



U.S. Department of Education
Grant Performance Report (ED 524B)
Year 2 Executive Summary Prepared By Lisa Burleson-Longino, M.Ed.

PR/Award # (11 characters): #: **S215F160017**

DISTRICT OVERVIEW

The Cleveland Metropolitan School District (CMSD) Health In Motion project was planned and implemented in an effort to improve, enhance and expand 38,949 student's health, wellness and academic achievement through physical education, nutrition education and physical activity. Recognizing that education and health are inextricably intertwined have resulted in considerable interest in and attention to creating a Physical Education and Health Department that empowers CMSD students to take ownership of their "Health Destiny."

In Year 2 of the Health In Motion project, fifteen CMSD Physical Educators at their respective schools provided 6,929 students in the Fall of 2017 and 5,094 students in the Spring of 2018 with the opportunity to develop self-confidence, self-reliance and responsibility in a safe and healthy activity environment. Utilizing Kolb's four phases, these outstanding Physical Educators provided an experiential approach to learning physical activity and nutrition education to our students as well as taught them to be resilient learners of character with a sense of physical literacy, health, wellness and a sense of worth.

PROJECT OVERVIEW

"For the first time in the history of this country young people are less healthy and less prepared to take their places in society than were their parents." That statement from the National Commission on the Role of the School and the Commission in Improving Adolescent Health was a wake-up call for our profession (Physical Education). Physical Education is uniquely positioned to positively impact negative health trends currently observed in this nation. These destructive trends are the direct result of specific lifestyle behaviors commonly identified in adult and childhood populations. The Health In Motion project funded by the United States Department of Education Office of Safe and Drug Free Schools provided the Cleveland Metropolitan School District (CMSD) physical education teachers the mechanism to develop knowledge and understanding of physical activity, improve technical and tactical motor skills simultaneously, embrace the advantages of technology for learning and foster a positive motivational sense of cooperation and social responsibility in our students.

Current health statistics indicate that the two major health causes of death and disability (Cardiovascular Disease and Type II Diabetes) in Cuyahoga County are still major social and economic concerns; more importantly, sources of human suffering and misery. These top two killers are positively correlated with various lifestyle behaviors; most of which involve issues of movement and nutrition (how you move or don't move and what you put in your body or don't put in your body). Identifying what is the cause and suggesting what can be done does not make it happen. Therefore, to make it happen the Cleveland Metropolitan School District's Health In Motion project has been the "platform," the "launching pad," the "starting blocks" to access health-enhancing activity-focused physical education that can contribute to academic performance, improved attendance and positive classroom behavior. In Year 2, the Health In Motion project has taught our students to recognize, create, utilize and promote physical activity opportunities to support health and well-being in their classrooms, gymnasiums, neighborhoods and communities.

PROJECT TASKS

Year 1 project initiatives have continued and in Year 2, the Health In Motion project has:

- Created a supportive learning environment for physical education and physical activity through a Comprehensive School Physical Activity Program (CSPAP) in fifteen schools.

- Promoted school health through professional development and training (e.g., Whole School, Whole Community, Whole Child approach), connections between health and academic achievement with SHAPE America's Physical Activity Leader Trainer Pam Powers.
- Created 25 Physical Activity Leaders in the Cleveland Metropolitan School District.
- Provided School Health Index professional development and training to 25 physical education teachers that supports school health priorities using the CDC's professional development practices.
- Improved the school nutrition environment by providing professional development and training to CMSD Food Service Department staff through the Alliance for Healthier Generation and Action for Healthy Kids.
- Created 7 Wellness Center with treadmills, recumbents and ellipticals for students with and without disabilities and unique needs to move with competence and confidence in a wide variety of physical activities that benefit the healthy development of the whole child.
- Implemented in 20 schools Grab and Go Breakfast schools with a grant from Action for Healthy Kids- \$42,000.00
- Implemented in 30 schools Breakfast Anytime with a grant from Fuel Up To Play 60 -\$12,500.00
- Received in August 2018, the Action for Healthy Kids Game On Grant Hydroponic Physical Activity- \$1,000.00
- Renewed two high schools for Matthew McConaughey's Just Keep Livin Foundation to increase physical literacy, physical activity and nutrition education after school through our partnership with the Boys and Girls Club of Greater Cleveland- \$60,000.00
- Implemented Peaceful Playground and Geo Motion to increase physical activity and social emotional learning in a cooperative environment to improve students' group dynamics and cooperation.
- Implemented WELNET student data tracking system in 102 CMSD schools with Ohio Senate Bill 210 ODE Physical Education Evaluation lessons included.
- Received 30 FitnessGram Equipment from the Cleveland Browns and the Cooper Institute to create physically literate students who demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness-\$29,970.00
- Received complimentary sets of Speed Stacks Stacking Cups for physical education teachers to create physically literate students who apply knowledge of concepts, principles, strategies and tactics related to movement and performance-\$918.00
- Provided training to 30 Physical Educators on Five for Life Curriculum to create physically literate students who recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Subsequently in Year 2, the Health In Motion project has provided a variety of motor skills and physical activities designed to enhance the physical, mental and social emotional development of every student who attends CMSD K-12th grade schools. Through the Health In Motion professional development and instruction in cognitive concepts about motor skills and physical fitness that support healthy lifestyle, physical education teachers were able to provide opportunities for students to develop positive, social and cooperative skills. Most importantly, CMSD physical education teachers were able to create conditions for students to become physically literate thus encouraging habits of healthy eating and physical fitness.

Influencing students to lead healthy and productive lives is likely to be most effective when CMSD schools, the community, and parents work together. Each has unique resources, each can access learners in ways the others can't, and each has different means of influencing the behaviors of young people, however, the coordination of these efforts requires planning. Therefore, to sustain and build infrastructure and capacity in the Health In Motion project after the grant period, the Grant Manager has suggested the following activities for Year 3 to be implemented:

- Creation of a school health council (SHAC) to provide guidance, resources and to advance nutrition education, physical education, health and physical activity in order to sustain the Health In Motion project beyond the grant period.
- YRBS, School Health Profiles, PECAT, HECAT, MVPA Assessments and School Health Index for routine assessment to strengthen physical education, health and wellness policies, practices, and programs.
- Professional development and training for physical education teachers on inclusion, adapted physical education, physical literacy, data fidelity and analyzing data to increase the efficiency of communication, dissemination of information, project implementation, and Ohio Department of Education Physical Education Evaluation.

Integrating physical literacy concepts, SHI, PECAT, HECAT, MVPA into the CMSD Physical Education curriculum and creating a SHAC into CMSD's Physical Education and Health Department will provide CMSD staff, faculty, learners and their families the keys in closing the academic gap and reverse the health barriers facing our students from diverse backgrounds.

ADDRESSING GAPS AND WEAKNESSES: KEY PROJECT ACTIVITIES

In applying for the federal grant, three key activities were identified that would help change the health and wellness of CMSD's students. In order to help students to get active and make healthy choices, the Health In Motion project 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 9/12/2018, CMSD is pleased to report that large strides toward a healthier school and community have been made in Year 2.

