

## CDC Operationalized 1305 Performance Measure

Date: 12/18/2015

Measure ID: m\_2.6.05

**Performance Measure:** Number of state-level multi-component physical education policies for schools developed and adopted by the state

**Strategy:** Promote the adoption of physical education/physical activity (PE/PA) in schools

**Intervention (Enhanced only):**

Basic

Enhanced

Domain 2: Environmental Approaches that Promote Health

Domain 3: Health Systems Interventions

Domain 4: Community Clinical Linkages

Short Term

Intermediate

Long Term

AREAS	DECISIONS
<b>Purpose of Performance Measure</b>	<ul style="list-style-type: none"> <li>The purpose of this performance measure is to identify the number state-level multi-component physical education policies for schools developed and adopted by the state that support the following: mandate/requirement for physical education to be taught at elementary, middle, and high school levels; strong teacher qualifications for all grade levels; no substitutions for physical education class participation; no waivers/exemptions for physical education class participation; adopted standards for physical education; requirement for those who teach physical education to participate in continuing education/professional development to maintain/renew licensure or certification (see CDC's School Health Guidelines to Promote Healthy Eating and Physical Activity).</li> </ul>
<b>Results Statements</b>	<ul style="list-style-type: none"> <li>In the US, CDC funded grantees, working with and through other partners and decision making bodies, developed and adopted policies, through either individual or comprehensive (to include more than one component noted above) legislation/policy/regulation/mandate, to support quality physical education in schools and for students.</li> </ul>
<b>Definition of Terms (Key concepts defined)</b>	<p><b>Multi-component physical education policy:</b> A single policy <i>or</i> multiple policies that indicate, at a minimum, a state has requirements for: teacher qualifications; substitutions, waivers, exemptions; providing physical education at all school levels; professional development/continuing education requirements for all who teach physical education.</p> <p><b>Quality physical education:</b> consists of four main areas: 1) curriculum, 2) supportive policies and environment, 3) instruction that keeps students physically active for at least 50% of class time, and 4) student assessment. Ideally, physical education should be required daily for students in grades K-12 with 150 minutes/week for elementary school and 225 minutes/week for secondary school.</p> <p><b>Waivers/exemptions:</b> A policy or practice that allows or enables students to not participate in physical education class for a specified reason (e.g., participation in school or community sports team).</p> <p><b>Substitution:</b> A substitution policy or practice indicates that a state, district, or school will allow students to substitute a different subject or activity for physical education</p>

	class.
<b>Unit of Analysis</b>	<ul style="list-style-type: none"> <li>Number of policy components addressed by state-level multicomponent physical education policy</li> </ul>
<b>Intended/Targeted Population</b>	<ul style="list-style-type: none"> <li>K-12 students</li> </ul>
<b>Numerator</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Denominator</b>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Rate/Count/Percentage</b>	<ul style="list-style-type: none"> <li>Number of policy components addressed by state-level multicomponent physical education policy</li> </ul>
<b>Disparities Focus</b>	<p><b>Approach related/specific:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul> <p><b>Stratification:</b></p> <ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>Data source(s)</b>	<p>The following data sources can/should be used to collect data for this measure:</p> <ul style="list-style-type: none"> <li>Shape of the Nation is a survey conducted by SHAPE America. Shape of the Nation is generally conducted every other year. It was last conducted in 2012 and will finish the latest round of data collection in 2015, with a report in early 2016.</li> </ul> <p>For purposes of this cooperative agreement, a multi-component physical education policy includes the following 10 policy components:</p> <ol style="list-style-type: none"> <li>Does Not permit school districts or schools to allow students to substitute other activities for their required physical education credit</li> <li>Does Not grant exemptions/waivers for school districts regarding physical education time or credit requirements</li> <li>State has its own standards for physical education</li> <li>State requires all who teach elementary school physical education to be certified/licensed</li> <li>State requires all who teach middle school/junior high school physical education to be certified/licensed</li> <li>State requires all who teach high school physical education to be certified/licensed</li> <li>State mandates elementary school physical education</li> <li>State mandates middle school/junior high school physical education</li> <li>State mandates high school physical education</li> <li>State requires professional development/continuing education to maintain/renew physical education teacher certification/licensure <a href="http://www.shapeamerica.org/advocacy/son/">http://www.shapeamerica.org/advocacy/son/</a></li> </ol> <p><b>Not Appropriate:</b></p> <ul style="list-style-type: none"> <li>National Association of School Boards of Education’s Healthy School Policy database might not be appropriate, as it is not updated frequently.</li> </ul>
<b>Frequency of Data Collection</b>	<ul style="list-style-type: none"> <li>Every 2-3 years</li> </ul>
<b>References/Resources</b>	<ul style="list-style-type: none"> <li><a href="http://www.shapeamerica.org/advocacy/son/">http://www.shapeamerica.org/advocacy/son/</a></li> </ul>
<b>Additional Information/Guidance</b>	<ul style="list-style-type: none"> <li>It is important to review the published data that is within the Shape of the Nation report. Please identify any discrepancies in the policy and speak with your project officer and the state department of education. For the 2015 Shape of the Nation data collection, analysis of the actual written policy is being conducted in addition to survey or interview with state physical education leaders.</li> </ul>