Ysleta ISD CATCH Coordinated School Health Initiative
Phase 2 Evaluation Summary

Project Overview

The Ysleta ISD CATCH project aims to increase physical activity and healthy eating, reduce obesity, and create health-promoting environments for approximately 18,500 students in 37 elementary schools in the Ysleta Independent School District. Ysleta ISD is located within the city of El Paso and serves a community that is primarily Hispanic (93%) and economically disadvantaged (81%), risk factors associated with higher rates of overweight and obesity. Funded by a generous grant from Blue Cross and Blue Shield of Texas (BCBSTX), and in partnership with The University of Texas MD Anderson Cancer Center, phase 1 of this project began in August 2015 with the implementation of CATCH in 14 schools (7,500 students) and concluded in July 2016. With continued support from BCBSTX and a new grant from the Paso del Norte Health Foundation, phase 2 expanded CATCH to another 23 elementary schools during the 2016-2017 school year. (For phase 1 results, please see: goo.gl/WKUk9x)

The CATCH program consists of five main components: 1) Classroom lessons for each grade level on nutrition, physical activity, and screen time reduction; 2) Enhanced PE instruction and activities designed to maximize moderate-to-vigorous physical activity (MVPA); 3) Guidance and resources for creating a school nutrition environment that promotes healthy foods and reinforces classroom learning; 4) The CATCH Coordination Kit which provides a framework for collaboration among administrators, teachers, nutrition staff, parents, and other important stakeholders; and 5) Implementation training, technical assistance, and evaluation support.

Activities completed during phase 2 included:

- Establishing a CATCH Champion and wellness team on each of the 23 campuses to spearhead and coordinate program efforts.
• Collecting pre-implementation data including student surveys from 4th and 5th grade students and SOFIT (System for Observing Fitness Instruction Time) observations in a sample of PE classes.
• Providing CATCH implementation training workshops to the CATCH Champions and wellness teams and to all PE teachers.
• Providing each school with CATCH materials including: K-5th grade classroom teacher manuals (includes parent/family materials), Eat Smart Guidebook for child nutrition staff, CATCH PE Guidebook and Activity Boxes, CATCH Coordination Kit, and PE equipment as needed.
• Conducting at least one site visit per school, booster training for CATCH Champions and PE teachers, and a wrap-up/sustainability workshop with CATCH Champions.
• Collecting post-implementation data including 4th and 5th grade student surveys, SOFIT observations in the PE class sample, and CATCH Champion surveys.

Data Collection Timeline

September 2016: Student survey and SOFIT observations

January 2017: CATCH Champion survey

April - May 2017: Student survey, CATCH Champion survey, and SOFIT observations

In addition, Ysleta ISD provided FitnessGram® data collected by the schools during the 2015-2016 and 2016-2017 school years.

Evaluation Results

CATCH Champion Survey

Using the CATCH Coordination Kit as a guide, CATCH Champions and teams are responsible for building campus-wide support for CATCH, coordinating messages about healthy eating and physical activity throughout the school, assisting classroom and PE teachers with integrating CATCH into their lesson planning, and developing and implementing a sustainability plan to continue CATCH beyond the initial grant period.

As a process measure, CATCH Champions were surveyed in January 2017 regarding the implementation of CATCH best practices during the first two months of the program (implementation training was provided in late October). CATCH Champions from 17 schools completed the survey. At that time, each of the schools had designated their CATCH team members and about half had met in person at least once. Most of the schools had also begun displaying GO, SLOW, and WHOA signage; sharing information about CATCH with staff; adding health-related messages to their school-wide announcements; and using the CATCH PE Activity Boxes.