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

To achieve this goal Year 1 initiatives have continued and in Year 2, every K-12th CMSD physical education teacher in 102 schools were provided WELNET, a student data tracking and assessment tool to gather student's fitness, nutrition and physical activity behaviors. Additionally, CMSD's physical education teachers were provided WELNET professional development four times, March 2017, August 2017, October 2017 and a mandatory training on August 8, 2018 on the research-based nutrition education and physical education instructional program called Focused Fitness Five for Life to increase physical activity levels of CMSD K-12th grade students and to improve their overall health and academic achievement. Not to mention, physical education teachers have attended the following professional developments and training events: 22 teachers attended SHAPE America in Nashville, Tn., 4 teachers attended the CPEW at Cal Poly University in San Luis Obispo, California, 22 teachers inserviced on Brockport Fitness Testing and inclusion, 22 physical education teachers attended the Physical Education Matters- HECAT, PECAT, WELNET, 25 teachers plus 4 paraprofessionals and one nurse attended the SHAPE America's Physical Activity Leader Training with Teacher of the Year by the National Association for Sport and Physical Education (NASPE) and the Golden Apple Teaching Foundation, Pam Powers, 35 physical education teachers trained by the Ohio Department of Education Consultant Dr. Kloppel on Data Fidelity-ODE Physical Education Standards and Benchmarks and State Standards, Physical Education Evaluation Data Reporting, 7 CMSD Network Leaders and CMSD physical education teachers received for the first time ever ODE Physical Education Evaluation Report, 20 school wellness teams completed the School Health Index Self-Assessment and Planning Guide, registered teams with the NCES School ID and entered scores for all SHI modules, 35 physical education teachers provided Data Privacy and FERPA and PPRA information by the Grant Manager, 4 staff members were trained on Just Keep Livin After-school Program in Los Angeles, California for the renewal of the \$60,000 Matthew McConaughey's Just Keep Livin (JKL) Foundation Grant to increase physical literacy, physical activity and nutrition education after school in two high schools, and a third high school to be added in year 2019-2020 through our partnership with JKL Foundation and the Boys and Girls Club of Cleveland. As a result of the Health In Motion project efforts in

Year 2, CMSD physical education teachers are implementing programs that promote physical activity and are creating a nutrition environment that can impact CMSD student's health and behavior.

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

Although academic performance stems from a complete interaction between intellect contextual variables, health is a vital moderating factor in a student's ability to learn. Healthy children learn better, therefore in Year 2, the Health In Motion project has improved and increased the total minutes of moderate to vigorous physical activity by providing elementary students and classroom teachers with structured playground/recess with self-directed games for 20 minutes a day. Given the importance of physical activity on time on task learning, CMSD students have been provided with physical activities such as: Dancing Classrooms, Zenworks ,YMCA We Run This City running clubs, Marathon Kids walking and running clubs, Family Fitness Nights, "Give Me 10", BOKS, Go Noodle, HOPSports, Market Days, GEOMotion TV library of physical activities to increase cognitive concepts and physical fitness. Additionally, Action for Healthy Schools Toolkits, Fuel Up to Play 60 Playbooks and Nestle Nutrition Education Booklets, 42 Fuel Up to Play 60 NFL Flag Football Kits, 30 NFL Play 60 FitnessGram Kits, Seven Wellness Center/Exercise Science Lab Equipment for students with and without disabilities and with unique needs, 20 Xbox One Deluxe Kits with Exergames and USDA nutrition education resources were utilized to increase cardiovascular and muscular endurance, physical fitness, bone health, psychosocial outcomes and cognitive and brain health.

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

To achieve this goal at the end of Year 1 of the Health In Motion project and after professional development of physical education and health teachers on WELNET, WELNET was implemented and fully operational for the start of Year 2 in 102 CMSD schools to enter and gather student fitness data and communicate results. By utilizing the WELNET's Five for Life lesson modules and the data tracking system, fifteen physical education teachers were able to enter the measurements for the five components of fitness (FitnessGram), check learner's understanding of fitness and health concepts, track students' health-related habits and behaviors (nutrition survey, pedometer log, hydration logs, nutrition logs, MVPA and 3DPAR).

Data export and extraction of student's fitness measurements, survey data, and cognitive data and behavior logs were monitored for progress bi-weekly by the Grant Manager. Pre and post comparison were analyzed by the Grant Manager and reported by grade and school with item analysis to identify collective comprehension and or deficiencies which included averages, classification totals, per unit of measurement. Behavior logs module were entered by physical education teachers for students who were unable to enter mostly K-4th grade and students in 5-12th grade entered their data for their behavior logs. Student's data was analyzed by the Grant Manager to demonstrate how daily choices and behavior affected fitness, nutrition, sleep and hydration. In Year 2, WELNET data system was utilized by the Grant Manager and was an effective and efficient tool to use to analyze data for GPRA measures data collection one and data collection two. Furthermore, trends were analyzed to suggest professional development to achieve the Health In Motion goals and objectives. All WELNET data for the Health In Motion Year 2 will be placed on the website and disseminated and explained during professional development for teachers, students and parents during parent teacher conference and stakeholders during Wellness Meetings and at other CMSD school events.

GPRA 1 MEASURE 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 and 3DPAR instrument to collect data on students grades 5-12. (Baseline)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			494/1607	31.05%

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 and 3DPAR instrument to collect data on students grades 5-12. (Year 1)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			749/1607	46%

1.c. 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 and 3DPAR instrument to collect data on students grades 5-12. (Year 2-Through 4/29/2018)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			1578/5666	28%

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

PEDOMETERS AND 3DPAR COMBINED GPRA Overall Achievement Results-Both Assessments

In Year 1 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. Secondly, data for this measure was collected through the 3-Day Physical Activity Recall (3DPAR) assessment. 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.

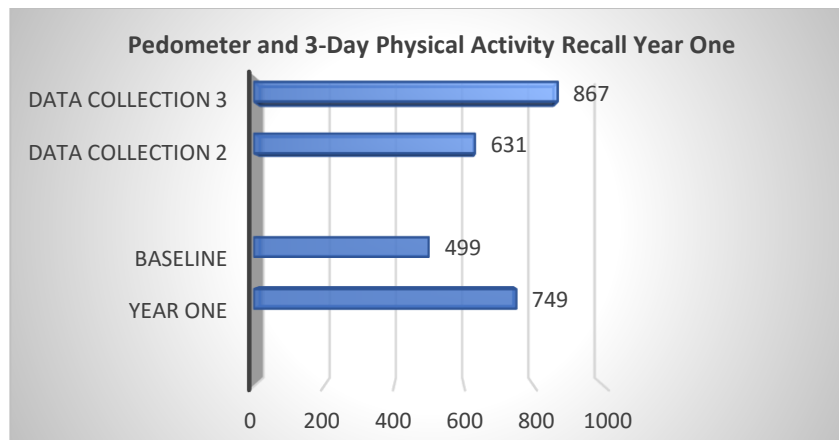
Students achieving 60 minutes of daily physical activity on either or both assessments (pedometers and 3DPAR) were counted as achieving the measure, per GPRA guidelines. At baseline, a total of 499 out of 1607 (31.05%) of responding students were achieving the measure of 60 minutes of daily activity 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. Response percentages were well above the required 80%, averaging 98.10%.

