



U.S. Department of Education
Grant Performance Report
Executive Summary Prepared By Lisa Bursleson-Longino, M.Ed.

PR/Award #: S215F160017

DISTRICT OVERVIEW

Cleveland Metropolitan School District (CMSD) is located in Cleveland, Ohio and serves a student population of 39,125 on 105 school campuses. According to the Prevention Research Center for Healthy Neighborhoods at Case Western Reserve, Cleveland adults and youth report significantly worse outcomes than their counterparts at the state or national level. Obesity patterns in Greater Cleveland are similar to national trends where there are significantly higher rates of obesity among inner city residents (36.7%) compared to the rest of the county (28.6%), state (29.8%) or nation (26.9%). Among those living with the least financial resources, the rate of obesity reaches 42% with only 22.7% meeting the recommended weekly moderate to vigorous physical activity. Subsequently, many Cleveland residents exhibit typical related health problems and risks, such as hypertension, Type II diabetes and low physical activity rates. Our students and community reflect the “fatal four” health risks (inactivity, low fruit/vegetable, sedentary lifestyles, and high TV use) with less than 50% of the students passing the state Physical Education standards per grade level at the time of the Health in Motion project proposal.

PROJECT OVERVIEW

Health In Motion was planned and implemented in an effort to address the obesity and sedentary lifestyle affecting 39,125 CMSD students. The Health In Motion project’s purpose is to get students moving and make healthy eating choices by creating stronger Physical Education and Nutrition Education Programs as well as increasing physical activity opportunities during, before and after school and developing a data system to monitor students and make data-driven decisions that will result in health improvement. Without the Health In Motion interventions, students’ inactivity and poor nutritional choices will persist into adult-hood.

PROJECT TASKS

Upon receiving approval of the PEP grant award in October 2016, CMSD has accomplished and completed many of the timeline tasks. The following have either been completed and/or are in the process of finalizing in order to meet the goals of the grant:

- Submitted the paperwork for the Board approval of the grant.
- Participated in the required conference call with the United States Department of Education Program Officer, all web trainings and meeting for the Project Director.
- Started our search for a Grant Manager and Data Collection Coordinator and hired Grant Manager in January. Due to bidding delays and cost of services an Evaluator was not secured. Therefore, the Grant Manager developed the required paper-based data collection documents, data collection protocols and teacher resource manual for the first cohort of participating tier one schools (Bard, Bolton, John Hay, Miles Park, OH Perry and Walton). Hired a Data Collection Coordinator in April who resigned in May. Hired second Data Collection Coordinator on August 28, 2017 who will be doing data entry due to the pool of candidates and qualifications.
- Met with the principals who signed Memorandum of Agreement to assist with the grant implementation and provided training to principals and physical education teachers on the 80% requirements and GPRA measures.
- Met with the tier one school’s Physical Education teachers on implementing the research-based, effective physical activity curriculum known as OPEN for the Health In Motion project to use in the 2016-17 school year.
- Met and trained physical education teachers in the collecting of GPRA measurement data required for the PEP grant.
- Purchased age-level and developmentally appropriate physical education equipment, pedometers, heart rate monitors and fitness-related equipment for use by students.

- Purchased educational resource materials for use by teachers and principals to increase knowledge of best practices in physical education, physical activity and nutrition education.
- Collaborated with community partners to increase opportunities for students to be active and learn about healthy eating choices.
- Recess Manual for Principals, Teachers and Paraprofessionals to add 10-15 minutes a day of physical activity in structured best researched recess activities created by Grant Manager to compliment the Peaceful Playground curriculum.

Although our Health In Motion had slightly slower start than anticipated due to hiring, staff turnover, software conflicts and IT delays, academic priorities, bidding process challenges, invoice delays, scholar attrition, loss pedometers, scholar mobility, scholars knowledge of fruits and vegetables, data collection from sites in a timely manner, some staff members resistance to change and lack of professional development on metabolic equivalent of task (METs), we adjusted our timeline to ensure the project would be on track by the end of Year 1.

ADDRESSING GAPS AND WEAKNESSES: KEY PROJECT ACTIVITIES

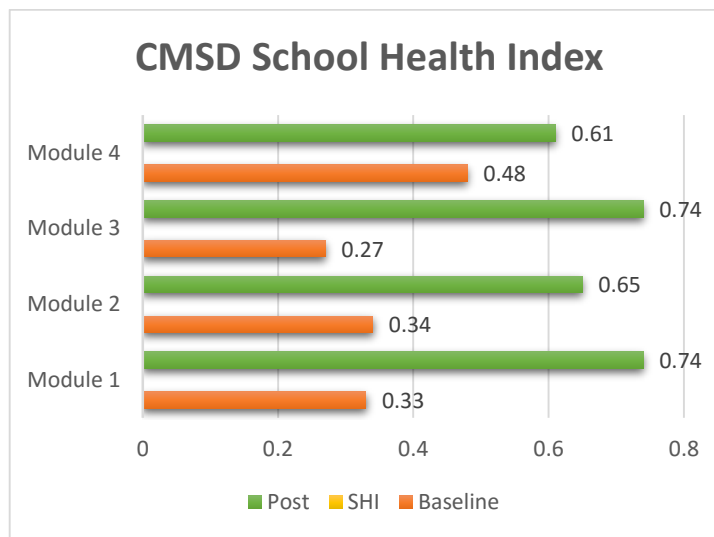
In applying for the grant, CMSD identified three key activities that would help change the health and wellness of our students. In order to help CMSD students get active and make healthy choices, our Health In Motion focused on (1) Demonstrating a strong capacity to deliver a program aligned to state standards; (2) Implementing a more focused physical activity, nutrition and health program; and (3) Creating the necessary data system to track and monitor students success. As of 9/01/2017, CMSD is pleased to report that large strides toward a healthier school and community have been made in Year 1.

Goal 1: Demonstrating a strong capacity to deliver a program aligned to state standards

To achieve this goal, we implemented a research-based instructional program called OPEN and purchased Focused Fitness with our K-12 students. These instructional packages are designed to encourage health-related results (i.e., increase student fitness and skill levels, decrease student overweight). Our K-12 Physical Education teachers are learning how to align their teaching with a strong connection between the written, taught, and tested instructional components of a quality physical education program. We will use this sequential instructional teaching program for all grades (K-2, 3-5, 6-8, high school), along with the associated training and instructional equipment/supply packages.

Additionally, in order to demonstrate a stronger capacity to deliver a program aligned to state standards, CMSD Physical Education teachers needed training and professional development in current trends and practices. This year, CMSD's physical education teachers have attended the following professional development events: 67 physical education teachers have been trained by the Ohio Department of Education on k-12 Best Practices by Ryan Eldridge. 13 physical education teachers attended the SHAPE America Annual National Conference. 53 Physical education teachers were trained on the PECAT HECAT and Nutrition Activities by Eric Larson, Alliance for Healthier Generation National Physical Education/ Physical Activity Manager. Over the summer months ,6 teachers attended the SPARK trainings as well as Action Based Learning professional development to provide district physical education teachers training on cross lateral exercises and nutrition physical activities in proprioception, vestibular, visual tracking, rhythm/sequencing and strength to change the future of CMSD students by increasing their health, wellness and education through movement. Above all, the Wellness Policy passed by the CMSD Board has mandated nutrition education, physical activity and brain breaks in all K-12 CMSD schools. Two CMSD high schools were selected by Matthew McConaughey's Just Keep Livin Foundation to receive \$30,000 each to increase physical literacy, physical activity and nutrition education after school through our partnership with the Boys and Girls Club of Greater Cleveland. As a result of the Health In Motion project efforts, physical education teachers and students are gaining momentum and excitement about the high quality curriculum and equipment we are obtaining.

For this reason, when applying for the grant, CMSD conducted Baseline School Health Index assessment to develop a clear picture of where CMSD was as a school district and where we wanted to be in terms of Physical Education and Nutrition Education curricula. After the first year, CMSD has collected data to determine how much progress we have made so far with regard to improving our curricula's alignment and facilitation of achievement of Ohio Physical Education Standard. As shown below, our School Health Index scores marked a 33% improvement over baseline data in the first year alone, and we are excited to continue improving!



Goal 2: Implement a More Focused Physical Activity, Nutrition and Health Program

To achieve this goal, we purchased a new playground/recess program to implement in Year 2 and Year 3 in tier one schools called Peaceful Playgrounds. The Peaceful Playgrounds Program is designed to enhance the total minutes of weekly physical activity by providing elementary students and classroom teachers with structured playground/recess of 20 minutes a day. Their research shows this program’s fun and engaging developmentally-appropriate games and learning activities will increase moderate-to-vigorous physical activity levels. During physical education classes, teachers will educate all students on how to play these self-directed games to support the principals and classroom teachers. In order to increase the amount of opportunities students have to be physically active, CMSD supported the Health In Motion by designing and implementing various events and partnership programs at different schools and levels. Dancing Classrooms implemented ballroom dancing at 21 schools where 807 students practice and learn ballroom dance and logged in 1000 physical activity minutes and 20 nutrition education classes and perform for their parents. At the end of the event, open dance was held for all students, parents, and their families. In partnership with the YMCA and Nike Marathon Kids, 21 CMSD schools created before and after school running clubs, where 346 students participated in 4 nutrition education classes and each one logged in over 2,600 minutes of cardiovascular training after school in preparation for participation in the YMCA We Run This City/Rite Aide Marathon. In one of our tier one schools, Miles Park K-8, the principal in support of her physical education teacher hosted a “Health In Motion” Family Fun Night where students and their families had access to the gymnasium. Physical activity/FitnessGram stations were conducted by students and parents to increase parental support and knowledge of assessments. Students and parents were able to be physically active for one hundred and twenty minutes. Also, the principal and her entire staff held a nutrition taste test and created a “Wellness in the CLE” video with the parents, teachers and students. Moreover, the principal and the physical education teacher implemented “Give Me 10” exercises in every classrooms to move and increase physical activity, improve mood, energy level and facilitate students learning through grade level nutrition lessons and physical activity breaks every day. We plan on expanding this activity to other CMSD K-12 tier one schools moving forward. Not to mention nutrition and wellness events were facilitated by the nurses and community partners where parents, students, and staff attended to hear about various healthy dietary behaviors and appropriate food and nutrition options available in CMSD schools and in the community. We plan on holding this event in partnership with our community stakeholders each spring moving forward to increase physical activity and nutrition education.

To reinforce nutrition and physical activity, General Mills and CMSD Food Services held in K-12 schools a “Nutrition Challenge” K-12 to engage and inspired students to eat healthy and be physically active. Comparatively, CMSD in partnership with the Alliance for Healthier Generation enrolled 78 schools to promote physical activity and healthy eating for students and staff, with 6 schools receiving National Recognition. Likewise, CMSD in partnership with Yoga Zenwork implemented Brain Boosters in 20 CMSD schools. Moreover, Cleveland Clinic Youth Movement awarded 2 CMSD schools \$5,000.00 each for students having the most physical activity in Cuyahoga County. In a like manner, the Presidential Youth Fitness Program awarded 41 CMSD schools \$1,000 worth of fitness assessment resources. As well as, the American Heart Association

donated 41movbands for the CMSD Health In Motion Library to track physical activity. For year 2, Action for Healthy Schools and Nestle are providing nutrition education materials to our tier one K-8 schools to disseminate during September Open House and parent/teacher conferences. “Think, Eat and Move Healthy” Lesson Activity materials will provide a research-based nutrition education resources, which is holistic, sequential, age appropriate and will provide our students and their families with the knowledge and skills necessary to promote and protect their health for a lifetime. Exercise Science Lab Equipment has been delivered to 2 schools for implementation in the Fall 2017 to increase physical activity.

Goal 3: Create the Necessary Data Systems to Track and Monitor Student Success

To achieve this goal, we have purchased and will be implementing a new web-based physical education platform in the Fall of 2017 called WELNET. This innovative management system will be used to provide our physical education teachers with the following: (1) An ongoing way to determine the percentage of students meeting State Standards; (2) Create grade-by-grade benchmarks for student success; and (3) Implement a data-driven program as recommended by SHAPE. As part of CMSD objectives, Health In Motion purchased WELNET software to assess students’ progress. Professional Development will be provided in the Fall of 2017 to train physical education teachers and classroom teachers on software and nutrition and fitness lessons. Moreover, Health In Motion purchased pedometers and heart rate monitors which will be implemented fully into physical education classes to educate and assess students’ physical activity and health and ensure objective, real-time measurement and monitoring. We will continue to research additional physical activity assessment technologies for incorporation in Years 2 and 3 that will be helpful and necessary to achieving Health In Motion goals.

PEDOMETER AND 3DPAR

1.a. Performance Measure	Measure Type	Quantitative Data					
Measure 1: The percentage of students served by the grant who engage in 60 minutes of daily physical activity measured by using pedometer. (Baseline)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				/			494/1607

1.b. Performance Measure	Measure Type	Quantitative Data					
Measure 1: The percentage of students served by the grant who engage in 60 minutes of daily physical activity measured by using a pedometer. (Current Year--Year 1)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				/			747/1607

1.2a. Performance Measure	Measure Type	Quantitative Data					
Measure 1: The percentage of students served by the grant who engage in 60 minutes of daily physical activity measured by 3-D Physical Activity Recall (3DPAR) instrument to collect data on students in grade 5-12 . (Baseline)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				/			334/920

1.2b. Performance Measure	Measure Type	Quantitative Data					
Measure 1: The percentage of students served by the grant who engage in 60 minutes of daily physical activity measured by 3-D Physical Activity Recall (3DPAR) instrument to collect data on students in grade 5-12 .. (Current Year--Year 1)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				/			491/920

1.3a. Performance Measure	Measure Type	Quantitative Data					
Measure 1: The percentage of students served by the grant who engage in 60 minutes of daily physical activity measured by 3-D Physical Activity Recall (3DPAR) and pedometer instrument to collect data on students in grade 5-12 . (Baseline)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				/			499/1607

1.3b Performance Measure	Measure Type	Quantitative Data					
Measure 1: The percentage of students served by the grant who engage in 60 minutes of daily physical activity measured by 3-D Physical Activity Recall (3DPAR) and pedometer instrument to collect data on students in grade 5-12 . (Current Year--Year 1)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				/			749/1607

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Cleveland Metropolitan School District’s Health In Motion project, was designed to incorporate assessments and student progress monitoring, new technology, nutrition information, curriculum improvements and staff development. The CMSD’s participant group was determined to be all students with and without intellectual and motor skill disabilities enrolled in physical education in the six tier one participating schools (Bard HS, Bolton K-8, John Hay HS, Miles Park K-8, OH Perry K-8, Walton K-8) for year one cohort (adding 12 school in Year 2 and adding 12 in Year 3 for a total of 30 schools). To collect GPRA Measure 1, we utilized pedometers and pedometer logs for four consecutive days for students in grades K-4 and seven consecutive days for students in grades 5-12, as well as the 3-Day Physical Activity Recall (3DPAR) for grades 5-12 to collect student activity level data, as required, for all data collection periods. Prior to data collection, the pedometers were checked for test-retest reliability using a series of shake tests. Additionally, all participants completed a walking test to ensure that the pedometers accurately measured steps. Classroom and physical education teachers provided opportunities for students to practice wearing the devices before data collection to attenuate risk for behavioral reactivity. On the first day of data collection, a five-minute review of the pedometer protocol was given by the physical education teachers addressing how to (1) place pedometers on the body, (2) remove the pedometers before engaging in water activities and sleeping, and (3) reattach the pedometer each morning upon dressing for the school day. Participants were instructed to wear their pedometers at all times before, during, and after school hours while participating in their normal daily activities except during water activities and sleeping. Students in grades K-12 filled in their pedometer logs each night before going to bed.

To make data collection and analysis manageable due to the lack of proper data collection reporting by students, loss of equipment, coordinating data collection across sites, malfunctioning of equipment and lack of time to prepare following award notification, we implemented three-week long data collection periods that involved administering pedometer and 3DPAR assessments during the collection period to students with and without intellectual and motor skill disabilities. Then the physical education teachers utilized the GPRA checklist to ensure accountability to implement the Health In Motion project with validity. After collecting the data, physical education teachers delivered data collection paper –based pedometer logs and 3DPAR with record checklist to the Grant Manager as outline in the teacher resource manual and in the GPRA Roadmap Training. Baseline and progress data included in this report was taken from the paper-based pedometer logs and paper-based 3DPAR documents. Data was tallied by Cleveland State University Graduate Health Intern and Grant Manager. Then the Intern entered and the Grant Manager entered and analyzed data using Excel. Baseline data collection period was 1/9/17-2/24/17. No staff training had occurred and no equipment had been implemented at that point. Data collection dates for the remainder of the Year 1 were as follows: 3/1/17-3/31/17 and 4/18/17-5/22/17.

PEDOMETER DATA:

The Health In Motion project utilized an approved pedometer tool. The pedometer counted steps of all students enrolled in physical education in grades K-12 in the six participating tier one schools. Students achieving 9,100 or more steps each day of the assessment (four out of four required consecutive days for grades K- 4 and seven out of seven required consecutive days for grades 5-12) were counted as achieving the measure per GPRA guidance. The 9,100-step aim was not disclosed to the students.

At baseline, 494 out of 1607 students (30.74%) were achieving the measure of 60 minutes of daily activity based on pedometers. When averaging data collection periods two and three, a combined average of 747 out of 1607 students (46%) were achieving the measure. This represents an increase of 15.26% over baseline. All response percentages were well above the required 80%, averaging 98.10%.

Year 1 PEDOMETER

	Data Collection Period	Total Participants	Total Respondents	Response Percentage	Students Achieving 60 Minutes of Daily Activity Based on Pedometers	Achievement Percentage
	1/9/17-2/24/17	1638	1607	98.10%	494	30.74%
	2	1638	1607	98.10%	628	39.07%
	3	1638	1607	98.10%	866	53.88%
Totals (Excluding Baseline)	NA	3276	3214	98.10%	1494	46.48%
Averages (Rounded)	NA	1638	1607	98.00%	747	46%

Year 1 PEDOMETER

Data-collection period: Baseline/1 (Year 1)	Did meet GPRA measure 1 goal	Did NOT meet GPRA measure 1 goal	Total number of students with GPRA measure 1 pedometer data	Percentage Meeting the Goal
Grades K-4	170	517	687	24.74%
Grades 5-12	324	596	920	35.21%
All grades combined	494	1113	1607	30.74%
Data-collection period: 2	Did meet GPRA measure 1 goal	Did NOT meet GPRA measure 1 goal	Total number of students with GPRA measure 1 pedometer data	Percentage Meeting the Goal
Grades K-4	206	481	687	29.98%
Grades 5-12	422	498	920	45.86%
All grades combined	628	979	1607	39.07%
Data-collection period: 3	Did meet GPRA measure 1 goal	Did NOT meet GPRA measure 1 goal	Total number of students with GPRA measure 1 pedometer data	Percentage Meeting the Goal
Grades K-4	313	374	687	45.56%
Grades 5-12	553	367	920	60.10%
All grades combined	866	741	1607	53.88%

Year 1 data by level shows consistent performance across the three data collection periods for both groups. However, we will continue to monitor performance and achievement of this outcome through site visits and focus groups due to the lack of proper data collection reporting by students, loss of equipment, coordinating data collection across sites, malfunctioning of equipment and lack of time to prepare following award notification. Subsequently, rounds two and three increase may be attributed to physical education teachers and students understanding GPRA requirements of data collection and excitement about seeing who can have the greatest number of steps at the end of the program. Physical education teachers will receive retraining on the protocols for collecting pedometer data, as well as monitored the actual MVPA daily minutes and will be asked to reiterate those protocols to students each data collection period in Year 2 and Year 3, since schools will be increasing yearly. Additionally, data collection protocols will be communicated to parents using the district website and having physical education teachers and principals use the district’s mass phone calling system to remind students and parents.

