

# Chapter 5: Evaluation

## Policy Recommendations

[SCHOOL CORPORATION] is committed to enforcing the policies and guidelines included in this document. Through implementation of the School Wellness Policy, the corporation will create an environment that supports opportunities for physical activity and healthy eating behaviors. To ensure continuing progress, the corporation will evaluate implementation efforts and their impact on students and staff.

### A. Implementation and Data Collection

1. The school corporation will use an evidence-based assessment tool to track the collective health of students over time by collecting data such as body composition (height and weight), aerobic capacity, and/or muscular strength, endurance and flexibility.
2. Principals shall ensure that their schools are in compliance with the corporation's wellness policy halfway through the school year by assessing wellness implementation strategies. The principals shall then report to the superintendent who will provide a report to the school board.
3. The evaluation of the wellness policy and implementation will be directed by the Coordinated School Health (CSH) Advisory Council.
4. Policy language will be assessed each year and revised as needed.

## Rationale for Policy Recommendations

- Evaluating the Wellness Policy and implementation activities will give the CSH Advisory Council an opportunity to share their accomplishments with a large audience. This can create a better understanding of why it is important to realize and sustain these wellness efforts.
- An evaluation can also give a school corporation the opportunity to showcase its efforts to strengthen the policy, the implementation of the policy, as well as the policy's impact on students and staff.
- Documenting accomplishments can help a school corporation prepare for future funding requests.

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### TOOLS INCLUDED IN THIS CHAPTER:

WellSAT  
Healthy School Environment Rubric  
Action Plan  
Portfolio Development  
School Wellness Evaluation Framework

## Wellness School Assessment Tool (WellSAT)

The WellSAT is intended to assess the quality of a school corporation's wellness policy and to provide guidance and resources for making policy improvements. Developed by Yale University's Rudd Center for Obesity, the WellSAT is used throughout the country to assess school wellness policies. The WellSAT score is intended for use by school corporation-level administrators, school-level officials such as principals, Coordinated School Health (CSH) Advisory Council members, evaluators and researchers working with a school corporation.

Assessment questions are divided into five categories:

- Nutrition Education and Wellness Promotion
- Standards for USDA Child Nutrition Programs and School Meals
- Nutrition Standards for Competitive and Other Foods and Beverages
- Physical Education and Physical Activity
- Evaluation



Most questions are given a score of 0-2, with a 2 having the most strength. For example:

0 = Not Mentioned	The item is not included in the text of the policy
1 = Weak Statement	<p>Assign a rating of "1" when the item is mentioned, but:</p> <ul style="list-style-type: none"> <li>• The policy will be hard to enforce because the statement is vague, unclear or confusing.</li> <li>• Statements are listed as goals, aspirations, suggestions or recommendations</li> <li>• There are loopholes in the policy that weaken the enforcement of the item.</li> <li>• The policy mentions a future plan to act without specifying when the plan will be established.</li> </ul> <p>Words often used include "may, can, would, should, might, encourage, suggest, urge, some, partial, make an effort and try."</p>
2 = Meets/Exceeds Expectations	<p>Assign a rating of "2" when the item is mentioned, and it is clear that the policymakers are committed to making the item happen because:</p> <ul style="list-style-type: none"> <li>• The item is described using specific language (e.g., a concept followed by concrete plans or strategies for implementation).</li> <li>• 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."</li> <li>• 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").</li> </ul>

The WellSAT gives school wellness policies two scores: a comprehensiveness score (measuring the extent to which content areas are covered) and a strength score (measuring how strong the content is stated). The overall score is the combination of those two scores. The tool measures the policy language only and does not measure a policy's implementation efforts.

WellSAT can be found at [www.wellsat.org](http://www.wellsat.org).

## Healthy School Environment Rubric

Depending on the size of a school corporation, it can be difficult to track school wellness activities. The Healthy School Environment Rubric can be used to measure the extent of implementation within individual schools. The rubric is intended to be completed by individual school principals. It can be used by school corporation leaders or building wellness committees to measure the extent of implementation at individual schools and can be adapted as necessary. The Healthy School Environment Rubric can be used by school corporation leaders to help focus the efforts of policy development and environmental change.

