

Triennial Assessment Report: LWP Assessment 2025 (3/2025)

District: KIPP TEXAS PUBLIC SCHOOLS

Introduction

KIPP Texas Public Schools is required by the Texas Department of Agriculture to review our Local Wellness Policy and implementation of the policy every three years. The triennial assessment was conducted by members of the Child Nutrition Department. The assessment criteria used was the Wellness School Assessment Tool (wellsat.org). The assessment was completed on April 8, 2025.

The results of the assessment are similar to the results of our SY 21-22 triennial assessment. There are aspects of our policy and implementation that are strong including: serving free, compliant meals through our National School Lunch and School Breakfast Programs to all students, and visibility of our Local Wellness Policy. Areas of improvement for KIPP Texas are: foods sold and offered to students meet Smart Snack guidelines, creating local wellness groups at the school level, and offering sequential, comprehensive nutrition education at all school levels.

Strong Policies and Aligned Practices

KIPP Texas has strong policies regarding our National School Lunch Program. All students are offered free meals that totally comply with the federal and state regulations. Additionally, free breakfast that meets all nutrition guidelines is offered to all students every day at our schools.

Another strength is the visibility and transparency of our Local Wellness Policy. The policy, as well as the Triennial Assessment is available to the public at any time on the KIPP Texas website.

		Policy Score	Practice Score	
FR2	Do your National School Lunch Program meals (and, if applicable, School Breakfast Program meals) meet all federal standards for meal patterns, nutrient levels, and calorie requirements for the grade levels served?	2	2	★
FR15	How is the wellness policy made available to the public?	2	2	★
NES1	Does the district offer breakfast every day to all students?	2	2	★

Create Practice Implementation Plan

There are several opportunities for growth regarding our Local Wellness Plan and implementation. The following topics will be addressed in our implementation plan that we will use as a guide to track our progress for the next triennial assessment (SY 27-28).

- We will outline specific goals for nutrition education that promotes student wellness
- We will ensure that any food SOLD to students during the school day (including fundraisers) meet Smart Snack guidelines.

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- We will provide guidance to our teachers regarding Smart Snacks and offer suggestions as to what can be given to students to promote their health and well being.
- We will encourage our schools to form wellness committees to ensure compliance with our Local Wellness Policy

		Policy Score	Practice Score	
FR1	Does the district have specific goals for nutrition education designed to promote student wellness?	2	1	
FR6	Do all competitive foods and beverages sold to students during the school day meet or exceed the USDA's nutrition standards, commonly called Smart Snacks?	2	1	
FR10	Are there fundraisers that sell foods or beverages to be consumed during the school day? If yes, do the foods and beverages sold meet Smart Snacks standards?	2	0	
FR11	Does your district regulate foods and beverages served at class parties and other school celebrations in elementary schools?	2	1	
FR14	Is there an official who is responsible for the implementation and compliance with the wellness policy at the building level for each school?	1	0	
FR17	What is included in the triennial assessment report to the public?	2	1	
NES11	Do all foods or beverages SERVED (not sold) to students after the school day on school grounds (including aftercare, clubs, and afterschool programming) meet federal nutrition standards (e.g., CACFP or Smart Snacks)?	2	0	

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NES12	Do all foods or beverages SOLD (not served) to students after the school day on school grounds (including aftercare, clubs, and afterschool programming) meet federal nutrition standards (e.g., CACFP or Smart Snacks)?	2	0	
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Update Policies

Upon review of the Local Wellness Policy, KIPP Texas will suggest changes to the policy for school board review. The suggested changes are:

We will add verbiage to the policy that makes it clear that we diligently protect the privacy of students who qualify for free and reduced priced meals.

We will include in the policy that free drinking water is available to students on campus.

We will include in the policy that all school nutrition personnel participate in the required amount of continuing education each year to satisfy the USDA's Professional Standard Requirements.