3DPAR DATA:

3DPAR assessments were administered on Wednesdays as called for by the tool, because not all students are eligible for 3DPAR (students must be in grades 5-12), the respondent group for this assessment is smaller. Only students who were grade-eligible for 3DPAR were given the assessment. Students indicating moderate, hard, or very hard physical activity levels for two or more half -hour time blocks each day on the Sunday, Monday and Tuesday for which students recalled activities were counted as meeting the measure per GPRA guidance.

At baseline, 334 out of 920 (36.30%) of students in grades 5-12 achieved 60 minutes of daily activity based on 3DPAR. When averaging together data periods 2 and 3, a total of 491 out of 920 (53%) were achieving the measure, indicating a 19.70% increase in achievement! Our response percentage averaged 98%.

YEAR 1 3DPAR

	Data Collection Period	Total Participants	Total Respondents	Response Percentage	Students Achieving 60 Minutes of Daily Activity Based on 3DPAR	Achievement Percentage
	<i>1/Baseline</i>	939	920	97.97%	334	36.30%
	2	939	920	97.97%	427	46.41%
	3	939	920	97.97%	555	60.32%
Totals (Excluding Baseline)	NA	1878	1840	97.97%	982	53.36%
Averages (Rounded)	NA	939	920	98.00%	491	53%

PEDOMETERS AND 3DPAR COMBINED

GPRa Overall Achievement Results—Both Assessments

Students achieving 60 minutes of daily physical activity on either or both assessments (pedometers and 3DPAR) were counted as achieving the measure, per GPRa guidelines. At baseline, a total of 499 out of 1607 (31.05%) of responding students were achieving the measure of 60 minutes of daily activity based on pedometers and/or 3DPAR. When averaging together data collection periods 2 and 3, a total of 749 out of 1607 students (46%) were achieving the measure. This represents an increase of 14.95% over baseline! Interestingly, the numbers of students achieving the measure based on *both* assessments was very inconsistent at 499 students (31.05%) in the first data collection period and 631 students (39.26%) in the second data collection periods and 867 students (53.95%) in the third data collection period.

Combining the pedometer and 3DPAR results as instructed in the GPRa guidance caused little concerns, since the two assessments generated quite similar results. By merging the assessments results in the end, 3DPAR results are ultimately compared to the full group of students participating in the GPRa assessment when less than half of the students are even eligible for the assessment since it is only appropriate for 5th -12th graders. However, taking this combination approach did not cause a variance between the results. There are several considerations given for the scores being similar, one may be attributed to the lack of proper data collection/reporting by students, loss of equipment or it may be attributed to the physical education teachers and students understanding GPRa requirements of data collection in rounds two and three and are excited about seeing who can improve their steps and minutes of participation at the end of the program. Response percentages were well above the required 80%, averaging 98.00%.

Y1 Pedometer and/or 3DPAR

	Data Collection Period	Total Participants	Total Respondents	Response Percentage	Students Achieving 60 Minutes of Daily Activity Based on Pedometers and/or 3DPAR	Achievement Percentage
	<i>1/Baseline</i>	1638	1607	98.10%	499	31.05%
	2	1638	1607	98.10%	631	39.26%
	3	1638	1607	98.10%	867	53.95%
Totals (Excluding Baseline)	NA	3276	3214	98.10%	1498	46.60%
Averages (Rounded)	NA	1638	1607	98.00%	749	46%

Year One Pedometer and or 3DPAR

Data-collection window: Base-line/1	Did meet GPRa measure 1 goal	Did NOT meet GPRa measure 1 goal	Total number of students with GPRa measure 1 Pedometer or 3DPAR data	Percentage Meeting the Goal
	Grades K-4	170	517	687
Grades 5-12	329	591	920	35.76%
All grades combined	499	1108	1607	31.05%
Data-collection window: 2	Did meet GPRa measure 1 goal	Did NOT meet GPRa measure 1 goal	Total number of students with GPRa measure 1 Pedometer or 3DPAR data	Percentage Meeting the Goal
Grades K-4	206	481	687	29.98%
Grades 5-12	425	495	920	46.19%
All grades combined	631	976	1607	39.26%
			Total number of students with	

Data-collection window: 3	Did meet GPRA measure 1 goal	Did NOT meet GPRA measure 1 goal	GPRA measure 1 Pedometer or 3DPAR data	Percentage Meeting the Goal
Grades K-4	313	374	687	45.56%
Grades 5-12	554	366	920	60.21%
All grades combined	867	740	1607	53.95%

PYFP Performance Measure

2.a. Performance Measure	Measure Type	Quantitative Data					
Measure 2: The percentage of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment. (Baseline)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			279/1607	%

2.b. Performance Measure	Measure Type	Quantitative Data					
Measure 2: The percentage of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			322/1609	%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

CMSD's Health In Motion project also seeks to measurably increase student achievement of overall fitness. In Year 1, we began implementing research-based and proven-effective objective assessment tools, including pedometers and district wide use of the President's Youth Fitness Program (PYFP)/FITNESSGRAM assessments. We collected baseline data in Year 1, as well as progress data through two additional collection periods, as required. All Year 1 data collection periods have been completed. Baseline data collection occurred 1/9/17-2/24/17, data collection period two for Year 1 occurred 3/1/17-3/31/17, and data collection period three for Year 1 occurred 4/18/17-5/22/17. We simultaneously collected data on all three GPRA measures, as required. Students were tested on six fitness areas using the Presidential Youth Fitness Program (PYFP)/FITNESSGRAM physical fitness assessment. In order for a student to qualify for measure achievement, he/she needed to meet the standard of the PYFP assessment (be in the Healthy Fitness Zone--HFZ) in at least five of the six fitness areas. The areas tested are aerobic capacity (using the PACER test), abdominal muscular strength and endurance (using the curl-up test), trunk extensor strength (using the trunk lift test), upper body muscular strength and endurance (using the push-up test), flexibility (using the back saver sit and reach), and body composition (using the Body Mass Index test). For the CV criteria, several tier one school's physical education teachers utilized Brockport physical fitness health-related assessments for students with intellectual/motor skill disabilities(i.e. sit and reach used a ball to have student reach) and for students in grades K-3 modified as follows: Kindergarten- 3 minutes continuous running, skipping, jogging; First Grade -4 minutes continuous running, skipping, jogging; Second Grade-5 minutes continuous running, skipping, jogging; Third Grade -9 minutes of continuous running, skipping, jogging. This is due to aerobic capacity standards are not presented for students in grades K-3. This is partly because of the challenges associated with determining standards but also a philosophical decision by the Scientific Advisory Board. Performance levels are not the most important objective for young children in this age range. Instead, the emphasis for CMSD's K-3rd Grade students and students with disabilities was on enjoying the activity and on learning to perform the assessment items successfully. Therefore, the scoring of the K-3 and students with disabilities was based on the student's weight, time (i.e. 3 minutes on a 400 meter track, would consist of four laps plus 10 yards, 4 minutes 5 laps plus 20 yards, 5 minutes 5 laps plus 40 yards, 9 minutes 11 laps 100 yards) and 60 second heart rate count. The 20m PACER test was administered to all participating students (those without excuses or parental opt-out slips) in grades 4-12. Physical education teachers maintained PACER results, in the form of laps completed, on paper-based data collection sheets provided for this purpose. Each round was based on current classroom schedules

and enrollment. Upon completion of testing each round, physical education teachers delivered paper-based data collection sheets with checklist to Grant Manager. PACER, Curl-Ups, Trunk Lift, Push Ups, Back Saver Sit and Reach, Body Mass Index results were entered from all paper-based data collection sheets in Excel by the intern. Using PYFP Healthy fitness zone, the Grant Manager analyzed the data for each student participating in each category. Records for every participating student were then analyzed and translated into “meeting number of standards”. All of our response percentages were above the 80% required rate.

At baseline, a total of 279 out of 1607 students (17.36%) met the standard of a Healthy Fitness Zone as established by the assessment for the Presidential Youth Fitness Program (PFYP) in at least five of the six fitness areas of that assessment. When averaging data collection periods two and three, a combined average of 322 out of 1609 students (20%) met the achievement. Hence, students sustained their fitness levels across the three data collection periods, which is reasonable given the data collection periods occurred in a brief, four-month period. All of our response percentages were well above the required 80% response rate, averaging 98% and assuring confidence in the reliability of the results.

PYFP/FITNESSGRAM

Y1 PYFP/FITNESSGRAM GPRA Data Collection Period	Total Participants	Number of Respondents	Response Percentage	Students Achieving HFZ on 5 or 6 PYFP Tests	Achievement Percentage
1	1638	1607	98.10%	279	17.36%
2	1638	1608	98.16%	299	18.59%
3	1638	1609	98.22%	344	21.13%
Totals (without baseline)	3276	3217	98.19%	643	19.98%
Averages (Rounded)	1638	1609	98.00%	322	20.00%

A review of the PYFP/FITNESSGRAM data suggests that it is possible data from the first collection period was more of an anomaly than a representative baseline. While data collection for round one appeared to show about 17.36% achievement, the data collection for rounds two and three, only 20% of the students achieved the Healthy Fitness Zone. Although the number increased, it appears to be quite lower than the “typical” range for the population. The actual reason for this is unclear, but *possible* reasons include:

- a disproportionate amount of unfit students
- students with intellectual/motor skill disabilities may lack the intrinsic understanding and concept of “best effort”
- a significant number of students did not put forth their best efforts
- a significant number of the students did not fully understand the FITNESSGRAM test and how to participate in it since this is the first time the test was administered in the six schools.
- some physical education teachers may not have fully understood proper administration of the FITNESSGRAM the first time out

Y1 PYFP Data-collection period: 1	Did meet GPRA measure 2 goal	Did NOT meet GPRA measure 2 goal	Total number of students with GPRA measure 2/PYFP data for 5 or 6 tests	Percentage Meeting the Goal
Grades K-4	174	513	687	25.32%
Grades 5-12	105	815	920	11.41%
All grades combined	279	1328	1607	17.36%
Y1 PYFP Data-collection period: 2	Did meet GPRA measure 2 goal	Did NOT meet GPRA measure 2 goal	Total number of students with GPRA measure 2/PYFP data for 5 or 6 tests	Percentage Meeting the Goal
Grades K-4	185	501	686	26.96%

Grades 5-12	114	808	922	12.36%
All grades combined	299	1309	1607	18.60%
Y1 PYFP Data-collection period: 3	Did meet GPRA measure 2 goal	Did NOT meet GPRA measure 2 goal	Total number of students with GPRA measure 2/PYFP data for 5 or 6 tests	Percentage Meeting the Goal
Grades K-4	197	123	686	28.71%
Grades 5-12	147	776	923	15.92%
All grades combined	344	899	1612	21.33%

CMSD Grade(s): K-4

Year: 2016-2017 Components of Health Related Fitness Items

Girls	334	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		11 of 60	261 of 325	289 of 326	213 of 319	231 of 324	181 of 327
% Meeting Min Health Standards - Baseline		18%	80%	89%	67%	71%	55%
# Meeting Min Health Standards – Round 2		12 of 60	277 of 326	302 of 327	220 of 320	244 of 326	175 of 326
% Meeting Min Health Standards – Round 2		20%	85%	92%	69%	75%	54%
# Meeting Min Health Standards – Round 3		16 of 60	284 of 326	315 of 327	229 of 321	250 of 327	173 of 327
% Meeting Min Health Standards – Round 3		27%	87%	96%	71%	76%	53%
Boys	365	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards – Baseline		15 of 71	301 of 357	316 of 357	270 of 357	300 of 355	168 of 359
% Meeting Min Health Standards – Baseline		21%	84%	89%	76%	85%	47%
# Meeting Min Health Standards – Round 2		18 of 71	313 of 357	334 of 358	268 of 358	309 of 358	162 of 358
% Meeting Min Health Standards – Round 2		25%	88%	93%	75%	86%	45%
# Meeting Min Health Standards – Round 3		26 of 71	323 of 357	344 of 358	268 of 358	312 of 358	169 of 359
% Meeting Min Health Standards – Round 3		37%	90%	96%	75%	87%	47%
Total	699	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards – Baseline		26 of 131	562 of 682	605 of 683	483 of 676	531 of 679	349 of 686
% Meeting Min Health Standards -Baseline		20%	82%	89%	71%	78%	51%
# Meeting Min Health Standards –Round 2		30 of 131	590 of 683	636 of 685	488 of 678	553 of 684	337 of 684
% Meeting Min Health Standards – Round 2		23%	86%	93%	72%	81%	49%
# Meeting Min Health Standards – Round 3		42 of 131	607 of 683	659 of 685	497 of 679	562 of 685	342 of 686
% Meeting Min Health Standards – Round 3		32%	89%	96%	73%	82%	50%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards -Baseline	11 of 687	22 of 687	67 of 687	142 of 687	261 of 687	174 of 687	10 of 687
Percent of students meeting number of standards - Baseline	2%	3%	10%	21%	38%	25%	1%
Number of students meeting number of standards –Round 2	6 of 686	22 of 686	44 of 686	135 of 686	285 of 686	185 of 686	9 of 686
Percent of students meeting number of standards –Round 2	1%	3%	6%	20%	42%	27%	1%
Number of students meeting number of standards –Round 3	3 of 686	16 of 686	38 of 686	128 of 686	288 of 686	197 of 686	16 of 686
Percent of students meeting number of standards – Round 3	0%	2%	6%	19%	42%	29%	2%

CMSD Grade(s): 5-12

Year: 2016-2017 Components of Health Related Fitness Items

Girls	486	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards -Baseline		90 of 466	213 of 467	356 of 467	273 of 466	199 of 467	233 of 476
% Meeting Min Health Standards -Baseline		19%	46%	76%	59%	43%	49%
# Meeting Min Health Standards –Round 2		79 of 465	261 of 468	376 of 468	282 of 466	210 of 467	224 of 476
% Meeting Min Health Standards – Round 2		17%	56%	80%	61%	45%	47%
# Meeting Min Health Standards –Round 3		89 of 466	272 of 466	385 of 466	299 of 466	224 of 466	227 of 477
% Meeting Min Health Standards –Round 3		19%	58%	83%	64%	48%	48%
Boys	453	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards –Baseline		56 of 431	191 of 431	340 of 431	202 of 430	346 of 430	229 of 444
% Meeting Min Health Standards -Baseline		13%	44%	79%	47%	80%	52%
# Meeting Min Health Standards –Round 2		69 of 431	214 of 432	361 of 432	188 of 431	328 of 432	229 of 445
% Meeting Min Health Standards –Round 2		16%	50%	84%	44%	76%	51%
# Meeting Min Health Standards –Round 3		79 of 433	235 of 433	367 of 433	211 of 433	336 of 433	231 of 446
% Meeting Min Health Standards –Round 3		18%	54%	85%	49%	78%	52%
Total	939	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards -Baseline		146 of 897	404 of 898	696 of 898	475 of 896	545 of 897	462 of 920
% Meeting Min Health Standards – Baseline		16%	45%	78%	53%	61%	50%
# Meeting Min Health Standards – Round 2		148 of 896	475 of 900	737 of 900	470 of 897	538 of 899	453 of 921
% Meeting Min Health Standards – Round 2		17%	53%	82%	52%	60%	49%
# Meeting Min Health Standards –Round 3		168 of 899	507 of 899	752 of 899	510 of 899	560 of 899	458 of 923
% Meeting Min Health Standards –Round 3		19%	56%	84%	57%	62%	50%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards – Baseline	43 of 920	106 of 920	195 of 920	241 of 920	198 of 920	105 of 920	32 of 920
Percent of students meeting number of standards –Baseline	5%	12%	21%	26%	22%	11%	3%
Number of students meeting number of standards – Round 2	46 of 922	93 of 922	162 of 922	268 of 922	202 of 922	114 of 922	37 of 922
Percent of students meeting number of standards –Round 2	5%	10%	18%	29%	22%	12%	4%
Number of students meeting number of standards –Round 3	43 of 923	89 of 923	141 of 923	237 of 923	229 of 923	147 of 923	37 of 923
Percent of students meeting number of standards –Round 3	5%	10%	15%	26%	25%	16%	4%

Bard Early College High School Grade(s): 10

Year: 2016-2017

Girls	67	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards –Baseline		1 of 66	47 of 66	66 of 66	14 of 65	26 of 66	37 of 66
% Meeting Min Health Standards –Baseline		2%	71%	100%	22%	39%	56%
# Meeting Min Health Standards – Round 2		1 of 65	50 of 67	58 of 67	19 of 66	40 of 67	30 of 67
% Meeting Min Health Standards –Round 2		2%	75%	87%	29%	60%	45%
# Meeting Min Health Standards –Round 3		2 of 65	55 of 65	60 of 65	37 of 65	46 of 65	35 of 66
% Meeting Min Health Standards –Round 3		3%	85%	92%	57%	71%	53%
Boys	41	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards –Baseline		2 of 41	35 of 41	41 of 41	19 of 40	32 of 40	26 of 41
% Meeting Min Health Standards –Baseline		5%	85%	100%	48%	80%	63%
# Meeting Min Health Standards –Round 2		4 of 40	30 of 41	39 of 41	13 of 40	35 of 41	20 of 41
% Meeting Min Health Standards –Round 2		10%	73%	95%	33%	85%	49%
# Meeting Min Health Standards – Round 3		8 of 41	39 of 41	40 of 41	26 of 41	38 of 41	20 of 41
% Meeting Min Health Standards –Round 3		20%	95%	98%	63%	93%	49%
Total	108	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards –Baseline		3 of 107	82 of 107	107 of 107	33 of 105	58 of 106	63 of 107
% Meeting Min Health Standards –Baseline		3%	77%	100%	31%	55%	59%
# Meeting Min Health Standards –Round 2		5 of 105	80 of 108	97 of 108	32 of 106	75 of 108	50 of 108
% Meeting Min Health Standards –Round 2		5%	74%	90%	30%	69%	46%
# Meeting Min Health Standards – Round 3		10 of 106	94 of 106	100 of 106	63 of 106	84 of 106	55 of 107
% Meeting Min Health Standards – Round3		9%	89%	94%	59%	79%	51%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards – Baseline	0 of 107	7 of 107	22 of 107	35 of 107	27 of 107	14 of 107	2 of 107
Percent of students meeting number of standards – Baseline	0%	7%	21%	33%	25%	13%	2%
Number of students meeting number of standards – Round 2	0 of 108	6 of 108	27 of 108	40 of 108	18 of 108	15 of 108	2 of 108
Percent of students meeting number of standards – Round 2	0%	6%	25%	37%	17%	14%	2%
Number of students meeting number of standards – Round 3	1 of 107	3 of 107	12 of 107	23 of 107	35 of 107	28 of 107	5 of 107
Percent of students meeting number of standards – Round3	1%	3%	11%	21%	33%	26%	5%