Owing to the unique strengths and challenges of each school community, campuses within the same district often progress with implementation at varying speeds. As such, the
January survey results were used to identify individual areas of need and to target additional training and technical assistance to the CATCH Champions and teams. Upon repeating the survey in May, the following accomplishments were reported (n=17):

- All schools had an established CATCH Champion and team with a wide variety of positions represented (e.g., PE and classroom teachers, administrators, nutrition services staff, health services/nurses, counselors, community partners, and students).
- All schools had displayed CATCH signage in their hallways and/or cafeteria. Nearly half (47%) had labeled the foods in their cafeteria serving line as GO, SLOW, or WHOA.
- 76% of schools promoted health messages through displays of student work.
- 82% of schools included health messages in their daily announcements at least once a month.
- 53% of schools had provided health tips to parents through PTA meetings, school newsletters, family events, or other methods.
- 76% of schools had provided physical activity opportunities for students before and/or after school, not including athletics.
- 71% of schools had promoted CATCH theme days.
- All schools were using CATCH PE resources (lessons and activity box) at least some of the time. 82% of schools were using these resources most or all of the time.

**Student Survey**

Thirteen of the 23 phase 2 schools administered surveys to their 4th and 5th grade students prior to CATCH implementation and again at the end of the school year.

<table>
<thead>
<tr>
<th></th>
<th>September 2016</th>
<th>May 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sample (n)</td>
<td>1,755</td>
<td>1,473</td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4th grade</td>
<td>920 (52.4%)</td>
<td>750 (50.9%)</td>
</tr>
<tr>
<td>5th grade</td>
<td>835 (47.6%)</td>
<td>723 (49.1%)</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>828 (48.7%)</td>
<td>704 (47.9%)</td>
</tr>
<tr>
<td>Female</td>
<td>872 (51.3%)</td>
<td>766 (52.1%)</td>
</tr>
<tr>
<td><strong>Race &amp; Ethnicity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>193 (12.0%)</td>
<td>161 (11.0%)</td>
</tr>
<tr>
<td>Black</td>
<td>117 (7.3%)</td>
<td>79 (5.4%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>893 (55.4%)</td>
<td>907 (62.0%)</td>
</tr>
<tr>
<td>Asian</td>
<td>18 (1.1%)</td>
<td>18 (1.2%)</td>
</tr>
<tr>
<td>Native Hawaiian or Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2 (0.1%)</td>
<td>5 (0.3%)</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or</td>
<td>55 (3.4%)</td>
<td>48 (3.3%)</td>
</tr>
<tr>
<td>Alaskan Native</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>335 (20.8%)</td>
<td>246 (16.8%)</td>
</tr>
</tbody>
</table>
**Nutrition Outcomes:**

- There was a significant increase in healthy food consumption with a change in mean scale score from 3.9 to 4.4 (p<.001). Healthy foods included: baked, grilled, broiled or steamed fish or chicken; whole wheat breads or tortillas; vegetables; and fruit. There was no change in unhealthy food consumption which included: hamburger meat, hot dogs, sausage, steak, bacon, or ribs; fried meats; French fries or chips; white breads or tortillas; sweet rolls, doughnuts, cookies, brownies, pies, or cake; candy; and frozen desserts.

- The mean number of times students ate fruits and vegetables the previous day increased significantly from 1.5 to 1.8 and 1.4 to 1.7, respectively (p<.001). Similarly, the percentage of students who reported eating fruits and vegetables three or more times per day increased from 20% to 28% and 20% to 26%, respectively (p<.001).

- Among students who drink milk, there was a 15% decrease in the percentage of students who reported choosing whole milk (41.6% to 35.3%) and an 11% increase in students choosing low fat or skim milk (58.5% to 64.7%) (p<.01).

- The percentage of students who reported drinking water at least three times per day increased from 44% to 52% (p<.001). There was not a significant difference in the drinking of sugar-sweetened beverages.