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
	1/Baseline	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	98.10%	749	46%

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	24.74%
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%
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%



YEAR TWO GPRA 1 MEASURE PEDOMETER AND/OR 3DPAR

In Year 2 to collect GPRA Measure 1, we utilized Fit Step Pro 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. Secondly, data for this measure was collected through the 3-Day Physical Activity Recall (3DPAR) assessment. 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.

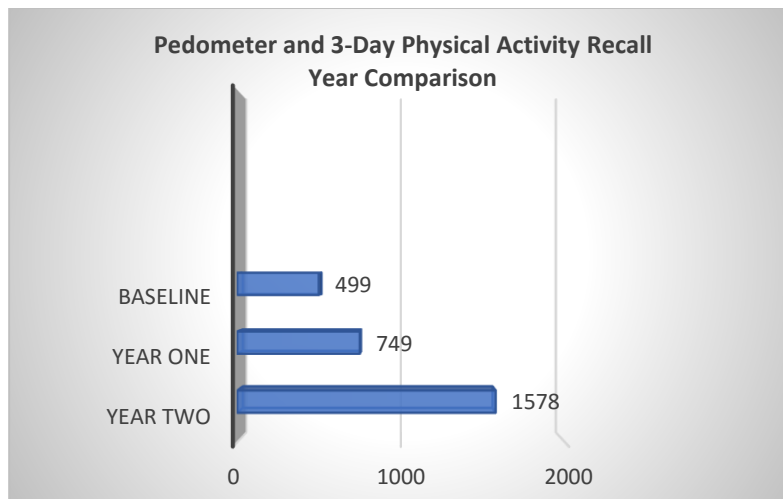
To establish a more “normal” testing environment, data was collected only twice and in a more spread out manner from October 13, 2017- December 15, 2017 and January 16, 2018- April 29, 2018 due to physical education classes in CMSD are only offered one day a week for K-8 schools and one semester for high schools. While 23,411 students were enrolled in physical education by year’s end, only 15 schools participated in the Health In Motion project due to the CMSD’s SLOs, TDES, changes in school administrators, Teacher Unions, physical education teachers and administrators withdrawing due to additional district duties and time constraints. At data collection period 1 of Year 2, 1,793 out of 6,737 (26%) of responding students were achieving the measure of 60 minutes of daily activity based on pedometers and/or 3DPAR. Data collection period 2 showed 1,363 out of 4,594 (30%) were achieving the measure. When totaled and averaged Year 2 data shows that 1,578 out of 5,666 respondents (28%) were achieving the measure. The average participant group for the Year 2 was 5,666 students, well above the 80%, averaging 94%.

Although the data collection shows consistency in data collection one and data collection two, the data shows a decrease of 3.05% from baseline and a decrease of 18% from end-of-Year 1 data. The decrease in data may be caused by physical education being offered only one day a week, students new to data entry on WELNET, increase of violence in the student's neighborhoods which can increase screen-based sedentary time, schools closing due to snow days and heat and humidity, which resulted in some students not receiving physical education only once in a month. Additionally, in data collection two, 500 student's data were not counted due to physical educator's non-adherence of schematic representation for data collection protocol for period 2. This non-adherence to data collection policies has required the Health In Motion data collection policies to be updated and assurances of data collection notices be signed by all participating physical education teachers and administrators in Year 3. Consequently, site visit will occur bi-weekly or as requested as well as we will continue to collaborate with community partners to provide more regular opportunities for students to be active outside of school in Year 3. Subsequently, WELNET physical activity videos have been provided to all K-8 classroom teachers in CMSD and professional development on brain boosters to increase physical activity and academic achievement have been offered to all classroom teachers in CMSD. Additionally, SHAPE America Physical Activity Monthly Calendars will be placed on the website and emailed to all physical education teachers to disseminate to their students.

Year Two GPRA Measure 1 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
10/13/2017-12/15/2017	1	6929	6737	97%	1793	26%
1/16/2018-4/29/2018	2	5094	4594	90%	1363	30%
Totals	NA	12023	11331	94%	3156	56%
Averages (Rounded)	NA	6012	5666	94%	1578	28%

Data-collection window: 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	781	2722	3503	22%
Grades 5-12	1012	2222	3234	31%
All grades combined	1793	4944	6737	27%
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	574	1989	2563	22%
Grades 5-12	789	1242	2031	39%
All grades combined	1363	3231	4594	30%



PEDOMETER DATA YEAR ONE

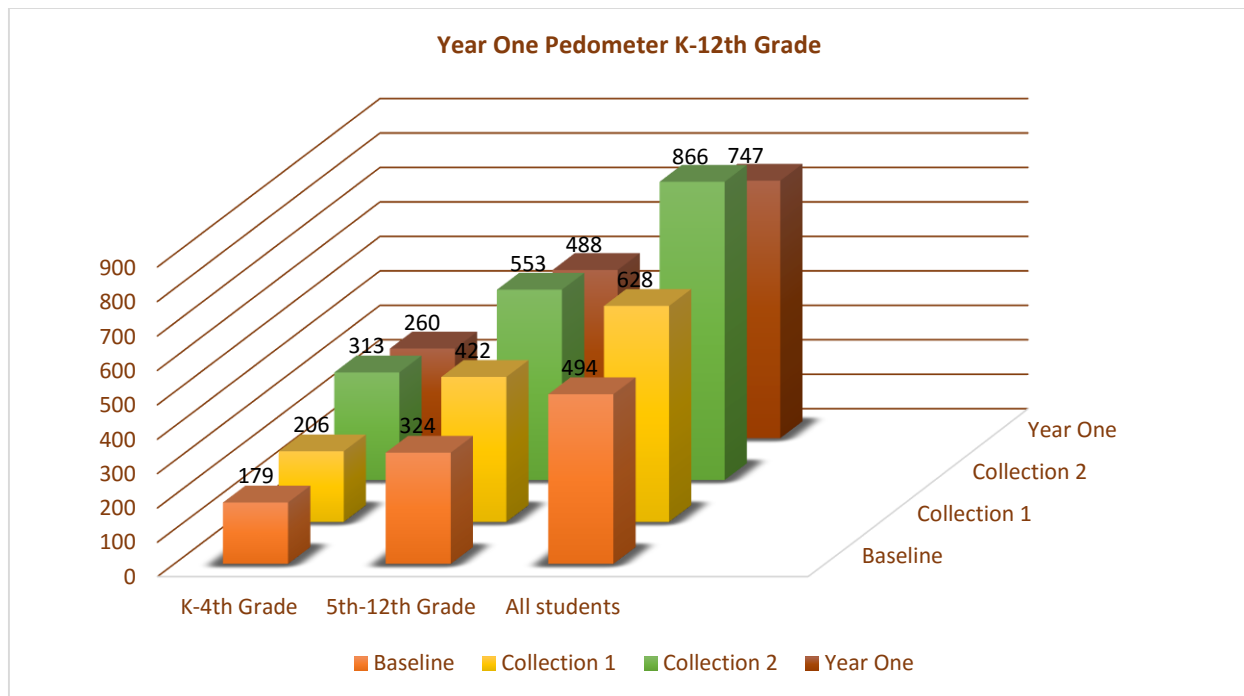
The Health In Motion project utilized an approved pedometer tool. The pedometer counted steps of all students enrolled in physical education in grades K-12 in the six-participating tier one schools. Students achieving 9,100 or more steps each day of the assessment (four out of four required consecutive 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 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	1/Baseline	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	98.10%	747	46%

Data-collection period:	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
Baseline/1 (Year 1)				
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				
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				
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 TWO GPRA MEASURE PEDOMETER

In Year 2, the Health In Motion project utilized the Fit Step Pro 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 students.