John Hay High School Grade(s): 9-12

Year: 2016-2017

Girls	175	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		51 of 175	69 of 175	90 of 175	126 of 175	34 of 175	78 of 175
% Meeting Min Health Standards - Baseline		29%	39%	51%	72%	19%	45%
# Meeting Min Health Standards – Round 2		37 of 175	78 of 175	110 of 175	118 of 175	23 of 175	82 of 175
% Meeting Min Health Standards – Round 2		21%	45%	63%	67%	13%	47%
# Meeting Min Health Standards – Round 3		38 of 175	79 of 175	110 of 175	117 of 175	23 of 175	80 of 175
% Meeting Min Health Standards – Round 3		22%	45%	63%	67%	13%	46%
Boys	140	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards – Baseline		16 of 138	58 of 138	85 of 138	54 of 138	102 of 138	70 of 138
% Meeting Min Health Standards –Baseline		12%	42%	62%	39%	74%	51%
# Meeting Min Health Standards –Round 2		21 of 138	58 of 138	92 of 138	46 of 138	81 of 138	76 of 138
% Meeting Min Health Standards –Round 2		15%	42%	67%	33%	59%	55%
# Meeting Min Health Standards – Round 3		21 of 138	57 of 138	93 of 138	48 of 138	82 of 138	74 of 138
% Meeting Min Health Standards - Round 3		15%	41%	67%	35%	59%	54%
Total	315	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards –Baseline		67 of 313	127 of 313	175 of 313	180 of 313	136 of 313	148 of 313
% Meeting Min Health Standards –Baseline		21%	41%	56%	58%	43%	47%
# Meeting Min Health Standards –Round 2		58 of 313	136 of 313	202 of 313	164 of 313	104 of 313	158 of 313
% Meeting Min Health Standards – Round 2		19%	43%	65%	52%	33%	50%
# Meeting Min Health Standards – Round 3		59 of 313	136 of 313	203 of 313	165 of 313	105 of 313	154 of 313
% Meeting Min Health Standards – Round 3		19%	43%	65%	53%	34%	49%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards –Baseline	9 of 313	61 of 313	84 of 313	76 of 313	46 of 313	30 of 313	7 of 313
Percent of students meeting number of standards –Baseline	3%	19%	27%	24%	15%	10%	2%
Number of students meeting number of standards –Round 2	14 of 313	56 of 313	72 of 313	91 of 313	55 of 313	21 of 313	4 of 313
Percent of students meeting number of standards – Round2	4%	18%	23%	29%	18%	7%	1%
Number of students meeting number of standards – Round 3	14 of 313	58 of 313	71 of 313	87 of 313	58 of 313	21 of 313	4 of 313
Percent of students meeting number of standards – Round 3	4%	19%	23%	28%	19%	7%	1%

Site: Bolton Grade(s): K-8

Year: 2016-2017

Girls	130	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		0 of 63	107 of 130	99 of 130	105 of 130	79 of 130	73 of 130
% Meeting Min Health Standards - Baseline		0%	82%	76%	81%	61%	56%
# Meeting Min Health Standards - Round 2		0 of 63	113 of 130	109 of 130	75 of 130	89 of 130	72 of 130
% Meeting Min Health Standards - Round 2		0%	87%	84%	58%	68%	55%
# Meeting Min Health Standards – Round 3		0 of 63	109 of 130	121 of 130	61 of 130	94 of 130	69 of 130
% Meeting Min Health Standards – Round 3		0%	84%	93%	47%	72%	53%
Boys	147	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		0 of 64	114 of 147	105 of 147	101 of 147	116 of 146	73 of 147
% Meeting Min Health Standards - Baseline		0%	78%	71%	69%	79%	50%
# Meeting Min Health Standards - Round 2		0 of 64	118 of 147	120 of 147	68 of 147	117 of 147	69 of 147
% Meeting Min Health Standards - Round 2		0%	80%	82%	46%	80%	47%
# Meeting Min Health Standards – Round 3		0 of 64	121 of 147	130 of 147	59 of 147	123 of 147	66 of 147
% Meeting Min Health Standards – Round 3		0%	82%	88%	40%	84%	45%
Total	277	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		0 of 127	221 of 277	204 of 277	206 of 277	195 of 276	146 of 277
% Meeting Min Health Standards - Baseline		0%	80%	74%	74%	71%	53%
# Meeting Min Health Standards - Round 2		0 of 127	231 of 277	229 of 277	143 of 277	206 of 277	141 of 277
% Meeting Min Health Standards - Round 2		0%	83%	83%	52%	74%	51%
# Meeting Min Health Standards – Round 3		0 of 127	230 of 277	251 of 277	120 of 277	217 of 277	135 of 277
% Meeting Min Health Standards – Round 3		0%	83%	91%	43%	78%	49%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards - Baseline	2 of 277	12 of 277	45 of 277	61 of 277	98 of 277	59 of 277	0 of 277
Percent of students meeting number of standards - Baseline	1%	4%	16%	22%	35%	21%	0%
Number of students meeting number of standards - Round 2	5 of 277	17 of 277	31 of 277	73 of 277	103 of 277	48 of 277	0 of 277
Percent of students meeting number of standards - Round 2	2%	6%	11%	26%	37%	17%	0%
Number of students meeting number of standards – Round 3	3 of 277	16 of 277	25 of 277	88 of 277	102 of 277	43 of 277	0 of 277
Percent of students meeting number of standards – Round 3	1%	6%	9%	32%	37%	16%	0%

Site: Miles Park Includes Grade(s): K-8

Year: 2016-2017

Girls	249	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		10 of 128	135 of 237	215 of 237	161 of 237	169 of 235	114 of 246
% Meeting Min Health Standards - Baseline		8%	57%	91%	68%	72%	46%
# Meeting Min Health Standards - Round 2		12 of 128	170 of 237	220 of 237	188 of 235	169 of 235	106 of 244
% Meeting Min Health Standards - Round 2		9%	72%	93%	80%	72%	43%
# Meeting Min Health Standards – Round 3		19 of 128	176 of 237	227 of 237	189 of 237	176 of 237	108 of 246
% Meeting Min Health Standards –Round 3		15%	74%	96%	80%	74%	44%
Boys	239	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		3 of 116	135 of 228	213 of 228	164 of 228	218 of 227	93 of 235
% Meeting Min Health Standards - Baseline		3%	59%	93%	72%	96%	40%
# Meeting Min Health Standards - Round 2		9 of 117	156 of 229	224 of 229	174 of 229	218 of 229	96 of 235
% Meeting Min Health Standards - Round 2		8%	68%	98%	76%	95%	41%
# Meeting Min Health Standards –Round 3		14 of 116	163 of 228	220 of 228	174 of 228	215 of 228	104 of 235
% Meeting Min Health Standards –Round 3		12%	71%	96%	76%	94%	44%
Total	488	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		13 of 244	270 of 465	428 of 465	325 of 465	387 of 462	207 of 481
% Meeting Min Health Standards - Baseline		5%	58%	92%	70%	84%	43%
# Meeting Min Health Standards - Round 2		21 of 245	326 of 466	444 of 466	362 of 464	387 of 464	202 of 479
% Meeting Min Health Standards - Round 2		9%	70%	95%	78%	83%	42%
# Meeting Min Health Standards – Round 3		33 of 244	339 of 465	447 of 465	363 of 465	391 of 465	212 of 481
% Meeting Min Health Standards – Round 3		14%	73%	96%	78%	84%	44%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards - Baseline	28 of 481	16 of 481	58 of 481	112 of 481	176 of 481	88 of 481	3 of 481
Percent of students meeting number of standards - Baseline	6%	3%	12%	23%	37%	18%	1%
Number of students meeting number of standards - Round 2	23 of 482	16 of 482	32 of 482	113 of 482	173 of 482	119 of 482	6 of 482
Percent of students meeting number of standards - Round 2	5%	3%	7%	23%	36%	25%	1%
Number of students meeting number of standards – Round 3	20 of 481	14 of 481	33 of 481	95 of 481	184 of 481	126 of 481	9 of 481
Percent of students meeting number of standards – Round 3	4%	3%	7%	20%	38%	26%	2%

Oliver H Perry Grade(s): K-8
Year: 2016-2017 Phase Comparison

Girls	99	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI	Pacer - 20 Meter
# Meeting Min Health Standards - Baseline		57 of 97	96 of 98	44 of 91	87 of 98	57 of 99	38 of 50
% Meeting Min Health Standards - Baseline		59%	98%	48%	89%	58%	76%
# Meeting Min Health Standards - Round 2		61 of 98	98 of 99	46 of 93	94 of 99	54 of 99	40 of 50
% Meeting Min Health Standards - Round 2		62%	99%	49%	95%	55%	80%
# Meeting Min Health Standards - Round 3		63 of 97	96 of 98	54 of 92	91 of 98	53 of 99	43 of 50
% Meeting Min Health Standards - Round 3		65%	98%	59%	93%	54%	86%
Boys	124	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI	Pacer - 20 Meter
# Meeting Min Health Standards - Baseline		71 of 115	114 of 116	72 of 116	115 of 116	70 of 124	49 of 69
% Meeting Min Health Standards - Baseline		62%	98%	62%	99%	56%	71%
# Meeting Min Health Standards - Round 2		75 of 116	116 of 117	76 of 117	113 of 117	67 of 124	51 of 69
% Meeting Min Health Standards - Round 2		65%	99%	65%	97%	54%	74%
# Meeting Min Health Standards - Round 3		80 of 116	115 of 117	75 of 117	115 of 117	69 of 124	54 of 69
% Meeting Min Health Standards - Round 3		69%	98%	64%	98%	56%	78%
Total	223	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI	Pacer - 20 Meter
# Meeting Min Health Standards - Baseline		128 of 212	210 of 214	116 of 207	202 of 214	127 of 223	87 of 119
% Meeting Min Health Standards - Baseline		60%	98%	56%	94%	57%	73%
# Meeting Min Health Standards - Round 2		136 of 214	214 of 216	122 of 210	207 of 216	121 of 223	91 of 119
% Meeting Min Health Standards - Round 2		64%	99%	58%	96%	54%	76%
# Meeting Min Health Standards - Round 3		143 of 213	211 of 215	129 of 209	206 of 215	122 of 223	97 of 119
% Meeting Min Health Standards - Round 3		67%	98%	62%	96%	55%	82%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards - Baseline	7 of 223	6 of 223	23 of 223	44 of 223	58 of 223	56 of 223	29 of 223
Percent of students meeting number of standards - Baseline	3%	3%	10%	20%	26%	25%	13%
Number of students meeting number of standards - Round 2	7 of 223	2 of 223	23 of 223	39 of 223	67 of 223	52 of 223	33 of 223
Percent of students meeting number of standards - Round 2	3%	1%	10%	17%	30%	23%	15%
Number of students meeting number of standards - Round 3	8 of 223	1 of 223	19 of 223	37 of 223	61 of 223	68 of 223	29 of 223
Percent of students meeting number of standards - Round 3	4%	0%	9%	17%	27%	30%	13%

Walton Grade(s): K-8
Year: 2016-2017

Girls	100	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		1 of 44	59 of 87	79 of 87	36 of 87	35 of 87	55 of 87
% Meeting Min Health Standards - Baseline		2%	68%	91%	41%	40%	63%
# Meeting Min Health Standards - Round 2		1 of 44	66 of 87	83 of 87	56 of 87	39 of 87	55 of 87
% Meeting Min Health Standards - Round 2		2%	76%	95%	64%	45%	63%
# Meeting Min Health Standards - Round 3		3 of 45	74 of 88	86 of 88	70 of 88	44 of 88	55 of 88
% Meeting Min Health Standards - Round 3		7%	84%	98%	80%	50%	63%
Boys	127	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		1 of 74	79 of 119	98 of 118	62 of 118	63 of 118	65 of 118
% Meeting Min Health Standards - Baseline		1%	66%	83%	53%	53%	55%
# Meeting Min Health Standards - Round 2		2 of 74	90 of 118	104 of 118	79 of 118	73 of 118	63 of 118
% Meeting Min Health Standards - Round 2		3%	76%	88%	67%	62%	53%
# Meeting Min Health Standards - Round 3		8 of 76	98 of 120	113 of 120	97 of 120	75 of 120	67 of 120
% Meeting Min Health Standards - Round 3		11%	82%	94%	81%	63%	56%
Total	227	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		2 of 118	138 of 206	177 of 205	98 of 205	98 of 205	120 of 205
% Meeting Min Health Standards - Baseline		2%	67%	86%	48%	48%	59%
# Meeting Min Health Standards - Round 2		3 of 118	156 of 205	187 of 205	135 of 205	112 of 205	118 of 205
% Meeting Min Health Standards - Round 2		3%	76%	91%	66%	55%	58%
# Meeting Min Health Standards - Round 3		11 of 121	172 of 208	199 of 208	167 of 208	119 of 208	122 of 208
% Meeting Min Health Standards - Round 3		9%	83%	96%	80%	57%	59%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards - Baseline	8 of 206	26 of 206	30 of 206	55 of 206	54 of 206	32 of 206	1 of 206
Percent of students meeting number of standards - Baseline	4%	13%	15%	27%	26%	16%	0%
Number of students meeting number of standards - Round 2	3 of 205	18 of 205	21 of 205	47 of 205	71 of 205	44 of 205	1 of 205
Percent of students meeting number of standards - Round 2	1%	9%	10%	23%	35%	21%	0%
Number of students meeting number of standards - Round 3	0 of 208	13 of 208	19 of 208	35 of 208	77 of 208	58 of 208	6 of 208
Percent of students meeting number of standards - Round 3	0%	6%	9%	17%	37%	28%	3%

Fruits and Vegetables Consumption

3.a. Performance Measure	Measure Type	Quantitative Data					
Measure 3: The percentage of students served by the grant who consume fruit two or more times per day and vegetables three or more times per day. (Baseline)	GPRAs	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			377/1483	

3.b. Performance Measure	Measure Type	Quantitative Data					
Measure 3: The percentage of students served by the grant who consume fruit two or more times per day and vegetables three or more times per day. (Current Year--Year 1)	GPRAs	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			606/1483	

Health In Motion’s participant group was determined to be all students with and without disabilities enrolled in physical education in one of the six tier one schools. We again employed a three week long data collection period for each data collection period. Baseline and progress data for this outcome was collected using four-day food logs that included survey questions at the end for students in grades K-4, seven-day food logs with questions at the end for the students in grades 5-12. The surveys utilized for grades K-4 were modified versions of the fruit and vegetable questions on the Youth Risk Behavior Survey (YRBS) with the only change being that our Grant Manager converted the YRBS questions to a four-day rather than seven day recall to increase age-appropriateness of the tool. Food logs allowed elementary students to track fruits and vegetable consumption throughout the data collection days to ensure increased reliability of survey results when survey questions were completed at the end of the four-day period for grades K-4 and at the end of the seven-day period for grades 5-12. Food logs were administered and used at the same time students were wearing pedometers and completing pedometer logs to avoid student and or parent confusion and ensure simultaneous data collection for all GPRAs.

YRBS fruit and vegetable survey questions were administered by physical education teachers to students in grades K-12 during physical education classes. Upon completion, paper-based surveys for each round were delivered with a checklist and initially tallied. All data was initially tallied by the intern, then re-tallied and organized by the grant manager and then analyzed by the grant manager using EXCEL.

We collected baseline data in Year 1, as well as progress data through two additional collection periods, as required. All Year 1 data collection periods have been completed. Baseline data collection occurred 1/9/17-2/24/17, data collection period two for Year 1 occurred 3/31/17-3/31/17, and data collection period three for Year 1 occurred 4/18/17-5/22/17. We simultaneously collected data on all three GPRAs measures, as required.

In order to be counted as having achieved the measure overall, a student must have reported consuming fruit at least twice per on all days recalled and vegetables an average of three or more times per day on all days recalled. At baseline, 377 out of 1483 students (25.42%) were consuming at least 2 servings of fruit and 3 servings of vegetables daily. When averaging data collection periods 2 and 3, a total of 606 out of 1483 students (41%) were achieving the measure. This marks a 15.58% increase over baseline! Our response percentages were all above the required 80%, averaging 91%!

Fruit and Vegetable Consumption

Y1 FRUIT & VEGETABLE CONSUMPTION	Data Collection Period	Total Participants	Total Respondents	Response Percentage	Students Consuming 2 Fruits and 3 Vegetables Daily	Achievement Percentage
	1/Baseline	1638	1483	90.53%	377	25.42%
	2	1638	1483	90.53%	480	32.36%
	3	1638	1483	90.53%	732	49.35%
Totals (Excluding Baseline)	NA	3276	2966	90.53%	1212	40.86%
Averages (Rounded)	NA	1638	1483	91%	606	41%

Y1 FRUIT & VEGETABLE CONSUMPTION	K-4 Students with Data	K-4 Consumed 2 Fruits AND 3 Vegetables Daily/Met GPRA Measure 3	%	K-4 Did Not Meet GPRA Measure 3	%	5-12 Students with Data	5-12 Met GPRA Measure 3	%	5-12 Did Not Meet GPRA Measure 3	%	number of students with GPRA Measure 3 data	Total Number that Met GPRA Measure 3	%
1/Baseline	674	163	24.18%	511	75.81%	809	214	26.45%	595	73.54%	1483	377	25.42%
2	674	229	33.97%	445	66.02%	809	251	31.02%	558	68.97%	1483	480	32.36%
3	674	385	57.12%	289	42.87%	809	347	42.89%	462	57.10%	1483	732	49.35%

By the end of Year One, an average of 606 out of 1483 students (41%) were consuming two fruits and three vegetables. This represents a 15.58% increase in achievement of the measure. Although it is an increase many factors must be considered when reviewing this data: physical education teachers are still participating in training, program implementation is in its first phase and students and families are learning the process and the importance in accuracy in data collection and reporting. Since respondents appears to fluctuate notably in the third data collection periods held in four months, it is possible student tracking and reporting may have been over reported due to concerns over how their responses would be perceived. All responses are reviewed anonymously and this has been communicated to the students and parents, however students may not have believed the information they received.

Another possibility is that students were making more of an effort to eat more fruits and vegetables more than usual and were actually committed to long-term diet changes due to Health In Motion project and “Healthy Challenges” at school. A third possibility is that some students are simply eating and reporting on what they are given in school and home since CMSD has offered more fruits and vegetables during breakfast and lunch and parents are making more of an effort to buy more fruits and vegetables than usual so their children could report high numbers and “look good.” While an increase in healthy eating has occurred, it is likely the positive change will increase in year two and three. Regardless, this data indicates that the Health In Motion project, CMSD Food Service programs, Ohio State SNAP-Ed, Ohio Dairy Association Midwest, Veggie U, Cleveland Clinic, St. Lukes Foundation, Health Corps, CASE, Alliance for Healthier Generations, Fuel Up To Play 60 and CMSD physical education teachers implementation of balance plate initiative which encompasses the MyPlate.gov program of proper portion size for all major food groups and CMSD Wellness Policy passed by the school board were all instrumental in the increase in students consuming 2 fruits and 3 vegetables daily.

INCREASE THE PERCENTAGE OF STUDENTS MEETING STATE STANDARD TO 65%, 80%, AND 95%.

4.a. Performance Measure	Measure Type	Quantitative Data					
Increase the percentage of Students meeting State Standards to 65%, 80%, and 95%. Year 1: Passing rate will be at least 65%. (Baseline)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				/			ND

4.b. Performance Measure	Measure Type	Quantitative Data					
Increase the percentage of Students meeting State Standards to 65%, 80%, and 95%. Year 1: Passing rate will be at least 65%. (Current Year--Year 1)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
							ND

Explanation of Progress (Include Qualitative Data and Data Collection Information)

In Year 1 due to time constraints (project began in January, 2017), intensive academic and fitness testing, hiring, professional development and training, CMSD’s Health In Motion project assessment of students meeting state standards to 65%, 80%, and 95%, was not completed in the six tier one schools. Fitness assessment requirements in Year 1 have been intense, particularly for a district that has not had any physical education teacher professional development or training to increase fitness and facilitate state standards achievement. However, In Year 1, we have made progress toward improving our physical education teacher training on researched best practices and evidence-based strategies through a collaboration with Action for Healthy Kids and the Alliance for Healthier Generations. Furthermore, we have begun purchasing library resources that provide physical fitness education and assessments and implementing physical activity supplies and equipment that will increase the percentage of students meeting state standards. Professional development on Fitness and Nutrition Education will take place in the Fall of 2017, as well as we have training and curriculum work time for all physical education teachers planned for the Fall of 2017. Additionally, we anticipate launching formal curriculum improvements at the start of Year 2 and continuing to improve our curriculum throughout the project period. We have not yet reached the point where significant data of this outcome is likely, and more time is needed to identify, create and train teachers on a strong and accurate best practice that will increase state standards achievement. Moreover, we are researching assessment models and anticipate using Focused Fitness assessments in Year 2 and Year 3 to assess this outcome. We will report results on our Year 2 and Year 3 APR.