<b>Healthy School Environment Rubric</b> School _____ Principal _____ Date ____/____/____ <b>Use the rubric to score your programs or policies in the following areas:</b>	
① = not in place, ② = in development, ③ = progressing toward full implementation, ④ = successfully implemented	
<b>I. Coordinated School Health (CSH) Advisory Council</b>	
1. There is a representative from the school on the CSH Advisory Council.	① ② ③ ④ NA
2. Information regarding the CSH Advisory Council is given to school staff on a regular basis.	① ② ③ ④ NA
3. School staff members are encouraged to participate in the CSH Advisory Council.	① ② ③ ④ NA
4. The Wellness Policy is available to all school staff members.	① ② ③ ④ NA
<b>II. School Activities</b>	
5. The school promotes policies and environmental changes to promote a healthy, active lifestyle for students.	① ② ③ ④ NA
6. At least three activities are offered each year to support student wellness.	① ② ③ ④ NA
7. At least three activities are offered each year to support staff wellness.	① ② ③ ④ NA
8. All students are offered opportunities for daily physical activity during the school day.	
9. Elementary students receive 30 of the recommended 60 minutes of physical activity before, during and/or directly after school.	① ② ③ ④ NA
10. Students and families have access to resources from the school on exercise, nutrition, and other health issues related to eating and physical activity.	① ② ③ ④ NA
11. The school communicates its wellness activities with families through newsletters, school website or other appropriate channels.	① ② ③ ④ NA
<b>III. Recess</b>	
12. All elementary students have recess on a daily basis.	① ② ③ ④ NA
13. If the weather does not allow going outside for recess, there is a back-up plan in place that includes physical activity.	① ② ③ ④ NA
14. The students are encouraged to be physically active during recess .	
15. The students have recess prior to lunch.	① ② ③ ④ NA
16. Students are not denied recess or other physical activity as a form of punishment.	① ② ③ ④ NA

<b>IV. Activities Outside of School Hours</b>	
17. Students are permitted to walk and bike to school.	① ② ③ ④ NA
18. The school has before-school physical activities available for students, regardless of ability.	① ② ③ ④ NA
19. The school has after-school physical activities available for students, regardless of ability.	① ② ③ ④ NA
20. The school offers programs that promote wellness to families and the community.	① ② ③ ④ NA
21. Families and community members have regular access to schools' outdoor facilities during non-school hours.	① ② ③ ④ NA
<b>V. Non-PE Curriculum</b>	
22. Health is being taught by classroom teachers (elementary), physical education teachers or health education teachers.	① ② ③ ④ NA
23. The school encourages movement in the classroom within the core curriculum.	① ② ③ ④ NA
24. Nutrition education is being taught in all grade levels.	① ② ③ ④ NA
<b>VI. Physical Education</b>	
25. There is an up-to-date copy of the PE equipment inventory.	① ② ③ ④ NA
26. PE teachers communicate fitness assessment results with parents/guardians.	① ② ③ ④ NA
27. PE teachers encourage students to stay active throughout the PE class period.	① ② ③ ④ NA
28. Students receive the recommended amount of physical education (150 minutes/week for elementary, 225 minutes/week for middle and high school).	① ② ③ ④ NA
29. PE is taught by a qualified instructor who is licensed to teach physical education.	① ② ③ ④ NA
30. PE teachers receive professional development opportunities on a yearly basis.	① ② ③ ④ NA
31. Each of the PE teachers offers a quality PE program.	① ② ③ ④ NA
<b>VII. School Nutrition</b>	
32. The food service staff and teachers work together to create a pleasant eating environment for students.	① ② ③ ④ NA
33. Students are given adequate time to eat lunch (at least 20 minutes).	① ② ③ ④ NA
34. All student-accessible vending machines are turned off during the school day.	① ② ③ ④ NA
35. Competitive foods are not sold in the cafeteria during school lunch time.	① ② ③ ④ NA
36. The school discourages withholding food or meals as a form of punishment.	① ② ③ ④ NA
37. The school discourages the use of food as a reward in classroom activities.	① ② ③ ④ NA
38. Activities such as club meetings are not scheduled during mealtimes, unless students may eat during the meetings.	① ② ③ ④ NA
39. The school uses non-food items for fundraising activities.	① ② ③ ④ NA
<b>VIII. Staff Wellness</b>	
40. The school promotes policies/environmental changes to promote a healthy active lifestyle for staff.	① ② ③ ④ NA
41. The school offers programs to help all staff feel engaged in wellness activities.	① ② ③ ④ NA
42. The school honors successes of all staff members.	① ② ③ ④ NA
43. Teachers and school staff are advocates for wellness at the school	① ② ③ ④ NA