In Year 2, data collection period 1 showed that 1279 out of 6737 students (19%) were achieving the measure of 60 minutes of daily activity based on pedometers. Data collection period 2 showed that 1052 out of 4594 students (22%) were achieving the measure. When Year 2 results were totaled and averaged, 1166 out of 5666 students (21%) were achieving the measure. This represents a 9.74% decrease over baseline, and a 25% decrease from Year 1 results. All response percentages were well above the required 80%, averaging 94%. The decrease in student's percentages meeting the goal is possibly due to physical education is only offered one day a week, student's new to WELNET and proper data reporting, lost pedometers, malfunctioning of equipment, first time recording, snow days and heat and humidity school closing, student's absences, student mobility and increase violence in the neighborhoods, non-adherence to schematic representation data collection protocols, decrease in high school enrollment in physical education second semester and student mobility.

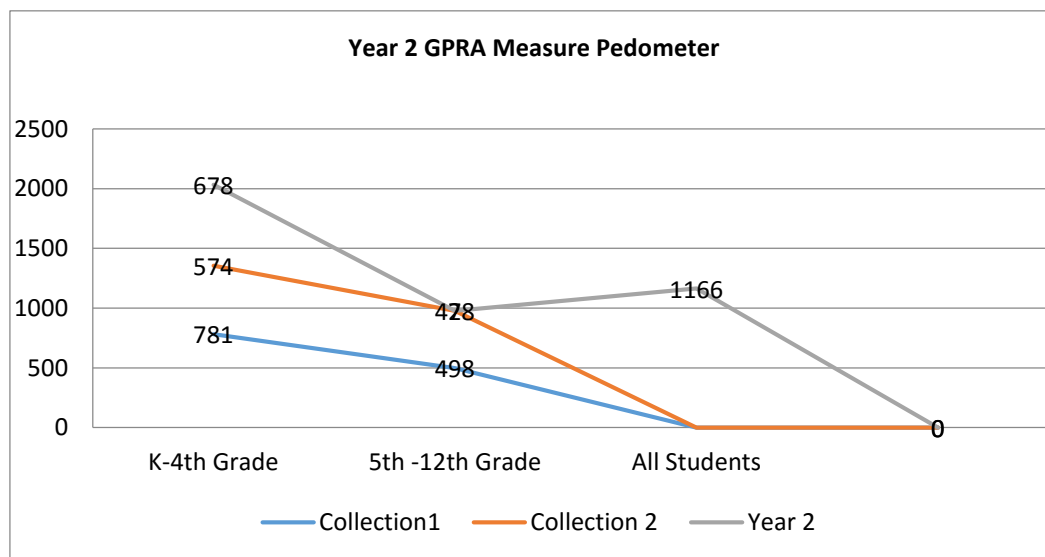
Year 2 PEDOMETER

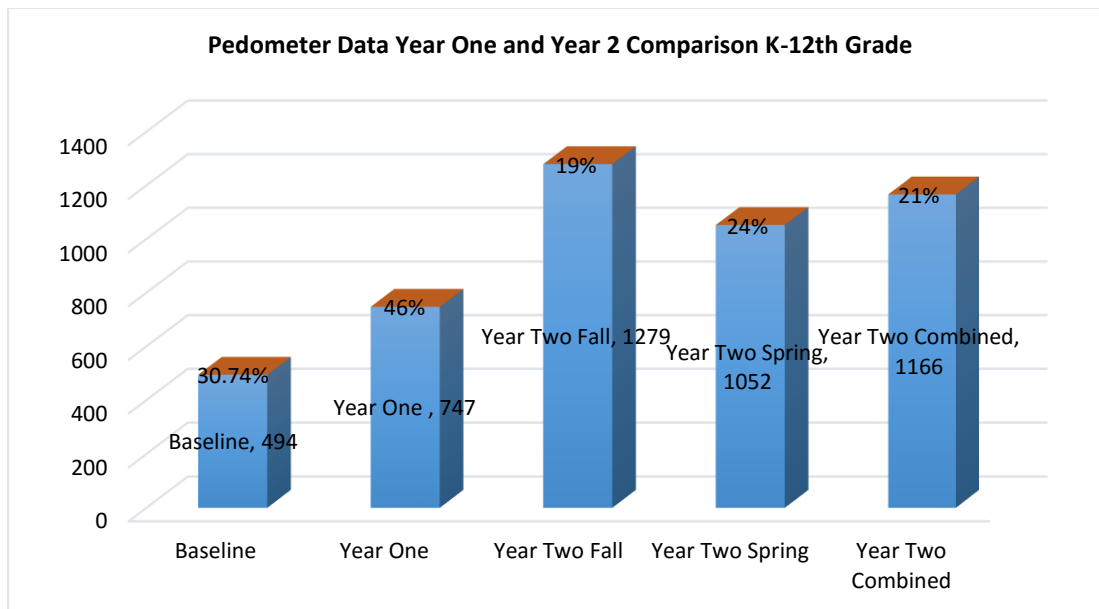
Data-collection period:1 10/13/2017-12/15/2017	Did meet GPRA measure 1 goal	Did NOT meet GPRA measure 1 goal	Total number of students with GPRA measure 1 pedometer data	Percentage Meeting the Goal
Grades K-4	781	2722	3503	22%
Grades 5-12	498	2736	3234	15%
All grades combined	1279	5458	6737	19%
Data-collection 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

1/16/2018-4/29/2018				
Grades K-4	574	1989	2563	23%
Grades 5-12	478	1553	2031	22%
All grades combined	1052	3542	4594	24%
Totals	2331	9000	11331	21%
Averages (Rounded)	1166	4500	5666	21%

Year 2 data by level shows some consistency in performance across the two data collection periods for both groups. However, in Year 3, we will continue to monitor performance and achievement of this outcome through site visits and focus groups due to physical education is only being offered one time a week in our K-8 schools, lack of proper data collection reporting by students, loss of equipment, coordinating data collection across sites and malfunctioning of equipment.