INCREASE THE BASELINE SHI MODULES #1-#4 AVERAGE

5.a. Performance Measure	Measure Type	Quantitative Data					
Increase the baseline SHI modules #1-#4 average. Year 1: Data will increase 10%. (Baseline)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				/			/

5b. Performance Measure	Measure Type	Quantitative Data					
Increase the baseline SHI modules #1-#4 average. Year 1: Data will increase 10%. (Current Year--Year 1)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
				/			/

Explanation of Progress (Include Qualitative Data and Data Collection Information)

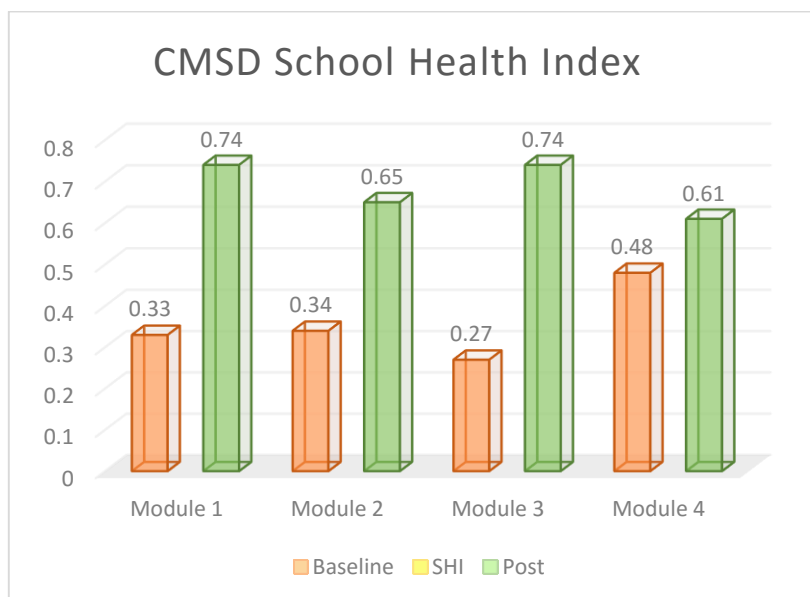
The Health In Motion project will improve policies, environment, and learning, physical activity, and healthy eating opportunities over the course of the grant period, as evidenced by increasing School Health Index (SHI) scores. To accomplish this in Year 1, the Health In Motion Grant Director and Grant Manager have actively partnered with our District Wellness Committee Members to define visions and missions and reviewed policies for improvement. We've engage a range of partners, including the Alliance for Healthier Generation, Action for Healthy Kids, Nestle, Fuel Up to Play 60, American Dairy Association Midwest, General Mills, and St. Lukes Foundation, which have supported us in implementing the “Breakfast for Everyone” and “It’s all about Choices Go Nutritious” healthy eating and physical activity challenge. This summer our Food Service Director and staff attended an Alliance for Healthier Generation Nutrition trainings on SHI and HECAT and is working with us to determine a feasible way for Food Services staff to push into classrooms to assist with nutrition education.

Additionally, CMSD has offered a range of new out-of-school time opportunities for students to be physically active due to stakeholders buy in, including but not limited to: Dancing Classrooms ballroom dancing classes and events, Zumba, Family Wellness Fun Nights, Health Fairs, YMCA Running Club, and 3k/5k/10k walk/runs. We've also established four new partnerships that will build our capacity to improve and expand our curriculum (USA Baseball FUN AT BAT, Buckeye Health, FARE and Grow Fit). Likewise, CMSD's Transportation Department is developing more regular and occasional opportunities for students to safely engage in walking and biking in and outside of the school day and is assisting us with our Safe Routes to School effort!

Achievement of this outcome is being measure using 2017 School Health Index (SHI) results for Modules 1-4. Scores were collected from each building and then averaged by module and then across all four modules by the Alliance for Healthier Generation Program Manager who submitted the data analysis to the Grant Manager. Baselines were collected during the application period (Spring 2016) and the overall averages for each module are below. The average score across all four modules was 35.5% at baseline. The average score across all four modules for year one is 68.5%, a 33% increase.

Baseline SHI Scores	Low 0-20%	21%-40%	Medium 41-60%	61-80%	High 81-100%
School Health Policies and Environment Module 1		33%			
Health Education Module 2		34%			
Physical Education and Physical Activity Module 3		27%			
Nutrition Services Module 4			48%		

Year One Post SHI 2016-2017	Low 0-20%	21%-40%	Medium 41-60%	61-80%	High 81-100%
School Health Policies and Environment Module 1				74%	
Health Education Module 2				65%	
Physical Education and Physical Activity Module 3				74%	
Nutrition Services Module 4				61%	



DECREASE STUDENT [UNHEALTHY] BMI DATA

6.a. Performance Measure	Measure Type	Quantitative Data					
Decrease student BMI data. Year 1: Student [unhealthy] BMI levels will decrease by 5%. (Baseline)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			795/1606	

6.b. Performance Measure	Measure Type	Quantitative Data					
Decrease student BMI data. Year 1: Student [unhealthy] BMI levels will decrease by 5%. (Current Year--Year 1)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						809/1609	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

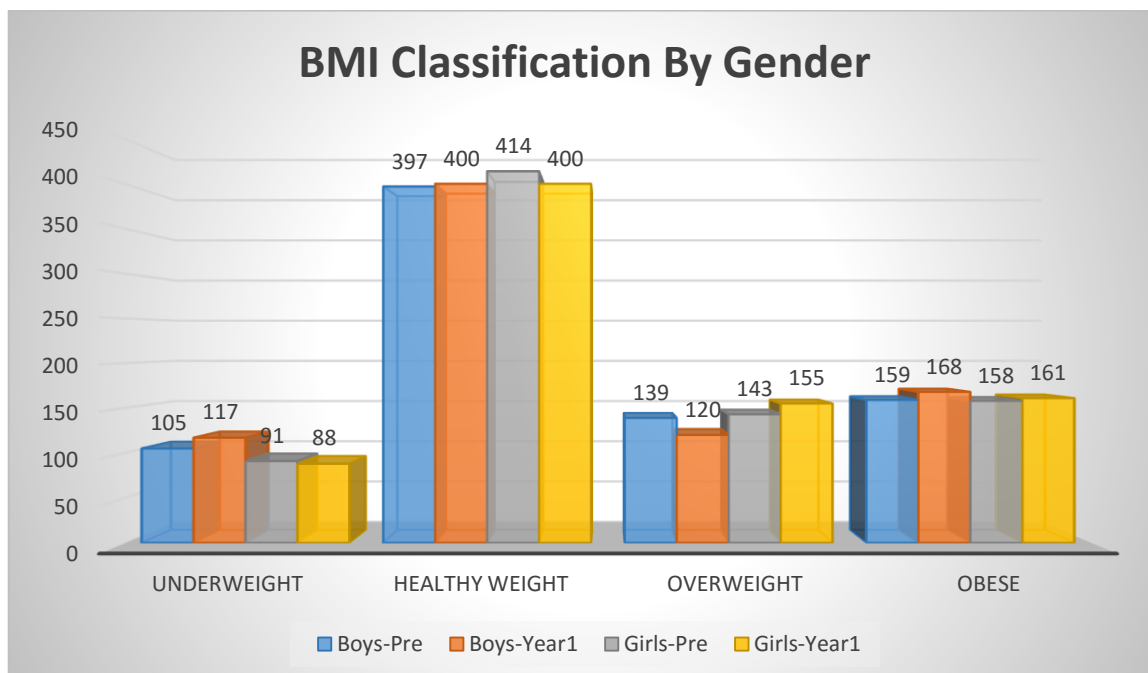
CMSD Health In Motion project will improve students' overall health and reduce the Prevalence of unhealthy weights through increased physical activity and healthy eating. “Breakfast for Everyone” and “It’s all about Choices Go Nutritious” are initiatives instituted in Year 1 that will help us accomplish this end. This program promotes, incentivizes, and rewards students for eating fruits and vegetables and engaging in physical activity daily while providing resources for teachers and families to ensure they are able to educate students on and model healthy choices. This outcome is being measured using body composition data collected by the nurses and physical education teachers in physical education classes through the Body Mass Index (BMI) assessment as part of the President's Youth Fitness Program (PYFP)/FITNESSGRAM assessment. Data was entered by the Cleveland State University Graduate Intern and calculated and analyzed by the Grant Manager using Excel.

BMI data shows students who fell within and outside of the Healthy Fitness Zone (HFZ) according to PYFP/FITNESSGRAM standards. "Meeting Min Health Standards" indicates the student has a healthy BMI for his/her age and gender. In most cases, this indicates the student is not overweight, underweight or obese, therefore, all students "Meeting Health Standard" were counted as having a healthy weight in calculation of this outcome. At data collection period 1 on 1/9/17- 2/24/17, BMI data indicates that 795 out of 1606 students, or 49.50%, have BMIs not in the healthy range. BMI assessments were administered again 4/ 18/17-5/22/17, results for the participants indicates 809 out of 1609 students, or 50.27% are not in the healthy range. This marks an increase over the baseline scores, which does not exceed our target of 5% decrease by the end of project Year One. This may be attributed to close proximity of testing, nurses not available for assessing students, physical education teachers assessing students with malfunctioning testing instruments. In Year 2, Case Western Reserve nursing majors will assist in BMI assessments, CMSD nurses will assist in BMI assessments and physical education teachers will be trained on BMI assessments and instruments. To increase validity, Action for Healthy Kids donated three Tanita scale for our physical education library for physical education teachers and nurses to assess and collect BMI data.

CMSD Grades K-12

Year: 2016-2017

Girls	820	BMI
# Meeting Min Health Standards - Baseline		414 of 803
% Meeting Min Health Standards - Baseline		52%
# Meeting Min Health Standards - Post		400 of 804
% Meeting Min Health Standards - Post		50%
Boys	818	BMI
# Meeting Min Health Standards -Baseline		397 of 803
% Meeting Min Health Standards -Baseline		49%
# Meeting Min Health Standards - Post		400 of 805
% Meeting Min Health Standards - Post		50%
Total	1638	BMI
# Meeting Min Health Standards -Baseline		811 of 1606
% Meeting Min Health Standards -Baseline		50%
# Meeting Min Health Standards - Post		800 of 1609
% Meeting Min Health Standards - Post		50%



STUDENTS WILL ACHIEVE 60 MINUTES OF ACTIVITY MEASURED BY PEDOMETER AND 3DPAR SURVEY

7.a. Performance Measure	Measure Type	Quantitative Data					
Students will achieve 60 minutes of activity measured by pedometer and 3DPAR survey. Year 1 by the end of Year 1, data will increase by at least 5% over baseline. (Baseline)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						499/1607	

7.b. Performance Measure	Measure Type	Quantitative Data					
Students will achieve 60 minutes of activity measured by pedometer and 3DPAR survey. Year 1: By the end of Year 1, data will increase by at least 5% (Current Year--Year 1)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						749/1607	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The CMSD Health In Motion project seeks to measurably increase daily physical activity levels. To achieve this aim in Year 1, we implemented several new opportunities for students to get active at several of our tier one schools based on student and staff interests. At Bolton, we hosted a ballroom dancing class where students practice and learn ballroom dance and perform for their parents. At the end of the event, an open dance was held for all students, parents, and families. At Bard High School, John Hay High School, OH Perry K-8 and Walton K-8, we created a Running Club where student runners train during a 14-week period to participate in the YMCA “We Run This City” Rite Aide in one of four race options: a 1.2 mile run; the 10K (6.2 miles); the half marathon (13.1 miles); or the full marathon (26.2 miles) after accumulating 25 training miles from March through May. At Miles Park, we hosted a Health In Motion Family Fun Night where students and their families had access to our gym and physical activity equipment and were able to be physically active for an hour and a half. We also started the Fuel Up To Play 60 Challenge, which engages and inspires kids to Fuel Up with fruits, veggies, and physical activity. The program's tool kit includes tracking tools and incentives for goal achievement, and each student receives a family fun magazine to encourage parents and family members to model healthy activity levels for their students. To measure this outcome, we assess 1607 students in Year 1 All of our response percentages were above the 80% required rate. We collected baseline data in Year 1, as well as progress data through two additional collection periods, as required. All Year 1 data collection periods have been completed. Baseline data collection occurred 1/9/17-2/24/17, data collection period two for Year 1 occurred 3/1/17-3/31/2017 and data collection period three for Year 1 occurred 4/18/17-5/22/17. We simultaneously collected data on all three GPRA measures, as required. Data for this measure was collected through the use of pedometers and the 3-Day Physical Activity Recall (3DPAR) assessment. Data logs were given to students by teachers, and information was posted on our school website to ensure that students, teachers, and parents all understood and could help facilitate the data collection process. Once the pedometer logs and 3DPAR were completed, that data was initially tallied by the physical education teachers then re-tallied by the Cleveland State Graduate Intern and Grant Manager and then analyzed by the Grant Manager using Excel.

In order to be counted as having achieved the measure overall, a student must have achieved the measure according to the pedometer or 3DPAR assessment or both.

COMBINED RESULTS OF PEDOMETER AND 3DPAR ASSESSMENTS

Data Collection Period	Total Participants	Number of Students Achieving 60 Minutes of Daily Physical Activity on Pedometer OR 3DPAR Assessment OR Both	Percentage of Students Achieving 60 Minutes of Daily Physical Activity on Pedometer OR 3DPAR Assessment OR Both
Y1 GPRA Data Collection Period	1638	499	31.05%

1/Baseline			
Y1 GPRA Data Collection Periods 2 & 3	1638	749	46.60%

PEDOMETERS AND 3DPAR COMBINED

GPRA Overall Achievement Results—Both Assessments

Students achieving 60 minutes of daily physical activity on either or both assessments (pedometers and 3DPAR) were counted as achieving the measure, per GPRA guidelines. At baseline, a total of 499 out of 1607 (31.05%) of responding students were achieving the measure of 60 minutes of daily activity based on pedometers and/or 3DPAR. When averaging together data collection periods 2 and 3, a total of 749 out of 1607 students (46%) were achieving the measure. This represents an increase of 14.95% over baseline! Interestingly, the numbers of students achieving the measure based on *both* assessments was very inconsistent at 499 students in the first (31.05%) and 631 students (39.26%) in the second data collection periods and 867 students (53.95%) in the third data collection period.

Combining the pedometer and 3DPAR results as instructed in the GPRA guidance caused little concerns, since the two assessments generated quite similar results. By merging the assessments results in the end, 3DPAR results are ultimately compared to the full group of students participating in the GPRA assessment when less than half of the students are even eligible for the assessment since it is only appropriate for 5th -12th graders. However, taking this combination approach did not cause a variance between the results. There are several considerations given for the scores being similar, one may be attributed to the lack of proper data collection/reporting by students, loss of equipment or it may be attributed to the physical education teachers and students understanding GPRA requirements of data collection in rounds two and three and are excited about seeing who can improve their steps and minutes of participation at the end of the program. We will continue to monitor progress over the course of Year 2 and will particularly consider data collected after the nutrition education program has been implemented. Additionally, as of the start of Year 2, our CMSD Food Service Department will implement a Grab and Go Program through a Fuel Up to Play 60 Grant applied for by our Grant Manager to promote healthy eating in our schools. Response percentages were well above the required 80%, averaging 98.00%.

STUDENT IMPROVE PHYSICAL ACTIVITY BEHAVIOR

7.2.a. Performance Measure	Measure Type	Quantitative Data					
Add 15-25 minutes [of physical activity] a day by increasing using “Brain Breaks” in the classroom. (Baseline)		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
	PROJECT		/		ND/		

7.2.b. Performance Measure	Measure Type	Quantitative Data					
Add 15-25 minutes [of physical activity] a day by increasing using “Brain Breaks” in the classroom. (Current Year--Year 1)		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
	PROJECT		/		ND/		

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Although we implemented “Give Me 10” which adds 10 minutes of physical activity a day in the six tier one schools for year one, we were unable to add the 15-25 minutes a day using “Brain Breaks” due to the lack of professional development for our physical education teachers. The “Action Based Learning” and “Brain Breaks” training was taken this summer by our physical education teachers. Therefore, in the Fall of 2017 all physical education teachers, principals and classroom teachers will received training through the “train the trainer” model.

Upon completion of the training, each school principal/teacher will complete a survey to determine baseline amount of time classroom teachers allocate to physical activity for their students on the average school day. Principals/Teachers will track time allocated to physical activity to ensure increased data reliability. Progress data for this outcome will be collected in the Fall and Spring and reported at the end of Years 2 and 3. By adding the use of Brain Breaks and Action Based Learning in the classrooms, we anticipate increasing physical activity levels by 15-25 minutes per day in Year 2 and 3.

INCREASE PHYSICAL ACTIVITY DURING PE BY 5-10 A DAY

7.3.a. Performance Measure	Measure Type	Quantitative Data					
Increase physical activity during PE by approximately 5-10 minutes a day. (Baseline)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		ND	NA/	

7.3.b. Performance Measure	Measure Type	Quantitative Data					
Increase physical activity during PE by approximately 5-10 minutes a day. (Current Year—Year 1)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		ND	NA/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Although, physical education teachers were provided professional development on new physical education strategies and the OPEN Curriculum to ensure higher-quality physical education classes with greater emphasis on movement and fitness achievement, CMSD had challenges due to bidding process delay, lack of professional development and training on metabolic equivalent of task (METs) accessing MVPA with pedometers and heart rate monitors to track moderate to vigorous physical activity (MVPA) during physical education classes. Therefore in Year 2, CMSD’s physical education teachers will received professional development and training targeted on methods to increase the amount of class time students are engaged in MVPA in addition to assessing and metabolic equivalents of task (METS) and MVPA using heart rate monitors. Furthermore, we will be replacing games and activities that tend to provide lower levels of physical activity (i.e. softball) with activities that are inherently more active (i.e. aerobic dance, aerobic games, jump rope). Subsequently in Year 2 and in Year 3, we will measure this outcome by pedometers and heart rate monitors with the ability to track moderate to vigorous physical activity (MVPA) to be used during physical education classes. Data will be collected and entered into an MVPA log and then submitted to the Grant Manager and analyzed. Achievement of the outcome will be measured based on minutes spent in MVPA. Baseline data will be collected in a period of approximately one week in November 2017, and progress data will be collected over a period of approximately one week four months later in April 2018. Data will be collected from students with and without disabilities enrolled in physical education from each school.

10-15 MINUTES OF PHYSICAL ACTIVITY PER DAY OF STRUCTURED RECESS

7.4.a. Performance Measure	Measure Type	Quantitative Data					
Add 10-15 minutes a day of physical activity by having structured recess activities. (Baseline)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			ND/	

7.4.b. Performance Measure	Measure Type	Quantitative Data					
Add 10-15 minutes a day of physical activity by having structured recess activities. (Current Year--Year 1)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			ND/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Even though in Year One, CMSD students achieved 60 minutes of physical activity in a day, we were unable to add 10-15 minutes of physical activity in recess due to competing academic priorities of SLOs and state testing, professional development and training on structure recess, invoice delays, equipment challenges from the vendor and the lack of a Recess Manual based on best researched practices for our principals and teachers to utilize to increase physical activity. Structured play during recess will make sure that all CMSD students are participating and are physically active during recess. This will be especially helpful considering the varying skill levels of our students. Moreover, structured recess will ensure that everyone is actively participating regardless of their skill level. Also, structured recess for our older students will develop interpersonal skills during times of conflict. Lastly, structured recess will improve our student’s behavior and attention. With the implementation of Peaceful Playground and the creation of a Recess Manual based on best practices with structured recess activities and professional development and training scheduled in the Fall 2017 on structured recess activities that increases physical activity, CMSD physical education teachers and administrators will be able to provide students with structured, evidence- and/or research-based activities to increase physical activity during recess. Subsequently in Year 2 and Year 3, we will be able to measure this outcome using recess physical activity logs during recess. Data will be collected by the principals and teachers and tallied and provided to the Data Collector Coordinator who will then re-tally and enter into Excel and submit to the Grant Manager who will analyze. Achievement of the outcome will be measured based on minutes spent in MVPA.