(This rubric was adapted from the Indianapolis Public Schools Corporation)

# Indiana Healthy Schools Action Plan Toolkit

The following worksheets have been developed to help you decide, as a group, which activities you want to focus on in the near future. There is one worksheet for each of the chapters in the Toolkit. Each worksheet asks you to write short-term (within the next year), intermediate (within 2-3 years) and long-term (in 5 years) goals that will help you accomplish policy and environmental changes at your schools.

## Examples:

**Overall objective:** Increase the number of students who walk and bicycle to school.

**Short-Term Goals** (What you want to accomplish in the next year):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party
Every elementary school in the school corporation will make needed sidewalk improvements and signage for crosswalks within a 1-mile radius of the each school.	12/31/11	<ol style="list-style-type: none"> <li>1. The school will conduct a walkability assessment around the school.</li> <li>2. Partnerships will be established with area businesses and community organizations to sponsor signage fees.</li> <li>3. School administrators will work with community officials to ensure that neighborhood sidewalks are improved.</li> </ol>	<ol style="list-style-type: none"> <li>1. CSH Advisory Council, City Planners</li> <li>2. Local media, community members</li> <li>3. Transportation department, school administrators</li> </ol>

**Intermediate Goals** (What you want to accomplish within 2-3 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party
Parents, community members, and business owners will receive education about the benefits of walking and bicycling to school	10/31/13	<ol style="list-style-type: none"> <li>1. The school will promote International Walk to School Day and coordinate the event.</li> <li>2. Elementary schools will organize bicycle rodeos and walking safety events with prizes.</li> </ol>	<ol style="list-style-type: none"> <li>1. Local law enforcement, school administrators</li> <li>2. CSH Advisory Council, local businesses</li> </ol>

**Long-Term Goals** (What you want to accomplish in 5 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party
The school corporation will establish a Safe Routes to School policy that will allow and encourage students to walk and bicycle to school.	6/30/16	<ol style="list-style-type: none"> <li>1. CSH Advisory Council will draft the revised Wellness Policy and present the policy proposal to the school board, parents, and community.</li> <li>2. Liability issues for the school will be discussed with the school board.</li> <li>3. The myths of danger will be addressed by continually providing safety education and improving sidewalk infrastructure.</li> </ol>	<ol style="list-style-type: none"> <li>1. CSH Advisory Council</li> <li>2. Local volunteer attorney</li> <li>3. Public Works department, CSH Advisory Council, parent advocate</li> </ol>

Please think about realistic goals that you can accomplish within each time period. Also, think about whom all should be involved in the policy change/activity and how you would like to communicate your efforts.

## Indiana Healthy Schools Action Plan

# Chapter 1: Coordinated School Health Advisory Council

Write an overall goal/objective that your school corporation would like to work towards. Think of where you want to be in achieving that objective in one year, 2-3 years, and 5 years from now. List the steps needed to accomplish these goals and who would be responsible for the activities.

Individual(s) completing the plan: \_\_\_\_\_

Date: \_\_\_\_\_

### Overall Goal/Objective:

### Short-Term Goals (What you want to accomplish in the next year):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Intermediate Goals (What you want to accomplish within 2-3 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Long-Term Goals (What you want to accomplish in 5 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

# Indiana Healthy Schools Action Plan

## Chapter 2: Nutrition

Write an overall goal/objective that your school corporation would like to work towards. Think of where you want to be in achieving that objective in one year, 2-3 years, and 5 years from now. List the steps needed to accomplish these goals and who would be responsible for the activities.