Not to mention, data collection in Year 2 may be attributed to the addition of new cohort of physical education teachers and students understanding of GPRA requirements of data collection. In Year 3, physical education teachers will be retrained on the data protocols for collecting data as well as monitored the actual MVPA daily minutes. Additionally, physical education teachers will be asked to reiterate those protocols to students prior and during each data collection period. Progress monitoring and site visits will be conducted bi-weekly during collection periods based on physical education teacher's schedule and assurances will be signed. Additionally, data collection protocols will be communicated to parents using the Health In Motion website, parent teacher conferences and CMSD school events.





3DPAR DATA YEAR ONE

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 97.97%.

YEAR ONE 3DPAR

	Data Collection Period	Total Participants	Total Respondents	Response Percentage	Students Achieving 60 Minutes of Daily Activity Based on 3DPAR	Achievement Percentage
	1/Baseline	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	97.97%	491	53%

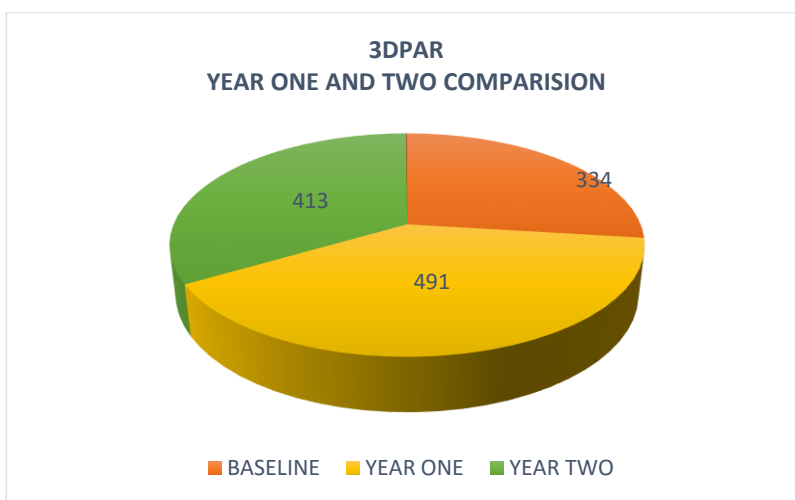
YEAR TWO 3 Days of Physical Activity Recall (3DPAR)

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. Although the data showed consistency in data collection one and two, Year 2 data showed a 1% decrease from data collection period 1 to data collection period 2. In Year 2 data for 3DPAR shows 514 out of 3234 (16%) of students achieving the measure at data collection period 1, and 311 out of 2031 (15%) achieving the measure at data collection period 2. When averaging together data periods for Year 2, 413 out of 2633 (16%) of students were

achieving the measure. This represents a 20.30% decrease over baseline, and a 37% decrease from Year 1 results. All response percentages were well above the required 80%, averaging 94%. The decrease in student's percentages meeting the goal is possibly due to physical education is only offered one day a week, student's proper data reporting, first time recording, snow days and heat and humidity school closing, student's absences, student mobility and increase violence in the neighborhoods. Not to mention the decrease reflects one school's students responses (500) not being counted in data collection two due to non-adherence of schematic representation data collection protocol, decrease in enrollment in high school physical education classes second semester, mobility of students. In Year 3, all physical education teachers participating in the Health In Motion project will be required to sign assurances that commits them to adhering to the policies during the data collection period.

YEAR 2 3DPAR

	Data Collection Period	Total Participants	Total Respondents	Response Percentage	Students Achieving 60 Minutes of Daily Activity Based on 3DPAR	Achievement Percentage
10/13/2017-12/15/2017	1	3306	3234	98%	514	16%
1/16/2018-4/29/2018	2	2240	2031	91%	311	15%
Totals	NA	5546	5265	94%	825	16%
Averages (Rounded)	NA	2773	2633	94%	413	16%



Presidential Youth Fitness Program (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	17.36%

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. Year One	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			322/1609	20%

2.c. Performance Measure	Measure Type	Quantitative Data					
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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. Year 2 through April 29, 2018	GPRA	Target			Actual Performance Data	
		Raw Number	Ratio	%	Raw Number	Ratio
			/			1076/5666
						19%

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 laps100 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 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 percent-ages 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 (PYFP) 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.

YEAR ONE GPRA 2 MEASURE PYFP/FITNESSGRAM

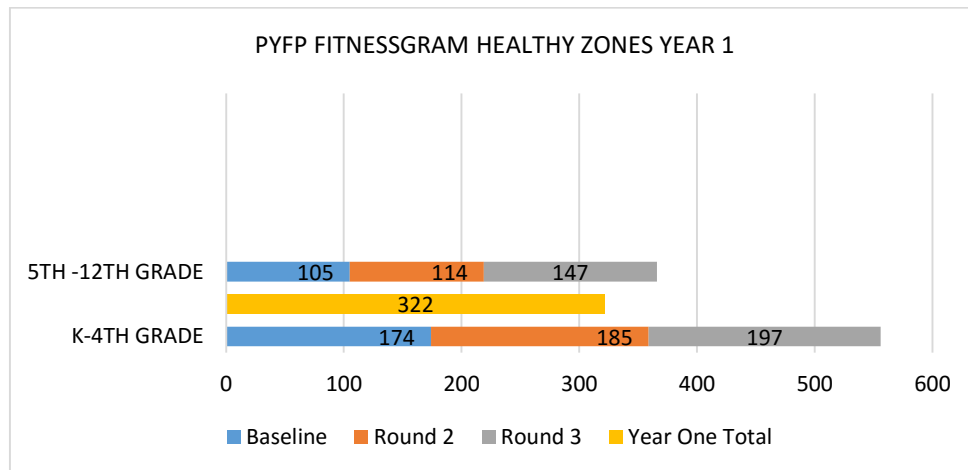
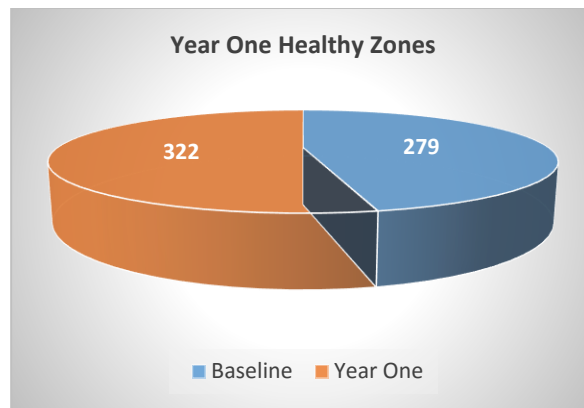
Y1 PYFP/FITNESSGRAM GPRA Data Collection				Students Achieving HFZ on 5 or 6 PYFP	
Period	Total Participants	Number of Respondents	Response Percentage	Tests	Achievement Percentage
1	1638	1607	98.10%	279	17.36%
2	1638	1608	98.16%	299	18.59%
3	1638	1609	98.22%	344	21.13%
Totals (without baseline)	3276	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			Total number of students with GPRA measure 2/PYFP data for 5 or 6 tests	
Data-collection period: 1	Did meet GPRA measure 2 goal	Did NOT meet GPRA measure 2 goal		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%
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%
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%



YEAR TWO GPRA 2 MEASURE PFYP/FITNESSGRAM

In Year 2, our Health In Motion project sought to measurably increase student achievement of overall fitness. Therefore, we began implementing research-based and proven-effective objective assessment tools, including pedometers, heart rate monitors, and district wide use of the President's Youth Fitness Program from our student data tracking system WELNET and Focused Fitness Five for Life Curriculum assessments. Students were tested by their physical education teachers 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). Data included in this report was taken from physical education teacher data entry into WELNET, and then the data was extracted, and results were analyzed by the Grant Manager.