**U.S. Department of Education
Grant Performance Report
Executive Summary Prepared By Lisa Burleson-Longino, M.Ed.**

PR/Award #: S215F160017

DISTRICT OVERVIEW

Cleveland Metropolitan School District (CMSD) is located in Cleveland, Ohio and serves a student population of 39,125 on 105 school campuses. According to the Prevention Research Center for Healthy Neighborhoods at Case Western Reserve, Cleveland adults and youth report significantly worse outcomes than their counterparts at the state or national level. Obesity patterns in Greater Cleveland are similar to national trends where there are significantly higher rates of obesity among inner city residents (36.7%) compared to the rest of the county (28.6%), state (29.8%) or nation (26.9%). Among those living with the least financial resources, the rate of obesity reaches 42% with only 22.7% meeting the recommended weekly moderate to vigorous physical activity. Subsequently, many Cleveland residents exhibit typical related health problems and risks, such as hypertension, Type II diabetes and low physical activity rates. Our students and community reflect the “fatal four” health risks (inactivity, low fruit/vegetable, sedentary lifestyles, and high TV use) with less than 50% of the students passing the state Physical Education standards per grade level at the time of the Health in Motion project proposal.

PROJECT OVERVIEW

Health In Motion was planned and implemented in an effort to address the obesity and sedentary lifestyle affecting 39,125 CMSD students. The Health In Motion project’s purpose is to get students moving and make healthy eating choices by creating stronger Physical Education and Nutrition Education Programs as well as increasing physical activity opportunities during, before and after school and developing a data system to monitor students and make data-driven decisions that will result in health improvement. Without the Health In Motion interventions, students’ inactivity and poor nutritional choices will persist into adult-hood.

PROJECT TASKS

Upon receiving approval of the PEP grant award in October 2016, CMSD has accomplished and completed many of the timeline tasks. The following have either been completed and/or are in the process of finalizing in order to meet the goals of the grant:

- Submitted the paperwork for the Board approval of the grant.
- Participated in the required conference call with the United States Department of Education Program Officer, all web trainings and meeting for the Project Director.
- Started our search for a Grant Manager and Data Collection Coordinator and hired Grant Manager in January. Due to bidding delays and cost of services an Evaluator was not secured. Therefore, the Grant Manager developed the required paper-based data collection documents, data collection protocols and teacher resource manual for the first cohort of participating tier one schools (Bard, Bolton, John Hay, Miles Park, OH Perry and Walton). Hired a Data Collection Coordinator in April who resigned in May. Hired second Data Collection Coordinator on August 28, 2017 who will be doing data entry due to the pool of candidates and qualifications.
- Met with the principals who signed Memorandum of Agreement to assist with the grant implementation and provided training to principals and physical education teachers on the 80% requirements and GPRA measures.
- Met with the tier one school’s Physical Education teachers on implementing the research-based, effective physical activity curriculum known as OPEN for the Health In Motion project to use in the 2016-17 school year.
- Met and trained physical education teachers in the collecting of GPRA measurement data required for the PEP grant.

- Purchased age-level and developmentally appropriate physical education equipment, pedometers, heart rate monitors and fitness-related equipment for use by students.
- Purchased educational resource materials for use by teachers and principals to increase knowledge of best practices in physical education, physical activity and nutrition education.
- Collaborated with community partners to increase opportunities for students to be active and learn about healthy eating choices.
- Recess Manual for Principals, Teachers and Paraprofessionals to add 10-15 minutes a day of physical activity in structured best researched recess activities created by Grant Manager to compliment the Peaceful Playground curriculum.

Although our Health In Motion had slightly slower start than anticipated due to hiring, staff turnover, software conflicts and IT delays, academic priorities, bidding process challenges, invoice delays, scholar attrition, loss pedometers, scholar mobility, scholars knowledge of fruits and vegetables, data collection from sites in a timely manner, some staff members resistance to change and lack of professional development on metabolic equivalent of task (METs), we adjusted our timeline to ensure the project would be on track by the end of Year 1.

ADDRESSING GAPS AND WEAKNESSES: KEY PROJECT ACTIVITIES

In applying for the grant, CMSD identified three key activities that would help change the health and wellness of our students. In order to help CMSD students get active and make healthy choices, our Health In Motion focused on (1) Demonstrating a strong capacity to deliver a program aligned to state standards; (2) Implementing a more focused physical activity, nutrition and health program; and (3) Creating the necessary data system to track and monitor students success. As of 9/01/2017, CMSD is pleased to report that large strides toward a healthier school and community have been made in Year 1.

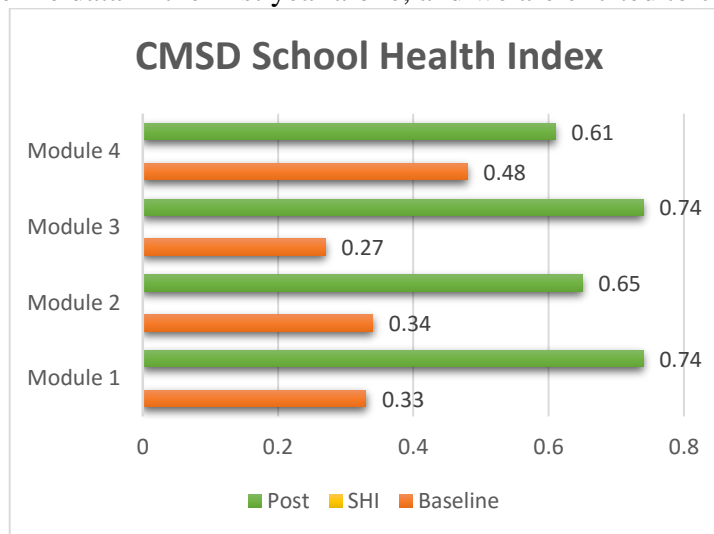
Goal 1: Demonstrating a strong capacity to deliver a program aligned to state standards

To achieve this goal, we implemented a research-based instructional program called OPEN and purchased Focused Fitness with our K-12 students. These instructional packages are designed to encourage health-related results (i.e., increase student fitness and skill levels, decrease student overweight). Our K-12 Physical Education teachers are learning how to align their teaching with a strong connection between the written, taught, and tested instructional components of a quality physical education program. We will use this sequential instructional teaching program for all grades (K-2, 3-5, 6-8, high school), along with the associated training and instructional equipment/supply packages.

Additionally, in order to demonstrate a stronger capacity to deliver a program aligned to state standards, CMSD Physical Education teachers needed training and professional development in current trends and practices. This year, CMSD's physical education teachers have attended the following professional development events: 67 physical education teachers have been trained by the Ohio Department of Education on k-12 Best Practices by Ryan Eldridge. 13 physical education teachers attended the SHAPE America Annual National Conference. 53 Physical education teachers were trained on the PECAT HECAT and Nutrition Activities by Eric Larson, Alliance for Healthier Generation National Physical Education/ Physical Activity Manager. Over the summer months ,6 teachers attended the SPARK trainings as well as Action Based Learning professional development to provide district physical education teachers training on cross lateral exercises and nutrition physical activities in proprioception, vestibular, visual tracking, rhythm/sequencing and strength to change the future of CMSD students by increasing their health, wellness and education through movement. Above all, the Wellness Policy passed by the CMSD Board has mandated nutrition education, physical activity and brain breaks in all K-12 CMSD schools. Two CMSD high schools were selected by Matthew McConaughey's Just Keep Livin Foundation to receive \$30,000 each to increase physical literacy, physical activity and nutrition education after school through our partnership with the Boys and Girls Club of Greater Cleveland. As a result of the Health In Motion project efforts, physical education teachers and students are gaining momentum and excitement about the high quality curriculum and equipment we are obtaining.

For this reason, when applying for the grant, CMSD conducted Baseline School Health Index assessment to develop a clear picture of where CMSD was as a school district and where we wanted to be in terms of Physical Education and Nutrition Education curricula. After the first year, CMSD has collected data to determine how much progress we have made so far with regard to improving our curricula's alignment and facilitation of

achievement of Ohio Physical Education Standard. As shown below, our School Health Index scores marked a 33% improvement over baseline data in the first year alone, and we are excited to continue improving!



Goal 2: Implement a More Focused Physical Activity, Nutrition and Health Program

To achieve this goal, we purchased a new playground/recess program to implement in Year 2 and Year 3 in tier one schools called Peaceful Playgrounds. The Peaceful Playgrounds Program is designed to enhance the total minutes of weekly physical activity by providing elementary students and classroom teachers with structured playground/recess of 20 minutes a day. Their research shows this program's fun and engaging developmentally-appropriate games and learning activities will increase moderate-to-vigorous physical activity levels. During physical education classes, teachers will educate all students on how to play these self-directed games to support the principals and classroom teachers. In order to increase the amount of opportunities students have to be physically active, CMSD supported the Health In Motion by designing and implementing various events and partnership programs at different schools and levels. Dancing Classrooms implemented ballroom dancing at 21 schools where 807 students practice and learn ballroom dance and logged in 1000 physical activity minutes and 20 nutrition education classes and perform for their parents. At the end of the event, open dance was held for all students, parents, and their families. In partnership with the YMCA and Nike Marathon Kids, 21 CMSD schools created before and after school running clubs, where 346 students participated in 4 nutrition education classes and each one logged in over 2,600 minutes of cardiovascular training after school in preparation for participation in the YMCA We Run This City/Rite Aide Marathon. In one of our tier one schools, Miles Park K-8, the principal in support of her physical education teacher hosted a "Health In Motion" Family Fun Night where students and their families had access to the gymnasium. Physical activity/FitnessGram stations were conducted by students and parents to increase parental support and knowledge of assessments. Students and parents were able to be physically active for one hundred and twenty minutes. Also, the principal and her entire staff held a nutrition taste test and created a "Wellness in the CLE" video with the parents, teachers and students. Moreover, the principal and the physical education teacher implemented "Give Me 10" exercises in every classrooms to move and increase physical activity, improve mood, energy level and facilitate students learning through grade level nutrition lessons and physical activity breaks every day. We plan on expanding this activity to other CMSD K-12 tier one schools moving forward. Not to mention nutrition and wellness events were facilitated by the nurses and community partners where parents, students, and staff attended to hear about various healthy dietary behaviors and appropriate food and nutrition options available in CMSD schools and in the community. We plan on holding this event in partnership with our community stakeholders each spring moving forward to increase physical activity and nutrition education.

To reinforce nutrition and physical activity, General Mills and CMSD Food Services held in K-12 schools a "Nutrition Challenge" K-12 to engage and inspired students to eat healthy and be physically active. Comparatively, CMSD in partnership with the Alliance for Healthier Generation enrolled 78 schools to promote physical activity and healthy eating for students and staff, with 6 schools receiving National Recognition. Likewise, CMSD in partnership with Yoga Zenwork implemented Brain Boosters in 20 CMSD schools. Moreover, Cleveland Clinic Youth Movement awarded 2 CMSD schools \$5,000.00 each for students having the

most physical activity in Cuyahoga County. In a like manner, the Presidential Youth Fitness Program awarded 41 CMSD schools \$1,000 worth of fitness assessment resources. As well as, the American Heart Association donated 41movbands for the CMSD Health In Motion Library to track physical activity. For year 2, Action for Healthy Schools and Nestle are providing nutrition education materials to our tier one K-8 schools to disseminate during September Open House and parent/teacher conferences. “Think, Eat and Move Healthy” Lesson Activity materials will provide a research-based nutrition education resources, which is holistic, sequential, age appropriate and will provide our students and their families with the knowledge and skills necessary to promote and protect their health for a lifetime. Exercise Science Lab Equipment has been delivered to 2 schools for implementation in the Fall 2017 to increase physical activity.

Goal 3: Create the Necessary Data Systems to Track and Monitor Student Success

To achieve this goal, we have purchased and will be implementing a new web-based physical education platform in the Fall of 2017 called WELNET. This innovative management system will be used to provide our physical education teachers with the following: (1) An ongoing way to determine the percentage of students meeting State Standards; (2) Create grade-by-grade benchmarks for student success; and (3) Implement a data-driven program as recommended by SHAPE. As part of CMSD objectives, Health In Motion purchased WELNET software to assess students’ progress. Professional Development will be provided in the Fall of 2017 to train physical education teachers and classroom teachers on software and nutrition and fitness lessons. Moreover, Health In Motion purchased pedometers and heart rate monitors which will be implemented fully into physical education classes to educate and assess students’ physical activity and health and ensure objective, real-time measurement and monitoring. We will continues to research additional physical activity assessment technologies for incorporation in Years 2 and 3 that will be helpful and necessary to achieving Health In Motion goals.

PEDOMETER AND 3DPAR

1.a. Performance Measure	Measure Type	Quantitative Data					
Measure 1: The percentage of students served by the grant who engage in 60 minutes of daily physical activity measured by using pedometer. (Baseline)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			494/1607	

1.b. Performance Measure	Measure Type	Quantitative Data					
Measure 1: The percentage of students served by the grant who engage in 60 minutes of daily physical activity measured by using a pedometer. (Current Year--Year 1)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			747/1607	

1.2a. Performance Measure	Measure Type	Quantitative Data					
Measure 1: The percentage of students served by the grant who engage in 60 minutes of daily physical activity measured by 3-D Physical Activity Recall (3DPAR) instrument to collect data on students in grade 5-12 . (Baseline)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			334/920	

1.2b. Performance Measure	Measure Type	Quantitative Data					
Measure 1: The percentage of students served by the grant who engage in 60 minutes of daily physical activity measured by 3-D Physical Activity Recall (3DPAR) instrument to collect data on students in grade 5-12 .. (Current Year--Year 1)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			491/920	

1.3a. Performance Measure	Measure Type	Quantitative Data					
Measure 1: The percentage of students served by the grant who engage in 60 minutes of daily physical activity measured by 3-D Physical Activity Recall (3DPAR) and pedometer instrument to collect data on students in grade 5-12 . (Baseline)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			499/1607	

1.3b Performance Measure	Measure Type	Quantitative Data					
Measure 1: The percentage of students served by the grant who engage in 60 minutes of daily physical activity measured by 3-D Physical Activity Recall (3DPAR) and pedometer instrument to collect data on students in grade 5-12 . (Current Year--Year 1)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			749/1607	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Cleveland Metropolitan School District’s Health In Motion project, was designed to incorporate assessments and student progress monitoring, new technology, nutrition information, curriculum improvements and staff development. The CMSD’s participant group was determined to be all students with and without intellectual and motor skill disabilities enrolled in physical education in the six tier one participating schools (Bard HS, Bolton K-8, John Hay HS, Miles Park K-8, OH Perry K-8, Walton K-8) for year one cohort (adding 12 school in Year 2 and adding 12 in Year 3 for a total of 30 schools). To collect GPRA Measure 1, we utilized pedometers and pedometer logs for four consecutive days for students in grades K-4 and seven consecutive days for students in grades 5-12, as well as the 3-Day Physical Activity Recall (3DPAR) for grades 5-12 to collect student activity level data, as required, for all data collection periods. Prior to data collection, the pedometers were checked for test-retest reliability using a series of shake tests. Additionally, all participants completed a walking test to ensure that the pedometers accurately measured steps. Classroom and physical education teachers provided opportunities for students to practice wearing the devices before data collection to attenuate risk for behavioral reactivity. On the first day of data collection, a five-minute review of the pedometer protocol was given by the physical education teachers addressing how to (1) place pedometers on the body, (2) remove the pedometers before engaging in water activities and sleeping, and (3) reattach the pedometer each morning upon dressing for the school day. Participants were instructed to wear their pedometers at all times before, during, and after school hours while participating in their normal daily activities except during water activities and sleeping. Students in grades K-12 filled in their pedometer logs each night before going to bed.

To make data collection and analysis manageable due to the lack of proper data collection reporting by students, loss of equipment, coordinating data collection across sites, malfunctioning of equipment and lack of time to prepare following award notification, we implemented three-week long data collection periods that involved administering pedometer and 3DPAR assessments during the collection period to students with and without intellectual and motor skill disabilities. Then the physical education teachers utilized the GPRA checklist to ensure accountability to implement the Health In Motion project with validity. After collecting the data, physical education teachers delivered data collection paper –based pedometer logs and 3DPAR with record checklist to the Grant Manager as outline in the teacher resource manual and in the GPRA Roadmap Training. Baseline and progress data included in this report was taken from the paper-based pedometer logs and paper-based 3DPAR documents. Data was tallied by Cleveland State University Graduate Health Intern and Grant Manager. Then the Intern entered and the Grant Manager entered and analyzed data using Excel. Baseline data collection period was 1/9/17-2/24/17. No staff training had occurred and no equipment had been implemented at that point. Data collection dates for the remainder of the Year 1 were as follows: 3/1/17-3/31/17 and 4/18/17-5/22/17.

PEDOMETER DATA:

The Health In Motion project utilized an approved pedometer tool. The pedometer counted steps of all students enrolled in physical education in grades K-12 in the six participating tier one schools. Students achieving 9,100 or more steps each day of the assessment (four out of four required consecutive days for grades

K- 4 and seven out of seven required consecutive days for grades 5-12) were counted as achieving the measure per GPRA guidance. The 9,100-step aim was not disclosed to the students.

At baseline, 494 out of 1607 students (30.74%) were achieving the measure of 60 minutes of daily activity based on pedometers. When averaging data collection periods two and three, a combined average of 747 out of 1607 students (46%) were achieving the measure. This represents an increase of 15.26% over baseline. All response percentages were well above the required 80%, averaging 98.10%.

Year 1 PEDOMETER

	Data Collection Period	Total Participants	Total Respondents	Response Percentage	Students Achieving 60 Minutes of Daily Activity Based on Pedometers	Achievement Percentage
	1/9/17-2/24/17	1638	1607	98.10%	494	30.74%
	2	1638	1607	98.10%	628	39.07%
	3	1638	1607	98.10%	866	53.88%
Totals (Excluding Baseline)	NA	3276	3214	98.10%	1494	46.48%
Averages (Rounded)	NA	1638	1607	98.00%	747	46%

Year 1 PEDOMETER

Data-collection period: Baseline/1 (Year 1)	Did meet GPRA measure 1 goal	Did NOT meet GPRA measure 1 goal	Total number of students with GPRA measure 1 pedometer data	Percentage Meeting the Goal
Grades K-4	170	517	687	24.74%
Grades 5-12	324	596	920	35.21%
All grades combined	494	1113	1607	30.74%
Data-collection period: 2	Did meet GPRA measure 1 goal	Did NOT meet GPRA measure 1 goal	Total number of students with GPRA measure 1 pedometer data	Percentage Meeting the Goal
Grades K-4	206	481	687	29.98%
Grades 5-12	422	498	920	45.86%
All grades combined	628	979	1607	39.07%
Data-collection period: 3	Did meet GPRA measure 1 goal	Did NOT meet GPRA measure 1 goal	Total number of students with GPRA measure 1 pedometer data	Percentage Meeting the Goal
Grades K-4	313	374	687	45.56%
Grades 5-12	553	367	920	60.10%
All grades combined	866	741	1607	53.88%

Year 1 data by level shows consistent performance across the three data collection periods for both groups. However, we will continue to monitor performance and achievement of this outcome through site visits and focus groups due to the lack of proper data collection reporting by students, loss of equipment, coordinating data collection across sites, malfunctioning of equipment and lack of time to prepare following award notification. Subsequently, rounds two and three increase may be attributed to physical education teachers and students understanding GPRA requirements of data collection and excitement about seeing who can have the greatest number of steps at the end of the program. Physical education teachers will receive retraining on the protocols for collecting pedometer data, as well as monitored the actual MVPA daily minutes and will be asked to reiterate those protocols to students each data collection period in Year 2 and Year 3, since schools will be increasing yearly. Additionally, data collection protocols will be communicated to parents using the district website and having physical education teachers and principals use the district’s mass phone calling system to remind students and parents.

3DPAR DATA:

3DPAR assessments were administered on Wednesdays as called for by the tool, because not all students are eligible for 3DPAR (students must be in grades 5-12), the respondent group for this assessment is smaller. Only students who were grade-eligible for 3DPAR were given the assessment. Students indicating moderate, hard, or very hard physical activity levels for two or more half -hour time blocks each day on the Sunday, Monday and Tuesday for which students recalled activities were counted as meeting the measure per GPRA guidance.