		Policy Score	Practice Score	
FR3	Does your school take steps to protect the privacy of students who qualify for free or reduced-price meals?	0	2	
FR4	Is free (i.e., no cost to students) drinking water available to students during meals?	0	2	
FR5	Do all school nutrition program directors, managers, and staff meet or exceed the annual continuing education/training hours required by the USDA's Professional Standards requirements?	0	2	
FR8	Do all foods and beverages sold in vending machines meet Smart Snack standards?	1	2	
FR18	Has the wellness policy been revised based on the previous triennial assessment?	1	2	
NES4	Does your school use strategies to maximize participation in the school breakfast program and/or school lunch program?	1	2	

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NES8	Do you know where to access the USDA Smart Snacks nutrition standards to check and see if an item can be sold in school during the school day?	1	2	
NES10	Are foods or beverages containing caffeine sold at the high school level?	1	2	
NES14	Do students have consistent and easy access to free drinking water throughout the school day?	0	2	
NE1	Are skills-based, behavior-focused, and interactive/ participatory methods used in nutrition education to develop student skills?	1	2	
PEPA2	Does the district have a written physical education curriculum that is aligned with national and/or state standards?	1	2	
PEPA3	How does your physical education program promote a physically active lifestyle?	1	2	
IC1	Is there an active district-level wellness committee?	1	2	

Opportunities for Growth

Our areas of growth to monitor and improve upon before our next triennial assessment include:

- Offering comprehensive interactive nutrition education opportunities that center around healthy lifestyle, agriculture and food systems for all levels.
- Encouraging opportunities for increased physical activities throughout the day
- Displaying messaging that encourages healthy eating and lifestyle behaviors

		Policy Score	Practice Score	
FR12	Is there food or beverage marketing on the school campus during the school day? If yes, do the marketed items meet Smart Snacks criteria?	1	1	

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FR13	Which groups are represented on the district-level wellness committee?	1	1	
FR16	Is wellness policy implementation evaluated every three years?	1	1	
NES5	Are marketing strategies used to promote healthy food and beverage choices in school?	1	1	
NES6	Do students have at least 10 minutes to eat breakfast and at least 20 minutes to eat lunch, counting from the time they are seated?	1	1	
NES7	 In your district, is it a priority to procure locally produced foods for school meals?	0	1	
NES9	Are you familiar with any state laws allowing exemptions for school-sponsored fundraisers during which foods and beverages do not have to meet Smart Snacks?	1	1	
NES13	Do teachers or school staff give students food as a reward?	0	0	
NE2	Do all elementary school students receive sequential and comprehensive nutrition education?	1	1	
NE3	Do all middle school students receive sequential and comprehensive nutrition education?	1	1	
NE4	Do all high school students receive sequential and comprehensive nutrition education?	1	1	
NE5	Is nutrition education integrated into other subjects beyond health education?	1	1	
NE6	Do school nutrition services staff members use the following methods to collaborate with teachers to reinforce nutrition education lessons taught in the classroom?	1	1	

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NE7	 Does nutrition education address agriculture and the food system?	0	0	
PEPA4	How many minutes per week of PE does each grade in elementary school receive?	1	1	
PEPA5	How many minutes per week of PE does each grade in middle school receive?	1	1	
PEPA6	How many minutes per week of PE does each grade in high school receive?	1	1	
PEPA7	Are all physical education classes taught by state certified/licensed teachers who are endorsed to teach physical education?	0	1	
PEPA8	Is ongoing professional development offered every year for PE teachers that is relevant and specific to physical education?	1	1	
PEPA12	 Are there opportunities for all students to engage in physical activity before and after school?	0	1	
PEPA13	Is there daily recess for all grades in elementary school?	0	1	
PEPA14	 Do teachers provide regular physical activity breaks for students in the classroom?	0	1	
PEPA15	Does the district have "joint-use" or "shared-use" agreements?	0	1	
PEPA16	What proportion of students walk or bike to school?	0	1	

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PEPA17	 Are teachers encouraged to use physical activity as a reward for students?	1	1	
PEPA18	Do teachers ever use physical activity as a punishment?	1	1	
PEPA19	Do teachers ever withhold physical activity as a classroom management tool?	1	1	
EW1	 Are there strategies used by the school to support employee wellness?	0	1	
EW2	Are school staff encouraged to model healthy eating and physical activity behaviors in front of students?	0	1	
IC2	Is there an active school-level wellness committee?	0	0	

Conclusion

KIPP Texas has strong policies and practices across multiple areas of student health and well being. We will continue to sharpen our strengths as well as improve in areas where we are not as strong to create an environment that fosters lifelong healthy behaviors for our students.

Key



Strong Policies and Aligned Practices - District has a strong policy and is fully implementing practices that align with the policy



Create Practice Implementation Plan - District has a strong or weak policy, but practice implementation is either absent or limited



Update Policies Update Policies - District is fully implementing a practice but there is no or only weak language in the written policy, or the district is partially implementing practices and there is no language in the policy



Opportunities for Growth - District has either not addressed the topic in policy or practice; or has only addressed the topic in a very limited way

For more resources, visit: wellsat.org/resources