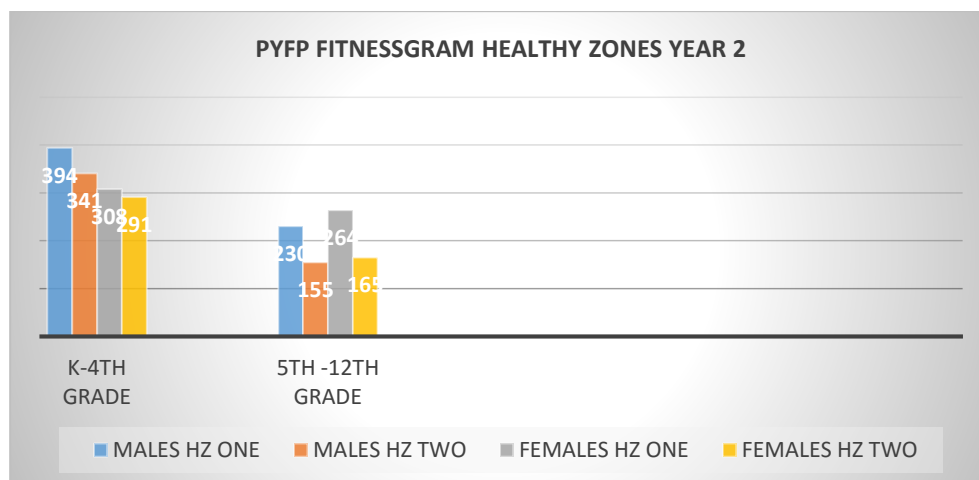
In data collection period 1 of Year 2, 1,196 out of 6,737 (18%) met the standard of a Healthy Fitness Zone as established by the assessment for the Presidential Youth Fitness Program (PFYP) in at least five of the six fitness areas of that assessment. At data collection period two, 952 out of 4,594 (21%) met the standard. When totaled and averaged, Year 2 data showed 1074 out of 5666 students (19%) meeting the achievement. Although in Year 2 there was a slight increase (1.64%) at baseline and a 3% from data collection period 1 and data collection period 2, the Year 2 PYFP data shows a slight decrease of 1% from end-of-year 1 results. The average participant group for the Year 2 was 5,666 students well above the 80%, averaging 94%. Although the number slightly decreased, it appears to be consistent in data collection periods. The possible reason could be new students

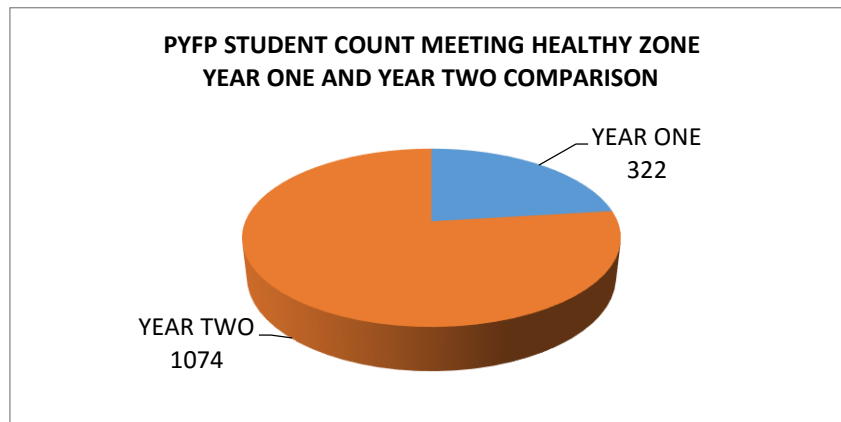
and physical education teachers understanding of the FitnessGram test and how to participate in it with “best effort.” Not to mention, students with modified scores due to intellectual/ motor skills disabilities may not understand testing and a disproportionate amount of unfit students. Physical education can help promote physical fitness for CMSD students so that they will get the total daily activity needed to promote optimal fitness, but it is unrealistic to assume that fitness scores can be impacted in physical education if it is only offered one day a week for K-8 and one semester in high school or not at all due to waivers.

YEAR TWO GPRA 2 MEASURE PYFP/FITNESSGRAM

Y2 PYFP/FITNESSGRAM GPRA Data Collection				Students Achieving HFZ on 5 or 6 PYFP	
Period	Total Participants	Number of Respondents	Response Percentage	Tests	Achievement Percentage
1	6929	6737	97%	1196	18%
2	5094	4594	90%	952	21%
Total	12023	11331	94%	2148	19%
Average	6012	5666	94%	1074	19%

Y2 PYFP Data-collection period: 1 10/13/2017-12/15/2017	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	702	2801	3503	20%
Grades 5-12	494	2830	3234	15%
All grades combined	1196	5631	6737	17%
Y2 PYFP Data-collection period: 2 1/16/2018-4/29/2018	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	632	1931	2563	25%
Grades 5-12	320	1711	2031	16%
All grades combined	952	3642	4594	21%





GPRA 3 MEASURE FRUITS and VEGETABLE 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)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			377/1483	25.42%

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)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			606/1483	41%

3.c. 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. (Year 2 through April 29, 2018)	GPRA	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			2132/5666	38%

In Year 1 the 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 GPRA's.

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.

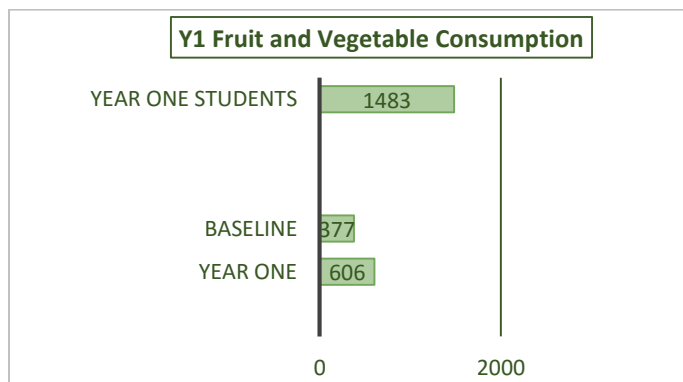
We collected baseline data in Year 1, as well as progress data through two additional collection periods, as required. All Year 1 data collection periods have been completed. Baseline data collection occurred 1/9/17-2/24/17, data collection period two for Year 1 occurred 3/31/17-3/31/17, and data collection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

GPRA 3 Measure 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 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 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.