At baseline, 334 out of 920 (36.30%) of students in grades 5-12 achieved 60 minutes of daily activity based on 3DPAR. When averaging together data periods 2 and 3, a total of 491 out of 920 (53%) were achieving the measure, indicating a 19.70% increase in achievement! Our response percentage averaged 98%.

YEAR 1 3DPAR

	Data Collection Period	Total Participants	Total Respondents	Response Percentage	Students Achieving 60 Minutes of Daily Activity Based on 3DPAR	Achievement Percentage
	<i>1/Baseline</i>	939	920	97.97%	334	36.30%
	2	939	920	97.97%	427	46.41%
	3	939	920	97.97%	555	60.32%
Totals (Excluding Baseline)	NA	1878	1840	97.97%	982	53.36%
Averages (Rounded)	NA	939	920	98.00%	491	53%

PEDOMETERS AND 3DPAR COMBINED

GPR A Overall Achievement Results—Both Assessments

Students achieving 60 minutes of daily physical activity on either or both assessments (pedometers and 3DPAR) were counted as achieving the measure, per GPR A guidelines. At baseline, a total of 499 out of 1607 (31.05%) of responding students were achieving the measure of 60 minutes of daily activity based on pedometers and/or 3DPAR. When averaging together data collection periods 2 and 3, a total of 749 out of 1607 students (46%) were achieving the measure. This represents an increase of 14.95% over baseline! Interestingly, the numbers of students achieving the measure based on *both* assessments was very inconsistent at 499 students (31.05%) in the first data collection period and 631 students (39.26%) in the second data collection periods and 867 students (53.95%) in the third data collection period.

Combining the pedometer and 3DPAR results as instructed in the GPR A guidance caused little concerns, since the two assessments generated quite similar results. By merging the assessments results in the end, 3DPAR results are ultimately compared to the full group of students participating in the GPR A assessment when less than half of the students are even eligible for the assessment since it is only appropriate for 5th -12th graders. However, taking this combination approach did not cause a variance between the results. There are several considerations given for the scores being similar, one may be attributed to the lack of proper data collection/reporting by students, loss of equipment or it may be attributed to the physical education teachers and students understanding GPR A requirements of data collection in rounds two and three and are excited about seeing who can improve their steps and minutes of participation at the end of the program. Response percentages were well above the required 80%, averaging 98.00%.

Y1 Pedometer and/or 3DPAR

	Data Collection Period	Total Participants	Total Respondents	Response Percentage	Students Achieving 60 Minutes of Daily Activity Based on Pedometers and/or 3DPAR	Achievement Percentage
	<i>1/Baseline</i>	1638	1607	98.10%	499	31.05%
	2	1638	1607	98.10%	631	39.26%
	3	1638	1607	98.10%	867	53.95%
Totals (Excluding Baseline)	NA	3276	3214	98.10%	1498	46.60%
Averages (Rounded)	NA	1638	1607	98.00%	749	46%

Year One Pedometer and or 3DPAR

Data-collection window: Base-line/1	Did meet GPR A measure 1 goal	Did NOT meet GPR A measure 1 goal	Total number of students with GPR A measure 1 Pedometer or 3DPAR data	Percentage Meeting the Goal
Grades K-4	170	517	687	24.74%
Grades 5-12	329	591	920	35.76%
All grades combined	499	1108	1607	31.05%
Data-collection window: 2	Did meet GPR A measure 1 goal	Did NOT meet GPR A measure 1 goal	Total number of students with GPR A measure 1 Pedometer or 3DPAR data	Percentage Meeting the Goal

Grades K-4	206	481	687	29.98%
Grades 5-12	425	495	920	46.19%
All grades combined	631	976	1607	39.26%
Data-collection window: 3	Did meet GPRA measure 1 goal	Did NOT meet GPRA measure 1 goal	Total number of students with GPRA measure 1 Pedometer or 3DPAR data	Percentage Meeting the Goal
Grades K-4	313	374	687	45.56%
Grades 5-12	554	366	920	60.21%
All grades combined	867	740	1607	53.95%

PYFP Performance Measure

2.a. Performance Measure	Measure Type	Quantitative Data					
Measure 2: The percentage of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment. (Baseline)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			279/1607	%

2.b. Performance Measure	Measure Type	Quantitative Data					
Measure 2: The percentage of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment.	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			322/1609	%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

CMSD’s Health In Motion project also seeks to measurably increase student achievement of overall fitness. In Year 1, we began implementing research-based and proven-effective objective assessment tools, including pedometers and district wide use of the President's Youth Fitness Program (PYFP)/FITNESSGRAM assessments. We collected baseline data in Year 1, as well as progress data through two additional collection periods, as required. All Year 1 data collection periods have been completed. Baseline data collection occurred 1/9/17-2/24/17, data collection period two for Year 1 occurred 3/1/17-3/31/17, and data collection period three for Year 1 occurred 4/18/17-5/22/17. We simultaneously collected data on all three GPRA measures, as required. Students were tested on six fitness areas using the Presidential Youth Fitness Program (PYFP)/FITNESSGRAM physical fitness assessment. In order for a student to qualify for measure achievement, he/she needed to meet the standard of the PYFP assessment (be in the Healthy Fitness Zone--HFZ) in at least five of the six fitness areas. The areas tested are aerobic capacity (using the PACER test), abdominal muscular strength and endurance (using the curl-up test), trunk extensor strength (using the trunk lift test), upper body muscular strength and endurance (using the push-up test), flexibility (using the back saver sit and reach), and body composition (using the Body Mass Index test). For the CV criteria, several tier one school’s physical education teachers utilized Brockport physical fitness health-related assessments for students with intellectual/motor skill disabilities(i.e. sit and reach used a ball to have student reach) and for students in grades K-3 modified as follows: Kindergarten- 3 minutes continuous running, skipping, jogging; First Grade -4 minutes continuous running, skipping, jogging; Second Grade-5 minutes continuous running, skipping, jogging; Third Grade -9 minutes of continuous running, skipping, jogging. This is due to aerobic capacity standards are not presented for students in grades K-3. This is partly because of the challenges associated with determining standards but also a philosophical decision by the Scientific Advisory Board. Performance levels are not the most important objective for young children in this age range. Instead, the emphasis for CMSD’s K-3rd Grade students and students with disabilities was on enjoying the activity and on learning to perform the assessment items successfully. Therefore, the scoring of the K-3 and students with disabilities was based on the student’s weight, time (i.e. 3 minutes on a 400 meter track, would consist of four laps plus 10 yards, 4 minutes 5 laps plus 20 yards, 5 minutes 5 laps plus 40 yards, 9 minutes 11 laps 100 yards) and 60 second heart rate count. The 20m

PACER test was administered to all participating students (those without excuses or parental opt-out slips) in grades 4-12. Physical education teachers maintained PACER results, in the form of laps completed, on paper-based data collection sheets provided for this purpose. Each round was based on current classroom schedules and enrollment. Upon completion of testing each round, physical education teachers delivered paper-based data collection sheets with checklist to Grant Manager. PACER, Curl-Ups, Trunk Lift, Push Ups, Back Saver Sit and Reach, Body Mass Index results were entered from all paper-based data collection sheets in Excel by the intern. Using PYFP Healthy fitness zone, the Grant Manager analyzed the data for each student participating in each category. Records for every participating student were then analyzed and translated into “meeting number of standards”. All of our response percentages were above the 80% required rate.

At baseline, a total of 279 out of 1607 students (17.36%) met the standard of a Healthy Fitness Zone as established by the assessment for the Presidential Youth Fitness Program (PFYP) in at least five of the six fitness areas of that assessment. When averaging data collection periods two and three, a combined average of 322 out of 1609 students (20%) met the achievement. Hence, students sustained their fitness levels across the three data collection periods, which is reasonable given the data collection periods occurred in a brief, four-month period. All of our response percentages were well above the required 80% response rate, averaging 98% and assuring confidence in the reliability of the results.

PYFP/FITNESSGRAM

Y1 PYFP/FITNESSGRAM GPRA Data Collection Period	Total Participants	Number of Respondents	Response Percentage	Students Achieving HFZ on 5 or 6 PYFP Tests	Achievement Percentage
1	1638	1607	98.10%	279	17.36%
2	1638	1608	98.16%	299	18.59%
3	1638	1609	98.22%	344	21.13%
Totals (without baseline)	3276	3217	98.19%	643	19.98%
Averages (Rounded)	1638	1609	98.00%	322	20.00%

A review of the PYFP/FITNESSGRAM data suggests that it is possible data from the first collection period was more of an anomaly than a representative baseline. While data collection for round one appeared to show about 17.36% achievement, the data collection for rounds two and three, only 20% of the students achieved the Healthy Fitness Zone. Although the number increased, it appears to be quite lower than the “typical” range for the population. The actual reason for this is unclear, but *possible* reasons include:

- a disproportionate amount of unfit students
- students with intellectual/motor skill disabilities may lack the intrinsic understanding and concept of “best effort”
- a significant number of students did not put forth their best efforts
- a significant number of the students did not fully understand the FITNESSGRAM test and how to participate in it since this is the first time the test was administered in the six schools.
- some physical education teachers may not have fully understood proper administration of the FITNESSGRAM the first time out

Y1 PYFP Data-collection period: 1	Did meet GPRA measure 2 goal	Did NOT meet GPRA measure 2 goal	Total number of students with GPRA measure 2/PYFP data for 5 or 6 tests	Percentage Meeting the Goal
Grades K-4	174	513	687	25.32%
Grades 5-12	105	815	920	11.41%
All grades combined	279	1328	1607	17.36%
Y1 PYFP Data-collection period: 2	Did meet GPRA measure 2 goal	Did NOT meet GPRA measure 2 goal	Total number of students with GPRA measure 2/PYFP data for 5 or 6 tests	Percentage Meeting the Goal
Grades K-4	185	501	686	26.96%
Grades 5-12	114	808	922	12.36%
All grades combined	299	1309	1607	18.60%
	Did meet GPRA measure 2	Did NOT meet GPRA measure 2	Total number of students with GPRA measure 2/PYFP data for	

Data-collection period: 3	goal	goal	5 or 6 tests	Percentage Meeting the Goal
Grades K-4	197	123	686	28.71%
Grades 5-12	147	776	923	15.92%
All grades combined	344	899	1612	21.33%

CMSD Grade(s): K-4

Year: 2016-2017 Components of Health Related Fitness Items

Girls	334	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		11 of 60	261 of 325	289 of 326	213 of 319	231 of 324	181 of 327
% Meeting Min Health Standards - Baseline		18%	80%	89%	67%	71%	55%
# Meeting Min Health Standards – Round 2		12 of 60	277 of 326	302 of 327	220 of 320	244 of 326	175 of 326
% Meeting Min Health Standards – Round 2		20%	85%	92%	69%	75%	54%
# Meeting Min Health Standards – Round 3		16 of 60	284 of 326	315 of 327	229 of 321	250 of 327	173 of 327
% Meeting Min Health Standards – Round 3		27%	87%	96%	71%	76%	53%
Boys	365	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards – Baseline		15 of 71	301 of 357	316 of 357	270 of 357	300 of 355	168 of 359
% Meeting Min Health Standards – Baseline		21%	84%	89%	76%	85%	47%
# Meeting Min Health Standards – Round 2		18 of 71	313 of 357	334 of 358	268 of 358	309 of 358	162 of 358
% Meeting Min Health Standards – Round 2		25%	88%	93%	75%	86%	45%
# Meeting Min Health Standards – Round 3		26 of 71	323 of 357	344 of 358	268 of 358	312 of 358	169 of 359
% Meeting Min Health Standards – Round 3		37%	90%	96%	75%	87%	47%
Total	699	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards – Baseline		26 of 131	562 of 682	605 of 683	483 of 676	531 of 679	349 of 686
% Meeting Min Health Standards -Baseline		20%	82%	89%	71%	78%	51%
# Meeting Min Health Standards –Round 2		30 of 131	590 of 683	636 of 685	488 of 678	553 of 684	337 of 684
% Meeting Min Health Standards – Round2		23%	86%	93%	72%	81%	49%
# Meeting Min Health Standards – Round 3		42 of 131	607 of 683	659 of 685	497 of 679	562 of 685	342 of 686
% Meeting Min Health Standards – Round 3		32%	89%	96%	73%	82%	50%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards -Baseline	11 of 687	22 of 687	67 of 687	142 of 687	261 of 687	174 of 687	10 of 687
Percent of students meeting number of standards - Baseline	2%	3%	10%	21%	38%	25%	1%
Number of students meeting number of standards –Round 2	6 of 686	22 of 686	44 of 686	135 of 686	285 of 686	185 of 686	9 of 686
Percent of students meeting number of standards –Round 2	1%	3%	6%	20%	42%	27%	1%
Number of students meeting number of standards –Round 3	3 of 686	16 of 686	38 of 686	128 of 686	288 of 686	197 of 686	16 of 686
Percent of students meeting number of standards – Round 3	0%	2%	6%	19%	42%	29%	2%

CMSD Grade(s): 5,-12

Year: 2016-2017 Components of Health Related Fitness Items

Girls	486	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards -Baseline		90 of 466	213 of 467	356 of 467	273 of 466	199 of 467	233 of 476
% Meeting Min Health Standards -Baseline		19%	46%	76%	59%	43%	49%
# Meeting Min Health Standards –Round 2		79 of 465	261 of 468	376 of 468	282 of 466	210 of 467	224 of 476
% Meeting Min Health Standards – Round 2		17%	56%	80%	61%	45%	47%
# Meeting Min Health Standards –Round 3		89 of 466	272 of 466	385 of 466	299 of 466	224 of 466	227 of 477
% Meeting Min Health Standards –Round 3		19%	58%	83%	64%	48%	48%
Boys	453	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards –Baseline		56 of 431	191 of 431	340 of 431	202 of 430	346 of 430	229 of 444
% Meeting Min Health Standards -Baseline		13%	44%	79%	47%	80%	52%
# Meeting Min Health Standards –Round 2		69 of 431	214 of 432	361 of 432	188 of 431	328 of 432	229 of 445
% Meeting Min Health Standards –Round 2		16%	50%	84%	44%	76%	51%
# Meeting Min Health Standards –Round 3		79 of 433	235 of 433	367 of 433	211 of 433	336 of 433	231 of 446
% Meeting Min Health Standards –Round 3		18%	54%	85%	49%	78%	52%
Total	939	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards -Baseline		146 of 897	404 of 898	696 of 898	475 of 896	545 of 897	462 of 920
% Meeting Min Health Standards – Baseline		16%	45%	78%	53%	61%	50%
# Meeting Min Health Standards – Round 2		148 of 896	475 of 900	737 of 900	470 of 897	538 of 899	453 of 921
% Meeting Min Health Standards – Round 2		17%	53%	82%	52%	60%	49%
# Meeting Min Health Standards –Round 3		168 of 899	507 of 899	752 of 899	510 of 899	560 of 899	458 of 923
% Meeting Min Health Standards –Round 3		19%	56%	84%	57%	62%	50%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards – Baseline	43 of 920	106 of 920	195 of 920	241 of 920	198 of 920	105 of 920	32 of 920
Percent of students meeting number of standards –Baseline	5%	12%	21%	26%	22%	11%	3%
Number of students meeting number of standards – Round 2	46 of 922	93 of 922	162 of 922	268 of 922	202 of 922	114 of 922	37 of 922
Percent of students meeting number of standards –Round 2	5%	10%	18%	29%	22%	12%	4%
Number of students meeting number of standards –Round 3	43 of 923	89 of 923	141 of 923	237 of 923	229 of 923	147 of 923	37 of 923
Percent of students meeting number of standards –Round3	5%	10%	15%	26%	25%	16%	4%

Bard Early College High School Grade(s): 10
Year: 2016-2017

Girls	67	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards –Baseline		1 of 66	47 of 66	66 of 66	14 of 65	26 of 66	37 of 66
% Meeting Min Health Standards –Baseline		2%	71%	100%	22%	39%	56%
# Meeting Min Health Standards –Round 2		1 of 65	50 of 67	58 of 67	19 of 66	40 of 67	30 of 67
% Meeting Min Health Standards –Round 2		2%	75%	87%	29%	60%	45%
# Meeting Min Health Standards –Round 3		2 of 65	55 of 65	60 of 65	37 of 65	46 of 65	35 of 66
% Meeting Min Health Standards –Round 3		3%	85%	92%	57%	71%	53%
Boys	41	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards –Baseline		2 of 41	35 of 41	41 of 41	19 of 40	32 of 40	26 of 41
% Meeting Min Health Standards –Baseline		5%	85%	100%	48%	80%	63%
# Meeting Min Health Standards –Round 2		4 of 40	30 of 41	39 of 41	13 of 40	35 of 41	20 of 41
% Meeting Min Health Standards –Round 2		10%	73%	95%	33%	85%	49%
# Meeting Min Health Standards –Round 3		8 of 41	39 of 41	40 of 41	26 of 41	38 of 41	20 of 41
% Meeting Min Health Standards –Round 3		20%	95%	98%	63%	93%	49%
Total	108	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards –Baseline		3 of 107	82 of 107	107 of 107	33 of 105	58 of 106	63 of 107
% Meeting Min Health Standards –Baseline		3%	77%	100%	31%	55%	59%
# Meeting Min Health Standards –Round 2		5 of 105	80 of 108	97 of 108	32 of 106	75 of 108	50 of 108
% Meeting Min Health Standards –Round 2		5%	74%	90%	30%	69%	46%
# Meeting Min Health Standards –Round 3		10 of 106	94 of 106	100 of 106	63 of 106	84 of 106	55 of 107
% Meeting Min Health Standards –Round 3		9%	89%	94%	59%	79%	51%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards – Baseline	0 of 107	7 of 107	22 of 107	35 of 107	27 of 107	14 of 107	2 of 107
Percent of students meeting number of standards – Baseline	0%	7%	21%	33%	25%	13%	2%
Number of students meeting number of standards – Round 2	0 of 108	6 of 108	27 of 108	40 of 108	18 of 108	15 of 108	2 of 108
Percent of students meeting number of standards – Round 2	0%	6%	25%	37%	17%	14%	2%
Number of students meeting number of standards – Round 3	1 of 107	3 of 107	12 of 107	23 of 107	35 of 107	28 of 107	5 of 107
Percent of students meeting number of standards – Round 3	1%	3%	11%	21%	33%	26%	5%

John Hay High School Grade(s): 9-12
Year: 2016-2017

Girls	175	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		51 of 175	69 of 175	90 of 175	126 of 175	34 of 175	78 of 175
% Meeting Min Health Standards - Baseline		29%	39%	51%	72%	19%	45%
# Meeting Min Health Standards – Round 2		37 of 175	78 of 175	110 of 175	118 of 175	23 of 175	82 of 175
% Meeting Min Health Standards – Round 2		21%	45%	63%	67%	13%	47%
# Meeting Min Health Standards – Round 3		38 of 175	79 of 175	110 of 175	117 of 175	23 of 175	80 of 175
% Meeting Min Health Standards – Round 3		22%	45%	63%	67%	13%	46%
Boys	140	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards – Baseline		16 of 138	58 of 138	85 of 138	54 of 138	102 of 138	70 of 138
% Meeting Min Health Standards –Baseline		12%	42%	62%	39%	74%	51%
# Meeting Min Health Standards –Round 2		21 of 138	58 of 138	92 of 138	46 of 138	81 of 138	76 of 138
% Meeting Min Health Standards –Round 2		15%	42%	67%	33%	59%	55%
# Meeting Min Health Standards – Round 3		21 of 138	57 of 138	93 of 138	48 of 138	82 of 138	74 of 138
% Meeting Min Health Standards - Round 3		15%	41%	67%	35%	59%	54%
Total	315	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards –Baseline		67 of 313	127 of 313	175 of 313	180 of 313	136 of 313	148 of 313
% Meeting Min Health Standards –Baseline		21%	41%	56%	58%	43%	47%
# Meeting Min Health Standards –Round 2		58 of 313	136 of 313	202 of 313	164 of 313	104 of 313	158 of 313
% Meeting Min Health Standards – Round 2		19%	43%	65%	52%	33%	50%
# Meeting Min Health Standards – Round 3		59 of 313	136 of 313	203 of 313	165 of 313	105 of 313	154 of 313
% Meeting Min Health Standards – Round 3		19%	43%	65%	53%	34%	49%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards –Baseline	9 of 313	61 of 313	84 of 313	76 of 313	46 of 313	30 of 313	7 of 313
Percent of students meeting number of standards –Baseline	3%	19%	27%	24%	15%	10%	2%
Number of students meeting number of standards –Round 2	14 of 313	56 of 313	72 of 313	91 of 313	55 of 313	21 of 313	4 of 313
Percent of students meeting number of standards – Round 2	4%	18%	23%	29%	18%	7%	1%
Number of students meeting number of standards – Round 3	14 of 313	58 of 313	71 of 313	87 of 313	58 of 313	21 of 313	4 of 313
Percent of students meeting number of standards – Round 3	4%	19%	23%	28%	19%	7%	1%