Individual(s) completing the plan: \_\_\_\_\_

Date: \_\_\_\_\_

### Overall Goal/Objective:

### Short-Term Goals (What you want to accomplish in the next year):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Intermediate Goals (What you want to accomplish within 2-3 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Long-Term Goals (What you want to accomplish in 5 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

# Indiana Healthy Schools Action Plan

## Chapter 3: Physical Activity

Write an overall goal/objective that your school corporation would like to work towards. Think of where you want to be in achieving that objective in one year, 2-3 years, and 5 years from now. List the steps needed to accomplish these goals and who would be responsible for the activities.

Individual(s) completing the plan: \_\_\_\_\_

Date: \_\_\_\_\_

### Overall Goal/Objective:

### Short-Term Goals (What you want to accomplish in the next year):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Intermediate Goals (What you want to accomplish within 2-3 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Long-Term Goals (What you want to accomplish in 5 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

# Indiana Healthy Schools Action Plan

## Chapter 4: Staff Wellness

Write an overall goal/objective that your school corporation would like to work towards. Think of where you want to be in achieving that objective in one year, 2-3 years, and 5 years from now. List the steps needed to accomplish these goals and who would be responsible for the activities.

Individual(s) completing the plan: \_\_\_\_\_

Date: \_\_\_\_\_

### Overall Goal/Objective:

### Short-Term Goals (What you want to accomplish in the next year):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Intermediate Goals (What you want to accomplish within 2-3 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Long-Term Goals (What you want to accomplish in 5 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

## Indiana Healthy Schools Action Plan

# Chapter 5: Evaluation

Write an overall goal/objective that your school corporation would like to work towards. Think of where you want to be in achieving that objective in one year, 2-3 years, and 5 years from now. List the steps needed to accomplish these goals and who would be responsible for the activities.

Individual(s) completing the plan: \_\_\_\_\_

Date: \_\_\_\_\_

### Overall Goal/Objective:

### Short-Term Goals (What you want to accomplish in the next year):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Intermediate Goals (What you want to accomplish within 2-3 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

### Long-Term Goals (What you want to accomplish in 5 years):

Goal	Date to be completed	Strategies/Activities to achieve goal	Responsible Party

## Portfolio Development

Collecting documents in the form of a portfolio can be useful for evaluating progress and achievement for school health. Portfolio contents can monitor steps taken to accomplish goals and can include examples and evidence of those steps. The portfolio is often organized in chronological order or by specific goals.

### Portfolios can be organized by these assessment techniques:

1. Set program goals
2. Plan activities to achieve those goals
3. Monitor progress
4. Modify existing goals
5. Set future goals
6. Evaluate progress toward institutionalization
7. Document achievements

(Weiler & Pigg, 2004)

A portfolio used by a CSH Advisory Council can also help in assessing progress, facilitating transition with new members and building support for school wellness. A CSH Advisory Council can use the organizational model of a portfolio that works best for its evaluation needs. Portfolios can provide a rich description of school health activities that may not be apparent through traditional program reports used for evaluation (Barnes, Torrens, George, & Brown, 2007).

### Examples of evidence or artifacts to include in a portfolio:

- Agendas
- Brochures
- Budgets
- Case studies
- Certificates
- Elevator speech (one-to-two minute explanation of your school health programming to others)
- Evaluations
- Event flyers
- Press releases
- Newsletters
- Grant applications and award notifications
- Lesson plans
- Meeting minutes
- News articles
- Photographs
- Posters
- PowerPoint presentations
- Strategic plans
- Video clips

## School Wellness Evaluation Framework

It is important to evaluate the overall efforts of teachers, school leaders, staff members, students and parents/guardians to improve school wellness. The evaluation can be tied into routine school operations as a practical way to assess school efforts on a regular basis and provide a way to organize the outcomes of those efforts. Ideally, an evaluation should be conducted by someone with practical knowledge of school assessments, but that is not required. For many school corporations, the CSH Advisory Council can incorporate evaluation into its activities.

The expense and time involved for an evaluation will depend on the school corporation's needs. A simple, low-cost evaluation can be conducted in a school wellness setting and deliver valuable results.

When measuring school wellness activities, it is not necessary to use formal research techniques such as controlled environments and elaborate methods. Common evaluation processes (e.g., interviews and surveys) are available in a school setting without the need for complex procedures.

Reframing perceptions of evaluation will help encourage all school staff to become involved in the evaluation process, as it will help create more effective wellness activities for the students.