GPRA 3 MEASURE YEAR 2 FRUITS and VEGETABLE CONSUMPTION

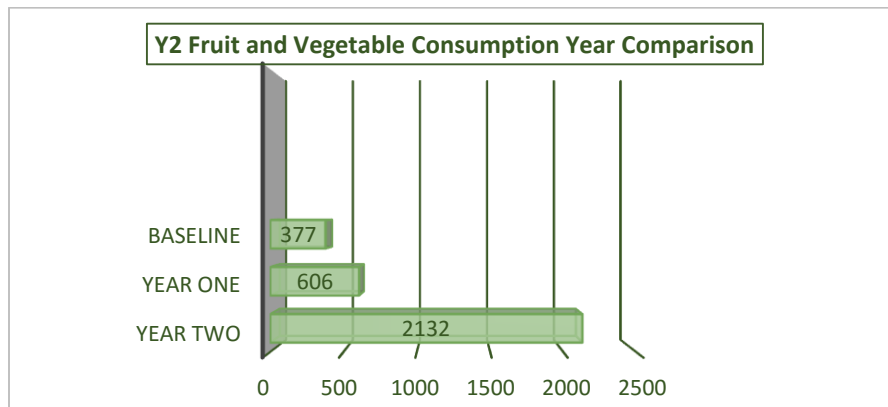
We continued Year 1 initiatives in Year 2, and we also introduced several new initiatives. CMSD’s Physical Education and Health Department and Food Service Department continued their work with Alliance for Healthier Generation, Action for Healthy Kids, Fuel Up To Play 60, FARE, Ohio SNAP ED and USDA by incorporating promotions into the school cafeteria during breakfast and lunch periods. Specifically, we are currently updating the vending machine options to meet the Smart Snack Guidelines and improved the offerings at concessions stands to include healthier options including chocolate milk, naked juices, vegetable and fruit cups, whole pieces of fruit, and cheese sticks. 50 CMSD schools participated in the NFL Play 60 Challenge which included a fruits, vegetable, yogurt, cheese and dairy tracker. Subsequently, to offer CMSD students a chance to be involved and have a voice several students and created videos for the breakfast challenge for Fuel Up To Play 60 and created a CMSD Food Service Director questionnaire to improve current CMSD’s breakfast and lunch offerings.

In Year 2, Fruits and Vegetable Consumption data shows that data collection 1 of Year 2, 2,518 out of 6,737 students (37%) were consuming at least 2 servings of fruit and 3 servings of vegetables daily. Data collection period 2 showed 1745 out of 4594 (38%) were achieving the measure. When totaled and averaged, Year 2 data shows 2,132 out of 5,666 students (38%) were achieving the measure. This marks a 13.42% increase from baseline but a 3 % decrease from end-of-Year 1 data. Our response percentages were all above the required 80%, averaging 94%. By the end of Year 2, an average of 2,132 out of 1,483 students (38%) were consuming 2 fruits and 2 vegetables daily. Year 2 data shows significantly more elementary students (grades K-4) than secondary students (grades 5-12) met the healthy eating measure in data collection two. This may be due to their understanding of what a fruit is and what a vegetable is and due to CMSD Food Service Department offering more fruits and vegetables for students during snack time and physical education teachers utilizing Focused Fitness and OPEN Nutrition Education lesson modules.

GPRA Measure 3 Year 2 Fruit and Vegetable Consumption

Y2 FRUIT & VEGETABLE CONSUMPTION	Data Collection Period	Total Participants	Total Respondents	Response Percentage	Students Consuming 2 Fruits and 3 Vegetables Daily	Achievement Percentage
10/13/2017-12/15/2017	1	6929	6737	97%	2518	37%
1/16/2018-4/29/2018	2	5094	4594	90%	1745	38%
Totals	NA	12023	11331	94%	4263	38%
Averages (Rounded)	NA	6012	5666	94%	2132	38%

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	%
GPRA Data Collection Periods													
1	3503	1195	34%	2308	66%	3234	1323	41%	1911	597%	6737	2518	37%
2	2563	1184	46%	1379	54%	2031	561	28%	1470	72%	4594	1745	38%



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 October 2017-April 29, 2018	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						7457/11166	67%

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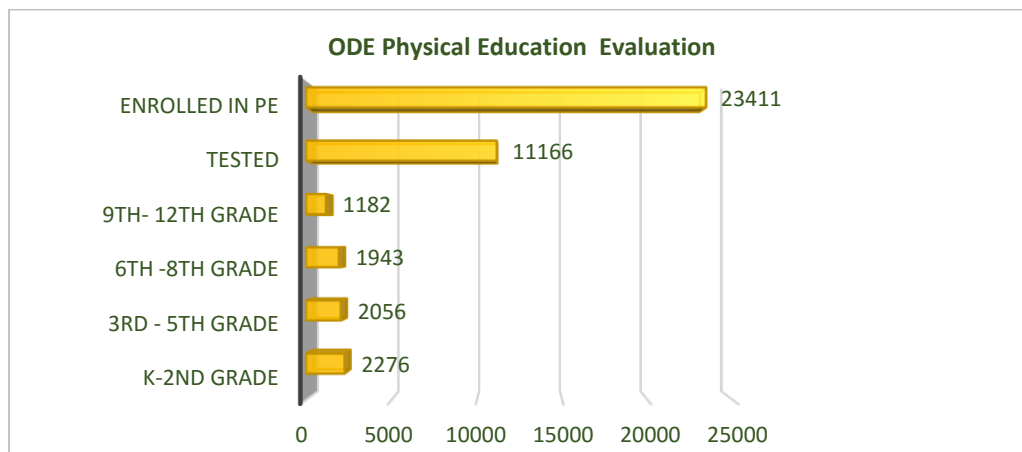
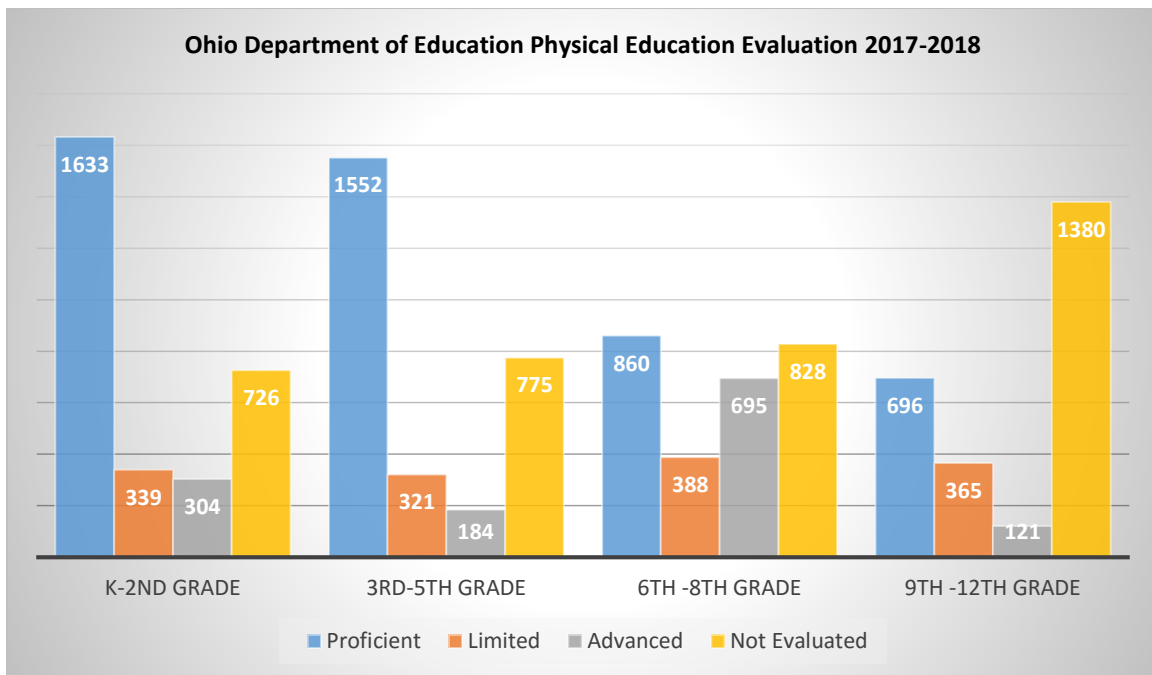
4.b. Performance Measure	Measure Type	Quantitative Data					
Increase the percentage of Students meeting State Standards to 65%, 80%, and 95%. Year 1: Passing rate will be at least 65%. Year 2 Through April 29, 2018	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						7457/11166	67%