Site: Bolton Grade(s): K-8
Year: 2016-2017

Girls	130	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		0 of 63	107 of 130	99 of 130	105 of 130	79 of 130	73 of 130
% Meeting Min Health Standards - Baseline		0%	82%	76%	81%	61%	56%
# Meeting Min Health Standards - Round 2		0 of 63	113 of 130	109 of 130	75 of 130	89 of 130	72 of 130
% Meeting Min Health Standards - Round 2		0%	87%	84%	58%	68%	55%
# Meeting Min Health Standards – Round 3		0 of 63	109 of 130	121 of 130	61 of 130	94 of 130	69 of 130
% Meeting Min Health Standards – Round 3		0%	84%	93%	47%	72%	53%
Boys	147	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		0 of 64	114 of 147	105 of 147	101 of 147	116 of 146	73 of 147
% Meeting Min Health Standards - Baseline		0%	78%	71%	69%	79%	50%
# Meeting Min Health Standards - Round 2		0 of 64	118 of 147	120 of 147	68 of 147	117 of 147	69 of 147
% Meeting Min Health Standards - Round 2		0%	80%	82%	46%	80%	47%
# Meeting Min Health Standards – Round 3		0 of 64	121 of 147	130 of 147	59 of 147	123 of 147	66 of 147
% Meeting Min Health Standards – Round 3		0%	82%	88%	40%	84%	45%
Total	277	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		0 of 127	221 of 277	204 of 277	206 of 277	195 of 276	146 of 277
% Meeting Min Health Standards - Baseline		0%	80%	74%	74%	71%	53%
# Meeting Min Health Standards - Round 2		0 of 127	231 of 277	229 of 277	143 of 277	206 of 277	141 of 277
% Meeting Min Health Standards - Round 2		0%	83%	83%	52%	74%	51%
# Meeting Min Health Standards – Round 3		0 of 127	230 of 277	251 of 277	120 of 277	217 of 277	135 of 277
% Meeting Min Health Standards – Round 3		0%	83%	91%	43%	78%	49%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards - Baseline	2 of 277	12 of 277	45 of 277	61 of 277	98 of 277	59 of 277	0 of 277
Percent of students meeting number of standards - Baseline	1%	4%	16%	22%	35%	21%	0%
Number of students meeting number of standards - Round 2	5 of 277	17 of 277	31 of 277	73 of 277	103 of 277	48 of 277	0 of 277
Percent of students meeting number of standards - Round 2	2%	6%	11%	26%	37%	17%	0%
Number of students meeting number of standards – Round 3	3 of 277	16 of 277	25 of 277	88 of 277	102 of 277	43 of 277	0 of 277
Percent of students meeting number of standards – Round 3	1%	6%	9%	32%	37%	16%	0%

Site: Miles Park Includes Grade(s): K-8
Year: 2016-2017

Girls	249	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		10 of 128	135 of 237	215 of 237	161 of 237	169 of 235	114 of 246
% Meeting Min Health Standards - Baseline		8%	57%	91%	68%	72%	46%
# Meeting Min Health Standards - Round 2		12 of 128	170 of 237	220 of 237	188 of 235	169 of 235	106 of 244
% Meeting Min Health Standards - Round 2		9%	72%	93%	80%	72%	43%
# Meeting Min Health Standards – Round 3		19 of 128	176 of 237	227 of 237	189 of 237	176 of 237	108 of 246
% Meeting Min Health Standards – Round 3		15%	74%	96%	80%	74%	44%
Boys	239	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		3 of 116	135 of 228	213 of 228	164 of 228	218 of 227	93 of 235
% Meeting Min Health Standards - Baseline		3%	59%	93%	72%	96%	40%
# Meeting Min Health Standards - Round 2		9 of 117	156 of 229	224 of 229	174 of 229	218 of 229	96 of 235
% Meeting Min Health Standards - Round 2		8%	68%	98%	76%	95%	41%
# Meeting Min Health Standards – Round 3		14 of 116	163 of 228	220 of 228	174 of 228	215 of 228	104 of 235
% Meeting Min Health Standards – Round 3		12%	71%	96%	76%	94%	44%
Total	488	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		13 of 244	270 of 465	428 of 465	325 of 465	387 of 462	207 of 481
% Meeting Min Health Standards - Baseline		5%	58%	92%	70%	84%	43%
# Meeting Min Health Standards - Round 2		21 of 245	326 of 466	444 of 466	362 of 464	387 of 464	202 of 479
% Meeting Min Health Standards - Round 2		9%	70%	95%	78%	83%	42%
# Meeting Min Health Standards – Round 3		33 of 244	339 of 465	447 of 465	363 of 465	391 of 465	212 of 481
% Meeting Min Health Standards – Round 3		14%	73%	96%	78%	84%	44%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards - Baseline	28 of 481	16 of 481	58 of 481	112 of 481	176 of 481	88 of 481	3 of 481
Percent of students meeting number of standards - Baseline	6%	3%	12%	23%	37%	18%	1%
Number of students meeting number of standards - Round 2	23 of 482	16 of 482	32 of 482	113 of 482	173 of 482	119 of 482	6 of 482
Percent of students meeting number of standards - Round 2	5%	3%	7%	23%	36%	25%	1%

Number of students meeting number of standards – Round 3	20 of 481	14 of 481	33 of 481	95 of 481	184 of 481	126 of 481	9 of 481
Percent of students meeting number of standards – Round 3	4%	3%	7%	20%	38%	26%	2%

Oliver H Perry Grade(s): K-8
Year: 2016-2017 Phase Comparison

Girls	99	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI	Pacer - 20 Meter
# Meeting Min Health Standards - Baseline		57 of 97	96 of 98	44 of 91	87 of 98	57 of 99	38 of 50
% Meeting Min Health Standards - Baseline		59%	98%	48%	89%	58%	76%
# Meeting Min Health Standards - Round 2		61 of 98	98 of 99	46 of 93	94 of 99	54 of 99	40 of 50
% Meeting Min Health Standards - Round 2		62%	99%	49%	95%	55%	80%
# Meeting Min Health Standards – Round 3		63 of 97	96 of 98	54 of 92	91 of 98	53 of 99	43 of 50
% Meeting Min Health Standards –Round 3		65%	98%	59%	93%	54%	86%
Boys	124	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI	Pacer - 20 Meter
# Meeting Min Health Standards - Baseline		71 of 115	114 of 116	72 of 116	115 of 116	70 of 124	49 of 69
% Meeting Min Health Standards - Baseline		62%	98%	62%	99%	56%	71%
# Meeting Min Health Standards - Round 2		75 of 116	116 of 117	76 of 117	113 of 117	67 of 124	51 of 69
% Meeting Min Health Standards - Round 2		65%	99%	65%	97%	54%	74%
# Meeting Min Health Standards –Round 3		80 of 116	115 of 117	75 of 117	115 of 117	69 of 124	54 of 69
% Meeting Min Health Standards –Round 3		69%	98%	64%	98%	56%	78%
Total	223	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI	Pacer - 20 Meter
# Meeting Min Health Standards - Baseline		128 of 212	210 of 214	116 of 207	202 of 214	127 of 223	87 of 119
% Meeting Min Health Standards - Baseline		60%	98%	56%	94%	57%	73%
# Meeting Min Health Standards - Round 2		136 of 214	214 of 216	122 of 210	207 of 216	121 of 223	91 of 119
% Meeting Min Health Standards - Round 2		64%	99%	58%	96%	54%	76%
# Meeting Min Health Standards –Round 3		143 of 213	211 of 215	129 of 209	206 of 215	122 of 223	97 of 119
% Meeting Min Health Standards –Round 3		67%	98%	62%	96%	55%	82%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards - Baseline	7 of 223	6 of 223	23 of 223	44 of 223	58 of 223	56 of 223	29 of 223
Percent of students meeting number of standards - Baseline	3%	3%	10%	20%	26%	25%	13%
Number of students meeting number of standards - Round 2	7 of 223	2 of 223	23 of 223	39 of 223	67 of 223	52 of 223	33 of 223
Percent of students meeting number of standards - Round 2	3%	1%	10%	17%	30%	23%	15%
Number of students meeting number of standards –Round 3	8 of 223	1 of 223	19 of 223	37 of 223	61 of 223	68 of 223	29 of 223
Percent of students meeting number of standards – Round 3	4%	0%	9%	17%	27%	30%	13%

Walton Grade(s): K-8
Year: 2016-2017

Girls	100	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		1 of 44	59 of 87	79 of 87	36 of 87	35 of 87	55 of 87
% Meeting Min Health Standards - Baseline		2%	68%	91%	41%	40%	63%
# Meeting Min Health Standards - Round 2		1 of 44	66 of 87	83 of 87	56 of 87	39 of 87	55 of 87
% Meeting Min Health Standards - Round 2		2%	76%	95%	64%	45%	63%
# Meeting Min Health Standards – Round 3		3 of 45	74 of 88	86 of 88	70 of 88	44 of 88	55 of 88
% Meeting Min Health Standards –Round 3		7%	84%	98%	80%	50%	63%
Boys	127	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		1 of 74	79 of 119	98 of 118	62 of 118	63 of 118	65 of 118
% Meeting Min Health Standards - Baseline		1%	66%	83%	53%	53%	55%
# Meeting Min Health Standards - Round 2		2 of 74	90 of 118	104 of 118	79 of 118	73 of 118	63 of 118
% Meeting Min Health Standards - Round 2		3%	76%	88%	67%	62%	53%
# Meeting Min Health Standards –Round 3		8 of 76	98 of 120	113 of 120	97 of 120	75 of 120	67 of 120
% Meeting Min Health Standards –Round 3		11%	82%	94%	81%	63%	56%
Total	227	Pacer - 20 Meter	Curl-Ups	Trunk Lift	Push-Ups	Back Saver Sit and Reach L R	BMI
# Meeting Min Health Standards - Baseline		2 of 118	138 of 206	177 of 205	98 of 205	98 of 205	120 of 205
% Meeting Min Health Standards - Baseline		2%	67%	86%	48%	48%	59%
# Meeting Min Health Standards - Round 2		3 of 118	156 of 205	187 of 205	135 of 205	112 of 205	118 of 205
% Meeting Min Health Standards - Round 2		3%	76%	91%	66%	55%	58%
# Meeting Min Health Standards –Round 3		11 of 121	172 of 208	199 of 208	167 of 208	119 of 208	122 of 208
% Meeting Min Health Standards – Round 3		9%	83%	96%	80%	57%	59%

Standards met	0 of 6	1 of 6	2 of 6	3 of 6	4 of 6	5 of 6	6 of 6
Number of students meeting number of standards - Baseline	8 of 206	26 of 206	30 of 206	55 of 206	54 of 206	32 of 206	1 of 206
Percent of students meeting number of standards - Baseline	4%	13%	15%	27%	26%	16%	0%
Number of students meeting number of standards - Round 2	3 of 205	18 of 205	21 of 205	47 of 205	71 of 205	44 of 205	1 of 205
Percent of students meeting number of standards - Round 2	1%	9%	10%	23%	35%	21%	0%
Number of students meeting number of standards –Round 3	0 of 208	13 of 208	19 of 208	35 of 208	77 of 208	58 of 208	6 of 208
Percent of students meeting number of standards –Round 3	0%	6%	9%	17%	37%	28%	3%

Fruits and Vegetables Consumption

3.a. Performance Measure	Measure Type	Quantitative Data					
Measure 3: The percentage of students served by the grant who consume fruit two or more times per day and vegetables three or more times per day. (Baseline)	GPRAs	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			377/1483	

3.b. Performance Measure	Measure Type	Quantitative Data					
Measure 3: The percentage of students served by the grant who consume fruit two or more times per day and vegetables three or more times per day. (Current Year--Year 1)	GPRAs	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			606/1483	

Health In Motion’s participant group was determined to be all students with and without disabilities enrolled in physical education in one of the six tier one schools. We again employed a three week long data collection period for each data collection period. Baseline and progress data for this outcome was collected using four-day food logs that included survey questions at the end for students in grades K-4, seven-day food logs with questions at the end for the students in grades 5-12. The surveys utilized for grades K-4 were modified versions of the fruit and vegetable questions on the Youth Risk Behavior Survey (YRBS) with the only change being that our Grant Manager converted the YRBS questions to a four-day rather than seven day recall to increase age-appropriateness of the tool. Food logs allowed elementary students to track fruits and vegetable consumption throughout the data collection days to ensure increased reliability of survey results when survey questions were completed at the end of the four-day period for grades K-4 and at the end of the seven-day period for grades 5-12. Food logs were administered and used at the same time students were wearing pedometers and completing pedometer logs to avoid student and or parent confusion and ensure simultaneous data collection for all GPRAs.

YRBS fruit and vegetable survey questions were administered by physical education teachers to students in grades K-12 during physical education classes. Upon completion, paper-based surveys for each round were delivered with a checklist and initially tallied. All data was initially tallied by the intern, then re-tallied and organized by the grant manager and then analyzed by the grant manager using EXCEL.

We collected baseline data in Year 1, as well as progress data through two additional collection periods, as required. All Year 1 data collection periods have been completed. Baseline data collection occurred 1/9/17-2/24/17, data collection period two for Year 1 occurred 3/31/17-3/31/17, and data collection period three for Year 1 occurred 4/18/17-5/22/17. We simultaneously collected data on all three GPRAs measures, as required.

In order to be counted as having achieved the measure overall, a student must have reported consuming fruit at least twice per on all days recalled and vegetables an average of three or more times per day on all days recalled. At baseline, 377 out of 1483 students (25.42%) were consuming at least 2 servings of fruit and 3 servings of vegetables daily. When averaging data collection periods 2 and 3, a total of 606 out of 1483 students (41%) were achieving the measure. This marks a 15.58% increase over baseline! Our response percentages were all above the required 80%, averaging 91%!

Fruit and Vegetable Consumption

Y1 FRUIT & VEGETABLE CONSUMPTION	Data Collection Period	Total Participants	Total Respondents	Response Percentage	Students Consuming 2 Fruits and 3 Vegetables Daily	Achievement Percentage
	1/Baseline	1638	1483	90.53%	377	25.42%
	2	1638	1483	90.53%	480	32.36%
	3	1638	1483	90.53%	732	49.35%
Totals (Excluding Baseline)	NA	3276	2966	90.53%	1212	40.86%
Averages (Rounded)	NA	1638	1483	91%	606	41%

Y1 FRUIT & VEGETABLE CONSUMPTION GPRA Data Collection Periods	K-4 Students with Data	K-4 Consumed 2 Fruits AND 3 Vegetables Daily/Met GPRA Measure 3		K-4 Did Not Meet GPRA Measure 3		5-12 Students with Data		5-12 Met GPRA Measure 3		5-12 Did Not Meet GPRA Measure 3		number of students with GPRA Measure 3 data	Total Number that Met GPRA Measure 3	
			%		%		%		%					
1/Baseline	674	163	24.18%	511	75.81%	809	214	26.45%	595	73.54%	1483	377	25.42%	
2	674	229	33.97%	445	66.02%	809	251	31.02%	558	68.97%	1483	480	32.36%	
3	674	385	57.12%	289	42.87%	809	347	42.89%	462	57.10%	1483	732	49.35%	

By the end of Year One, an average of 606 out of 1483 students (41%) were consuming two fruits and three vegetables. This represents a 15.58% increase in achievement of the measure. Although it is an increase many factors must be considered when reviewing this data: physical education teachers are still participating in training, program implementation is in its first phase and students and families are learning the process and the importance in accuracy in data collection and reporting. Since respondents appears to fluctuate notably in the third data collection periods held in four months, it is possible student tracking and reporting may have been over reported due to concerns over how their responses would be perceived. All responses are reviewed anonymously and this has been communicated to the students and parents, however students may not have believed the information they received.

Another possibility is that students were making more of an effort to eat more fruits and vegetables more than usual and were actually committed to long-term diet changes due to Health In Motion project and “Healthy Challenges” at school. A third possibility is that some students are simply eating and reporting on what they are given in school and home since CMSD has offered more fruits and vegetables during breakfast and lunch and parents are making more of an effort to buy more fruits and vegetables than usual so their children could report high numbers and “look good.” While an increase in healthy eating has occurred, it is likely the positive change will increase in year two and three. Regardless, this data indicates that the Health In Motion project, CMSD Food Service programs, Ohio State SNAP-Ed, Ohio Dairy Association Midwest, Veggie U, Cleveland Clinic, St. Lukes Foundation, Health Corps, CASE, Alliance for Healthier Generations, Fuel Up To Play 60 and CMSD physical education teachers implementation of balance plate initiative which encompasses the MyPlate.gov program of proper portion size for all major food groups and CMSD Wellness Policy passed by the school board were all instrumental in the increase in students consuming 2 fruits and 3 vegetables daily.

INCREASE THE PERCENTAGE OF STUDENTS MEETING STATE STANDARD TO 65%, 80%, AND 95%.

4.a. Performance Measure

Measure Type

Quantitative Data

Increase the percentage of Students meeting State Standards to 65%, 80%, and 95%. Year 1: Passing rate will be at least 65%.	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		(Baseline)		/			ND

4.b. Performance Measure	Measure Type	Quantitative Data					
Increase the percentage of Students meeting State Standards to 65%, 80%, and 95%. Year 1: Passing rate will be at least 65%. (Current Year--Year 1)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						ND	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

In Year 1 due to time constraints (project began in January, 2017), intensive academic and fitness testing, hiring, professional development and training, CMSD’s Health In Motion project assessment of students meeting state standards to 65%, 80%, and 95%, was not completed in the six tier one schools. Fitness assessment requirements in Year 1 have been intense, particularly for a district that has not had any physical education teacher professional development or training to increase fitness and facilitate state standards achievement. However, In Year 1, we have made progress toward improving our physical education teacher training on researched best practices and evidence-based strategies through a collaboration with Action for Healthy Kids and the Alliance for Healthier Generations. Furthermore, we have begun purchasing library resources that provide physical fitness education and assessments and implementing physical activity supplies and equipment that will increase the percentage of students meeting state standards. Professional development on Fitness and Nutrition Education will take place in the Fall of 2017, as well as we have training and curriculum work time for all physical education teachers planned for the Fall of 2017. Additionally, we anticipate launching formal curriculum improvements at the start of Year 2 and continuing to improve our curriculum throughout the project period. We have not yet reached the point where significant data of this outcome is likely, and more time is needed to identify, create and train teachers on a strong and accurate best practice that will increase state standards achievement. Moreover, we are researching assessment models and anticipate using Focused Fitness assessments in Year 2 and Year 3 to assess this outcome. We will report results on our Year 2 and Year 3 APR.

