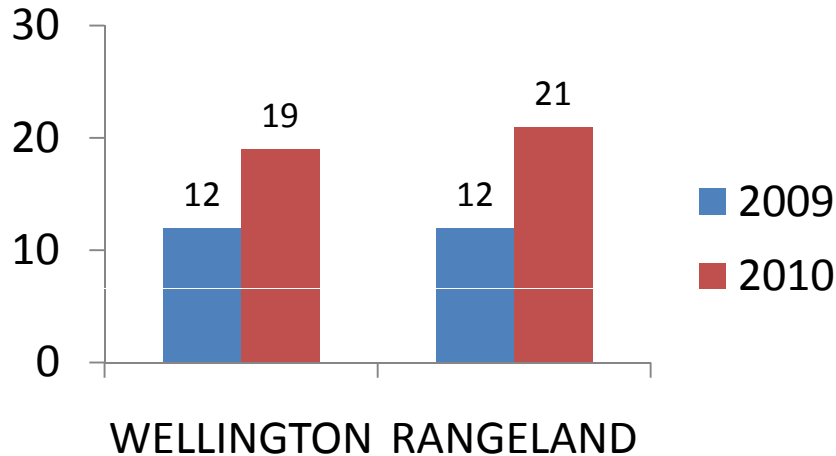
KCCT % P/D	READING		MATH		SCIENCE	
	2009	2010	2009	2010	2009	2010
RANGELAND	54	61	52.3	56.2	24.5	44.1
WELLINGTON	56.6	52.6	58.8	58.3	32.3	52.2
ELEMENTARY	65.1	66.4	61.9	60.2	53.3	53.8

NON-ACADEMICS

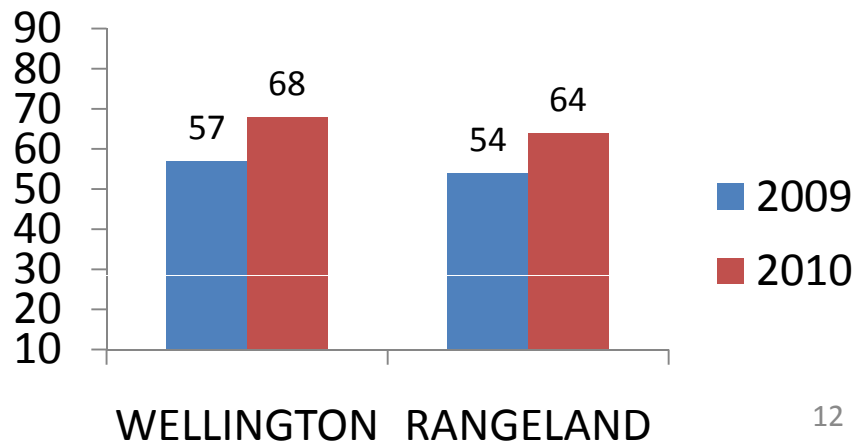
2009 VS. 2010 %ATTENDANCE



2009 VS. 2010 #SUSPENSIONS



2009 VS. 2010 SUSPENSION RANKINGS WITHIN ALL JCPS ELEMENTARY SCHOOLS





JCPS EVALUATION RECOMMENDATIONS

- Increase availability of Health Magnet Coordinator to provide classroom-based teacher support
- Revise school wellness plans to ensure alignment with Health Magnet vision
- Target nutrition/activity challenge areas via parent engagement
- Keep BMI measurement as school-level surveillance measure
- Increase collaboration with school support personnel to improve non-academic measures
- Strengthen employee wellness component