![Average number of times students ate fruits & vegetables the previous day](image)

**Physical Activity Outcomes**

- There were significant increases in the mean number of days per week that students engaged in moderate-to-vigorous physical activity for at least 30 minutes (4.3 to 4.6, p<.01), played outdoors for at least 30 minutes (3.6 to 4.0, p<.001), and practiced or played sports (3.3 to 3.5, p=.01).
• There was no change in the number of hours per day that students spent watching TV or playing video games. There was a small increase in the number of hours per day that students used a computer when not in school from 1.3 to 1.5 (p<.05).

![Average number of days per week students were physically active](image)

**Health Beliefs and Self-Efficacy Outcomes:**

• The health beliefs scale included 3 statements:
  - When I eat healthy foods, I have more energy to do the things I want to do.
  - If I eat healthy foods most of the time, I will have fewer health problems.
  - If I run and play everyday, I will have fewer health problems

A higher score on the scale (range: 3-9) indicates greater agreement with these statements. From pre to post-survey, there was a significant increase in mean score from 7.3 to 7.6 indicating greater agreement (p<.001).

• The self-efficacy scale included a series of questions asking the students how sure they were that they could be physically activity and choose healthy over unhealthy food options. A higher score on the scale (range: 4-12) indicates greater self-efficacy. From pre to post-survey, the mean self-efficacy score for physical activity increased from 10.2 to 10.4 (p=.001) and the mean self-efficacy score for nutrition increased from 9.0 to 9.3 (p<.001).

**System for Observing Fitness Instructional Time (SOFIT)**

To evaluate the impact of CATCH on students’ moderate-to-vigorous physical activity (MVPA) engagement during physical education, pre and post SOFIT observations were conducted in a sample of seven PE classes in three elementary schools. The SOFIT tool assesses physical education practices by enabling direct observation and data collection on student activity levels and other class attributes. Prior to CATCH implementation, students
in observed PE classes spent 37% of class time engaged in MVPA. Post-implementation, students in observed classes engaged in MVPA for 68% of class time, an increase of 84% (p<.001).

### Percentage of PE Class Time Spent in MVPA

![Percentage of PE Class Time Spent in MVPA](chart1.png)

### Percentage of PE Class Time by Activity Level

![Percentage of PE Class Time by Activity Level](chart2.png)
**FitnessGram® Testing**

Ysleta ISD performs annual FitnessGram® testing for students in 3rd grade and above. To evaluate the impact of CATCH on students’ aerobic capacity and body composition, the percentages of students scoring in the healthy fitness zone (HFZ) on these items prior to and after CATCH implementation were compared. Aerobic capacity results, measured using the FitnessGram® Pacer test, were available from 22 schools and body composition results, measured using body mass index (BMI), were available from 20 schools. From spring 2016 to spring 2017, the percentage of students who scored in the HFZ for aerobic capacity increased significantly from 47% to 63% (p<.001). The percentage of students scoring in the HFZ for body composition remained stable at 59%.

### Percentage of Students with Healthy Aerobic Capacity

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2016</strong></td>
<td>50%</td>
<td>55%</td>
<td>53%</td>
</tr>
<tr>
<td><strong>Spring 2017</strong></td>
<td>60%</td>
<td>65%</td>
<td>63%</td>
</tr>
</tbody>
</table>

### Percentage of Students with Healthy BMI

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>All Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spring 2016</strong></td>
<td>55%</td>
<td>60%</td>
<td>58%</td>
</tr>
<tr>
<td><strong>Spring 2017</strong></td>
<td>65%</td>
<td>70%</td>
<td>68%</td>
</tr>
</tbody>
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Publicity Highlights

To increase awareness of the Ysleta ISD CATCH project in the greater El Paso community and to acknowledge the generous support of Blue Cross and Blue Shield of Texas and the Paso del Norte Health Foundation, we have built upon our phase 1 media outreach to include the following activities during phase 2:

- Frequent project updates on social media including Twitter, Facebook, and the CATCH newsletter and blog. To view these items, please see: [https://catchinfo.org/bcbstx-ysleta-interactions/](https://catchinfo.org/bcbstx-ysleta-interactions/)