Questions to base the evaluation on should be addressed from the beginning of the wellness activities and revisited throughout the implementation.

- What will be evaluated?
- What aspects of the school wellness policy will be considered when judging performance?
- What standards must be reached for these wellness improvements to be considered successful?
- What evidence will be used to indicate how the school or school corporation has performed?
- How will the lessons learned from the evaluation be used to improve the wellness efforts in the school and throughout the community?



## Engaging Others in the Evaluation

### Be sure to connect with:

- Those who are involved in school wellness efforts - school administrators, teachers, school staff, other partners
- Those who are affected by school wellness efforts - students, families, staff, community members
- The primary users of the evaluation - wellness council, school board, funding administrators, community and state officials

### Examples of how a school wellness council can engage others:

- Providing information to community members and media at a school board meeting
- Informing students during the school day about a new after-school policy
- Engaging community organizations that are interested in incorporating nutrition and physical activity efforts into their own activities
- Providing a newsletter to families with information on how they can become involved in the school wellness policy revisions
- Encouraging families and school staff to submit questions or concerns on the school wellness policy proposal

## Describing the School Wellness Policy Revisions and Activities

This step will identify a frame of reference for the evaluation. It will connect all of the program goals and purposes and create a clear, logical description of wellness efforts.

- What problems or opportunities do the school wellness policy activities address?
- What changes are anticipated as a result of the school wellness activities? What must the program accomplish to be successful?
- What strategies are needed to change the school health environment?
- What resources (e.g., time, information, money) are available to conduct program activities?
- Are the wellness policy activities in the planning, implementation or modification stage?
- How might the school environment affect the activities and its evaluation?
- What sequence of events needs to occur to bring about change? How do the activities connect to one another to form a realistic picture of how the policy is supposed to work?

## Focus the Evaluation

Focus the direction and process of the evaluation on assessing issues of the greatest concern to the school environment, while using time and resources as efficiently as possible. A thorough evaluation design will have the greatest chance of being useful, realistic and accurate. Items to consider when focusing the evaluation include:

- Why is an evaluation being conducted? For example, is it to gain insight, change wellness practices, assess effects of the wellness program on student health, provide input?
- How will the information from the evaluation be applied? For example, will a report on the wellness program's impact will be provided to parents/guardians and the community? Will the wellness council use the evaluation results in future grant requests?

This example illustrates the evaluation design for a school nutrition program that aims to increase healthy á la carte options given to students at lunch.

## “Healthy Snacks” Evaluation Plan

The evaluation of the “Healthy Snacks” pilot program will measure if the new healthy á la carte options created a positive impact in student lunches at the high school. This assessment is intended for use by the school food service staff and administrators as they prepare to incorporate the healthy options provided in the pilot program into their new menu.

The evaluation will answer the following questions:

Evaluation Question	Method for Collecting Data	Responsible Party
Were the new healthy food options well received by students?	Food service staff will interview 10 students during the lunch period.	Food service staff, Wellness Council
Did the school sell as many á la carte items as they did before the pilot program?	Food service records of procurement and sales before and after the pilot program will be assessed.	Food service director, Administrative staff
Did the healthy options increase the nutritional value of the average high school student’s á la carte meal?	A survey will be given to 11th grade students, asking them to recall if they ate á la carte at lunch and, if so, if those items contained vegetables, fruits, and/or whole grains. The survey will be given before and after the pilot program to compare results.	Teachers, Wellness Council

The interview and survey will be designed by the School Wellness Council and will be administered during the school lunch period. Teachers, administrators and student representatives will provide input on the “Healthy Snacks” throughout the pilot program. Results from the evaluation will be available to teachers, staff and parents/guardians on the school website.

## Gathering Evidence

### What information do you want to find?

- Program activities - Participation rate, level of satisfaction, amount of exposure to wellness activities
- Program effects - Change in behavior, policy adjustments, school environment change

### How do you want to find that information?

- Persons - Teachers, staff, administrators, school board members and elected officials, parents/guardians, students, community members, funding officials, local health professionals
- Documents - Grant proposals, newsletters, school website, press releases, meeting minutes, administrative records, registration/enrollment documents, quarterly reports, needs assessments, database records, photographs, videotapes, graphs, charts
- Observations - Staff and student performance, special events within school activities (nutrition/physical education events, lunch and recess events, classroom activities), special events outside of school day (athletic activities, community events, service activities)

### When gathering information, it is important to remember these aspects of evidence gathering:

- The information should be reliable, valid and informative.
- There should be enough information collected to draw accurate conclusions.
- The methods and timing of the evidence gathering should be realistic for the school corporation.