INCREASE THE BASELINE SHI MODULES #1-#4 AVERAGE

5.a. Performance Measure	Measure Type	Quantitative Data					
Increase the baseline SHI modules #1-#4 average. Year 1: Data will increase 10%. (Baseline)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	35.5%

5b. Performance Measure	Measure Type	Quantitative Data					
Increase the baseline SHI modules #1-#4 average. Year 1: Data will increase 10%. (Current Year--Year 1)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	68.5%

Explanation of Progress (Include Qualitative Data and Data Collection Information)

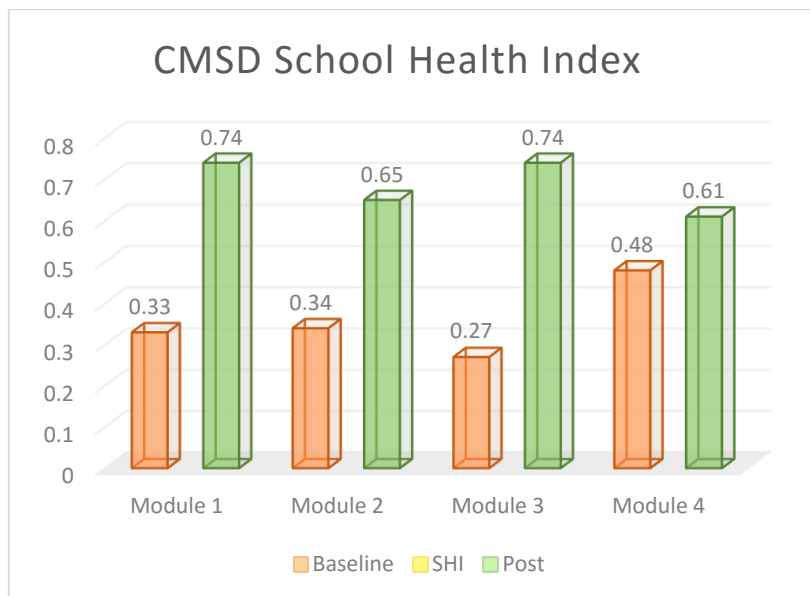
The Health In Motion project will improve policies, environment, and learning, physical activity, and healthy eating opportunities over the course of the grant period, as evidenced by increasing School Health Index (SHI) scores. To accomplish this in Year 1, the Health In Motion Grant Director and Grant Manager have actively partnered with our District Wellness Committee Members to define visions and missions and reviewed policies for improvement. We've engage a range of partners, including the Alliance for Healthier Generation, Action for Healthy Kids, Nestle, Fuel Up to Play 60, American Dairy Association Midwest, General Mills, and St. Lukes Foundation, which have supported us in implementing the “Breakfast for Everyone” and “It’s all about Choices Go Nutritious” healthy eating and physical activity challenge. This summer our Food Service Director and staff attended an Alliance for Healthier Generation Nutrition trainings on SHI and HECAT and is working with us to determine a feasible way for Food Services staff to push into classrooms to assist with nutrition education.

Additionally, CMSD has offered a range of new out-of-school time opportunities for students to be physically active due to stakeholders buy in, including but not limited to: Dancing Classrooms ballroom dancing classes and events, Zumba, Family Wellness Fun Nights, Health Fairs, YMCA Running Club, and 3k/5k/10k walk/runs. We've also established four new partnerships that will build our capacity to improve and expand our curriculum (USA Baseball FUN AT BAT, Buckeye Health, FARE and Grow Fit). Likewise, CMSD's Transportation Department is developing more regular and occasional opportunities for students to safely engage in walking and biking in and outside of the school day and is assisting us with our Safe Routes to School effort!

Achievement of this outcome is being measure using 2017 School Health Index (SHI) results for Modules 1-4. Scores were collected from each building and then averaged by module and then across all four modules by the Alliance for Healthier Generation Program Manager who submitted the data analysis to the Grant Manager. Baselines were collected during the application period (Spring 2016) and the overall averages for each module are below. The average score across all four modules was 35.5% at baseline. The average score across all four modules for year one is 68.5%, a 33% increase.

Baseline SHI Scores	Low 0-20%	21%-40%	Medium 41-60%	61-80%	High 81-100%
School Health Policies and Environment Module 1		33%			
Health Education Module 2		34%			
Physical Education and Physical Activity Module 3		27%			
Nutrition Services Module 4			48%		

Year One Post SHI 2016-2017	Low 0-20%	21%-40%	Medium 41-60%	61-80%	High 81-100%
School Health Policies and Environment Module 1				74%	
Health Education Module 2				65%	
Physical Education and Physical Activity Module 3				74%	
Nutrition Services Module 4				61%	



DECREASE STUDENT [UNHEALTHY] BMI DATA

6.a. Performance Measure	Measure Type	Quantitative Data					
Decrease student BMI data. Year 1: Student [unhealthy] BMI levels will decrease by 5%. (Baseline)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			795/1606	

6.b. Performance Measure	Measure Type	Quantitative Data					
Decrease student BMI data. Year 1: Student [unhealthy] BMI levels will decrease by 5%. (Current Year--Year 1)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						809/1609	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

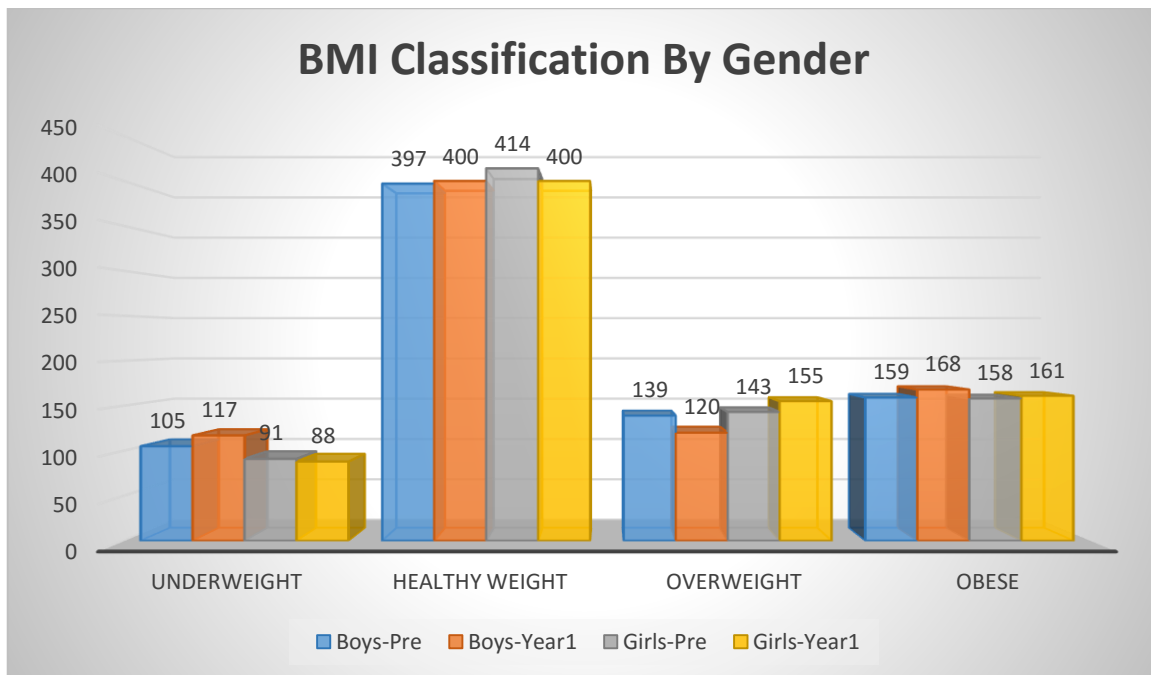
CMSD Health In Motion project will improve students' overall health and reduce the Prevalence of unhealthy weights through increased physical activity and healthy eating. “Breakfast for Everyone” and “It’s all about Choices Go Nutritious” are initiatives instituted in Year 1 that will help us accomplish this end. This program promotes, incentivizes, and rewards students for eating fruits and vegetables and engaging in physical activity daily while providing resources for teachers and families to ensure they are able to educate students on and model healthy choices. This outcome is being measured using body composition data collected by the nurses and physical education teachers in physical education classes through the Body Mass Index (BMI) assessment as part of the President's Youth Fitness Program (PYFP)/FITNESSGRAM assessment. Data was entered by the Cleveland State University Graduate Intern and calculated and analyzed by the Grant Manager using Excel.

BMI data shows students who fell within and outside of the Healthy Fitness Zone (HFZ) according to PYFP/FITNESSGRAM standards. "Meeting Min Health Standards" indicates the student has a healthy BMI for his/her age and gender. In most cases, this indicates the student is not overweight, underweight or obese, therefore, all students "Meeting Health Standard" were counted as having a healthy weight in calculation of this outcome. At data collection period 1 on 1/9/17- 2/24/17, BMI data indicates that 795 out of 1606 students, or 49.50%, have BMIs not in the healthy range. BMI assessments were administered again 4/ 18/17-5/22/17, results for the participants indicates 809 out of 1609 students, or 50.27% are not in the healthy range. This marks an increase over the baseline scores, which does not exceed our target of 5% decrease by the end of project Year One. This may be attributed to close proximity of testing, nurses not available for assessing students, physical education teachers assessing students with malfunctioning testing instruments. In Year 2, Case Western Reserve nursing majors will assist in BMI assessments, CMSD nurses will assist in BMI assessments and physical education teachers will be trained on BMI assessments and instruments. To increase validity, Action for Healthy Kids donated three Tanita scale for our physical education library for physical education teachers and nurses to assess and collect BMI data.

CMSD Grades K-12

Year: 2016-2017

Girls	820	BMI
# Meeting Min Health Standards - Baseline		414 of 803
% Meeting Min Health Standards - Baseline		52%
# Meeting Min Health Standards - Post		400 of 804
% Meeting Min Health Standards - Post		50%
Boys	818	BMI
# Meeting Min Health Standards -Baseline		397 of 803
% Meeting Min Health Standards -Baseline		49%
# Meeting Min Health Standards - Post		400 of 805
% Meeting Min Health Standards - Post		50%
Total	1638	BMI
# Meeting Min Health Standards -Baseline		811 of 1606
% Meeting Min Health Standards -Baseline		50%
# Meeting Min Health Standards - Post		800 of 1609
% Meeting Min Health Standards - Post		50%



STUDENTS WILL ACHIEVE 60 MINUTES OF ACTIVITY MEASURED BY PEDOMETER AND 3DPAR SURVEY

7.a. Performance Measure	Measure Type	Quantitative Data					
Students will achieve 60 minutes of activity measured by pedometer and 3DPAR survey. Year 1 by the end of Year 1, data will increase by at least 5% over baseline. (Baseline)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						499/1607	

7.b. Performance Measure	Measure Type	Quantitative Data					
Students will achieve 60 minutes of activity measured by pedometer and 3DPAR survey. Year 1: By the end of Year 1, data will increase by at least 5% will increase by at least 5% (Current Year--Year 1)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						749/1607	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

The CMSD Health In Motion project seeks to measurably increase daily physical activity levels. To achieve this aim in Year 1, we implemented several new opportunities for students to get active at several of our tier one schools based on student and staff interests. At Bolton, we hosted a ballroom dancing class where students practice and learn ballroom dance and perform for their parents. At the end of the event, an open dance was held for all students, parents, and families. At Bard High School, John Hay High School, OH Perry K-8 and Walton K-8, we created a Running Club where student runners train during a 14-week period to participate in the YMCA “We Run This City” Rite Aide in one of four race options: a 1.2 mile run; the 10K (6.2 miles); the half marathon (13.1 miles); or the full marathon (26.2 miles) after accumulating 25 training miles from March through May. At Miles Park, we hosted a Health In Motion Family Fun Night where students and their families had access to our gym and physical activity equipment and were able to be physically active for an hour and a half. We also started the Fuel Up To Play 60 Challenge, which engages and inspires kids to Fuel Up with fruits, veggies, and physical activity. The program's tool kit includes tracking tools and incentives for goal achievement, and each student receives a family fun magazine to encourage parents and family members to model healthy activity levels for their students. To measure this outcome, we assess 1607 students in Year 1 All of our response percentages were above the 80% required rate. We collected baseline data in Year 1, as well as progress data through two additional collection periods, as required. All Year 1 data collection periods have been completed. Baseline data collection occurred 1/9/17-2/24/17, data collection period two for Year 1 occurred 3/1/17-3/31/2017 and data collection period three for Year 1 occurred 4/18/17-5/22/17. We simultaneously collected data on all three GPRA measures, as required. Data for this measure was collected through the use of pedometers and the 3-Day Physical Activity Recall (3DPAR) assessment. Data logs were given to students by teachers, and information was posted on our school website to ensure that students, teachers, and parents all understood and could help facilitate the data collection process. Once the pedometer logs and 3DPAR were completed, that data was initially tallied by the physical education teachers then re-tallied by the Cleveland State Graduate Intern and Grant Manager and then analyzed by the Grant Manager using Excel.

In order to be counted as having achieved the measure overall, a student must have achieved the measure according to the pedometer or 3DPAR assessment or both.

COMBINED RESULTS OF PEDOMETER AND 3DPAR ASSESSMENTS

Data Collection Period	Total Participants	Number of Students Achieving 60 Minutes of Daily Physical Activity on Pedometer OR 3DPAR Assessment OR Both	Percentage of Students Achieving 60 Minutes of Daily Physical Activity on Pedometer OR 3DPAR Assessment OR Both
Y1 GPRA Data	1638	499	31.05%

Collection Period 1/Baseline			
Y1 GPRA Data Collection Periods 2 & 3	1638	749	46.60%

PEDOMETERS AND 3DPAR COMBINED

GPRA Overall Achievement Results—Both Assessments

Students achieving 60 minutes of daily physical activity on either or both assessments (pedometers and 3DPAR) were counted as achieving the measure, per GPRA guidelines. At baseline, a total of 499 out of 1607 (31.05%) of responding students were achieving the measure of 60 minutes of daily activity based on pedometers and/or 3DPAR. When averaging together data collection periods 2 and 3, a total of 749 out of 1607 students (46%) were achieving the measure. This represents an increase of 14.95% over baseline! Interestingly, the numbers of students achieving the measure based on *both* assessments was very inconsistent at 499 students in the first (31.05%) and 631 students (39.26%) in the second data collection periods and 867 students (53.95%) in the third data collection period.

Combining the pedometer and 3DPAR results as instructed in the GPRA guidance caused little concerns, since the two assessments generated quite similar results. By merging the assessments results in the end, 3DPAR results are ultimately compared to the full group of students participating in the GPRA assessment when less than half of the students are even eligible for the assessment since it is only appropriate for 5th -12th graders. However, taking this combination approach did not cause a variance between the results. There are several considerations given for the scores being similar, one may be attributed to the lack of proper data collection/reporting by students, loss of equipment or it may be attributed to the physical education teachers and students understanding GPRA requirements of data collection in rounds two and three and are excited about seeing who can improve their steps and minutes of participation at the end of the program. We will continue to monitor progress over the course of Year 2 and will particularly consider data collected after the nutrition education program has been implemented. Additionally, as of the start of Year 2, our CMSD Food Service Department will implement a Grab and Go Program through a Fuel Up to Play 60 Grant applied for by our Grant Manager to promote healthy eating in our schools. Response percentages were well above the required 80%, averaging 98.00%.

STUDENT IMPROVE PHYSICAL ACTIVITY BEHAVIOR

7.2.a. Performance Measure	Measure Type	Quantitative Data					
Add 15-25 minutes [of physical activity] a day by increasing using “Brain Breaks” in the classroom. (Baseline)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			ND/	

7.2.b. Performance Measure	Measure Type	Quantitative Data					
Add 15-25 minutes [of physical activity] a day by increasing using “Brain Breaks” in the classroom. (Current Year--Year 1)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			ND/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Although we implemented “Give Me 10” which adds 10 minutes of physical activity a day in the six tier one schools for year one, we were unable to add the 15-25 minutes a day using “Brain Breaks” due to the lack of professional development for our physical education teachers. The “Action Based Learning” and “Brain Breaks” training was taken this summer by our physical education teachers. Therefore, in the Fall of 2017 all physical

education teachers, principals and classroom teachers will received training through the “train the trainer” model. Upon completion of the training, each school principal/teacher will complete a survey to determine baseline amount of time classroom teachers allocate to physical activity for their students on the average school day. Principals/Teachers will track time allocated to physical activity to ensure increased data reliability. Progress data for this outcome will be collected in the Fall and Spring and reported at the end of Years 2 and 3. By adding the use of Brain Breaks and Action Based Learning in the classrooms, we anticipate increasing physical activity levels by 15-25 minutes per day in Year 2 and 3.

INCREASE PHYSICAL ACTIVITY DURING PE BY 5-10 A DAY

7.3.a. Performance Measure	Measure Type	Quantitative Data					
Increase physical activity during PE by approximately 5-10 minutes a day. (Baseline)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		ND	NA/	

7.3.b. Performance Measure	Measure Type	Quantitative Data					
Increase physical activity during PE by approximately 5-10 minutes a day. (Current Year—Year 1)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/		ND	NA/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Although, physical education teachers were provided professional development on new physical education strategies and the OPEN Curriculum to ensure higher-quality physical education classes with greater emphasis on movement and fitness achievement, CMSD had challenges due to bidding process delay, lack of professional development and training on metabolic equivalent of task (METs) accessing MVPA with pedometers and heart rate monitors to track moderate to vigorous physical activity (MVPA) during physical education classes. Therefore in Year 2, CMSD’s physical education teachers will received professional development and training targeted on methods to increase the amount of class time students are engaged in MVPA in addition to assessing and metabolic equivalents of task (METS) and MVPA using heart rate monitors. Furthermore, we will be replacing games and activities that tend to provide lower levels of physical activity (i.e. softball) with activities that are inherently more active (i.e. aerobic dance, aerobic games, jump rope). Subsequently in Year 2 and in Year 3, we will measure this outcome by pedometers and heart rate monitors with the ability to track moderate to vigorous physical activity (MVPA) to be used during physical education classes. Data will be collected and entered into an MVPA log and then submitted to the Grant Manager and analyzed. Achievement of the outcome will be measured based on minutes spent in MVPA. Baseline data will be collected in a period of approximately one week in November 2017, and progress data will be collected over a period of approximately one week four months later in April 2018. Data will be collected from students with and without disabilities enrolled in physical education from each school.

10-15 MINUTES OF PHYSICAL ACTIVITY PER DAY OF STRUCTURED RECESS

7.4.a. Performance Measure	Measure Type	Quantitative Data					
Add 10-15 minutes a day of physical activity by having structured recess activities. (Baseline)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			ND/	

7.4.b. Performance Measure	Measure Type	Quantitative Data					
Add 10-15 minutes a day of physical activity by having structured recess activities. (Current Year--Year 1)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			ND/	

Explanation of Progress (Include Qualitative Data and Data Collection Information)

Even though in Year One, CMSD students achieved 60 minutes of physical activity in a day, we were unable to add 10-15 minutes of physical activity in recess due to competing academic priorities of SLOs and state testing, professional development and training on structure recess, invoice delays, equipment challenges from the vendor and the lack of a Recess Manual based on best researched practices for our principals and teachers to utilize to increase physical activity. Structured play during recess will make sure that all CMSD students are participating and are physically active during recess. This will be especially helpful considering the varying skill levels of our students. Moreover, structured recess will ensure that everyone is actively participating regardless of their skill level. Also, structured recess for our older students will develop interpersonal skills during times of conflict. Lastly, structured recess will improve our student’s behavior and attention. With the implementation of Peaceful Playground and the creation of a Recess Manual based on best practices with structured recess activities and professional development and training scheduled in the Fall 2017 on structured recess activities that increases physical activity, CMSD physical education teachers and administrators will be able to provide students with structured, evidence- and/or research-based activities to increase physical activity during recess. Subsequently in Year 2 and Year 3, we will be able to measure this outcome using recess physical activity logs during recess. Data will be collected by the principals and teachers and tallied and provided to the Data Collector Coordinator who will then re-tally and enter into Excel and submit to the Grant Manager who will analyze. Achievement of the outcome will be measured based on minutes spent in MVPA.