## Gathering Evidence (continued)

This example of evidence gathering will collect information on a new healthy food options policy for classroom parties.

**Outcome** – The elementary schools in the school corporation will implement a healthy classroom party policy.

Objective	Data Collection	Responsible Party	Results
By September 30, 2011, all of the elementary schools in the school corporation will have a plan for implementing the healthy classroom party policy.	Document Analysis - The school wellness policy in the elementary schools will be reviewed to determine if it contains the needed revisions.	School principals, school superintendent, wellness council	After review, the wellness council determined that the policy did contain the needed revisions.
By October 31, 2011, the parents/guardians of the elementary school students will be informed of the new policy.	A survey will be sent home parents/guardians in their child's weekly take-home report to determine if they know about the new appropriate party options and to raise awareness.	School teachers, wellness council	36 parent/guardian surveys were returned. From those, 80 percent knew about the upcoming party policy from previous newsletters.
By December 31, 2011, at least two elementary schools in the school corporation will follow the new policy by conducting healthy classroom parties.	Interviews of school teachers and parents/guardians Observation of classroom parties Success stories will be documented. Focus group - asking the students what they think about the new classroom party options	Wellness council, school teachers	Two elementary schools in the district have successfully implemented monthly healthy classroom parties. Healthy snacks and small prizes were given instead of "junk food". An overwhelming majority of third grade students said that they enjoyed the new party prizes.

## Justifying Conclusions

Justifying conclusions creates the opportunity for wellness programs to share their successes and challenges with others. It can support the continuing efforts of the CSH Advisory Council.

- Consider the audience when deciding where to focus your conclusions. (e.g., If the audience is the school board, are they more concerned with BMI values, student satisfaction or cost-effectiveness?)
- Consider the audience when judging if a wellness program is considered successful, adequate or unsuccessful (e.g., The Wellness Council might judge a 3 percent improvement as a success, but the parent/guardian association might not consider the improvement significant enough to keep the program going).

### Examples of how to present findings:

- Provide a summary report of policy implementation to the school board.
- Provide an evaluation showing the positive impact of healthy options in vending machines to school administrators as a recommendation for future vending policy.
- Share the successes of a healthy lunch campaign with families through a newsletter, showing which new foods were successful for possible introduction at home.

## Ensuring Use and Sharing Lessons Learned

Lessons learned from an evaluation do not automatically translate into informed decision-making and action. Effort is needed to ensure the evaluation findings are used. The CSH Advisory Council should be communicating with administrators and school board members throughout the evaluation process. There are many ways to communicate the findings. A formal report may not always be the best product. A report can be customized to ensure the format is appropriate for the intended audience.

### Examples for ensuring use include:

- Provide a formal report of evaluation to the CSH Advisory Council but present the school board with a shorter summary of the findings in the form of a presentation.
- After sharing the recommendations of recess activity improvements, ask the physical education teachers for suggestions on further implementation strategies.
- Offer the findings for school administrators to use in seeking future funding opportunities.
- Use examples, graphics and stories when presenting the findings at a community coalition meeting.

## Setting Standards for an Evaluation

### Be sure to include these standards in your school wellness evaluation efforts:

- Be realistic about an evaluation for your school or school corporation. The findings produced should be valuable and cost-effective.
- Behave legally and ethically. Be sure to protect the welfare of the subjects involved in the evaluation, especially the students.
- Reveal and convey accurate information. Documenting your evaluation procedures and methods will give evidence that the information is valid and reliable.

### Examples of school wellness policy standards:

- Evaluators should interact respectfully with teachers and students, not interfering with classroom activities and learning opportunities.
- School resources and funds used to conduct the evaluation should be kept accountable and appropriate.

*(Adapted from CDC's Evaluation Framework [www.cdc.gov/eval/framework.htm](http://www.cdc.gov/eval/framework.htm))*