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 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.

YEAR 2 INCREASE THE PERCENTAGE OF STUDENTS MEETING STATE STANDARD TO 65%, 80%, AND 95%

In Year 2, the Health In Motion will be utilizing the Ohio Department of Education Physical Education Evaluation to document if project is meeting the Physical Education State Standards. The evaluations are based on the Ohio Physical Education Standards and were designed to be incorporated within each physical education lesson as required by Ohio Senate Bill 210. This Ohio law requires school districts to use these physical education assessments to measure the success of each student enrolled in physical education class in meeting the benchmarks inside of the Ohio Physical Education Academic Content Standards. Due to the passage of Ohio Senate Bill 210 assessment requirements have been very intense since every student enrolled in physical education classes are required to be tested once per grade band (K-2, 3-5, 6-8, 9-12). Subsequently, in order to stay in compliance with Ohio Senate Bill 210, we utilized the Ohio Department of Education Physical Education Evaluation for measuring achievement of State Physical Education standards. Data for Year 2 was taken from the total unduplicated physical education population for the 2017-2018 school year of 23,411 students. Data shows that 7,457 students out of 11,166 (67%) passed the assessments district-wide. ODE Physical Education Evaluation Data was provided by CMSD's Office of Accountability and was analyzed by the Grant Manager. Subsequently, the Grant Manager disseminated the outcomes to District Network Leaders and physical education teachers to guide instruction and improve, enhance physical education teaching and student learning. Therefore, in order to stay in compliance with Senate Bill 210 and GPRA project measures and to ensure data validity, we will utilize the ODE Physical Education Evaluation assessments in Year 3 as they have been included in our WELNET system to assist all physical education teachers in meeting, teaching, tracking and reporting individual achievement of benchmark standards as well as provide an item analysis to identify collective comprehension and or deficiencies based on achievement of each physical education standards so that data can be used to drive teaching and learning decisions.



INCREASE THE BASELINE SHI MODULES #1-#4 AVERAGES

[X] Check if this is a status update for the previous budget period. Please note errors in the May 17, 2016 application SHI data calculation have been identified and corrected.

5.a. Performance Measure	Measure Type	Quantitative Data					
Increase the baseline SHI modules #1-#4 average. Year 1: Data will increase 10%. (Baseline May-2016)	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- used as the Baseline	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	68.5%
5.c. Performance Measure	Measure Type	Quantitative Data					

Increase the baseline SHI modules #1-#4 average. Year 2: Data will increase 20%. Year 2 through April 29, 2018 will not be used per the federal program officer. SHI will be reported in Year 3.	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 engaged 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 has 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 measured using 2017 School Health Index (SHI) results for Modules 1-4. Scores were collected from each school 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. As written by the Grant Director in the Health In Motion grant application submitted on May 17, 2016 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.

YEAR TWO SCHOOL HEALTH INDEX

Although the School Health Indexes were completed by the Grant Manager in Year 1 and in Year 2 using the CDC's practices, the School Health Index performance project measure will not be completed in Year 2 due to phone conference held on August 27, 2018 with the United State Department of Education Federal Program Officer. On August 27, 2018 the Grant Director acknowledged that the School Health Index data for the grant application was not completed using the self-assessment tool developed by the Centers for Disease Control and Prevention (CDC) to help schools identify gaps in policies and programs designed to enhance and promote student health. Based on the CDC's eight component Coordinated School Health Program Model, the SHI will be completed at the end of the Health In Motion project period and the Overall Score Card will be reported in Year 3. Data reported on application showed an average score district wide of 37% which is an

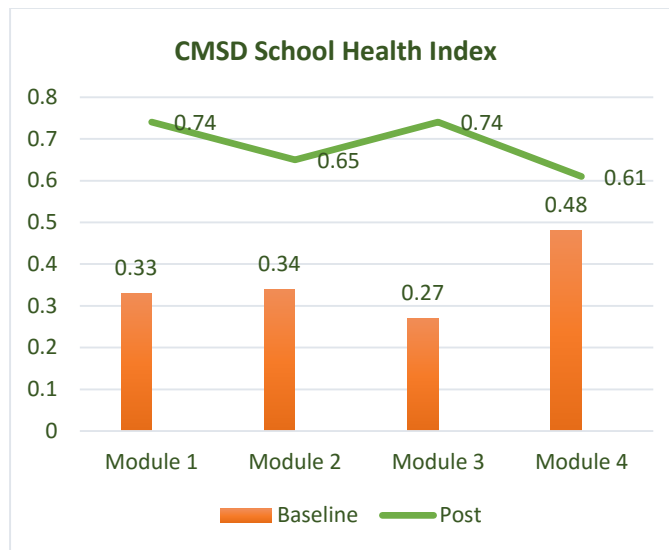
incorrect average (35.5%). Therefore, the Grant Manager re-administered Modules 1-4 of the SHI in Year 1 to keep CMSD in compliance. The errors in the application calculation were identified and the SHI self-assessment tool developed by the Center for Disease Control and Preventions were completed by the school's wellness team using their NCES numbers in Year 2 to identify gaps in policies and programs designed to enhance and promote student health. The table below shows the School Health Index Overall Score Card in the application for CMSD and the Year 1 School Health Index Overall Score Card completed. Results show a district wide average score of 68.5%. A line has been placed through the baseline data due to corrections.

Baseline Application SHI Overall Score Card

Baseline SHI Scores Application	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%		

School Health Index Overall Score Card Year One

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

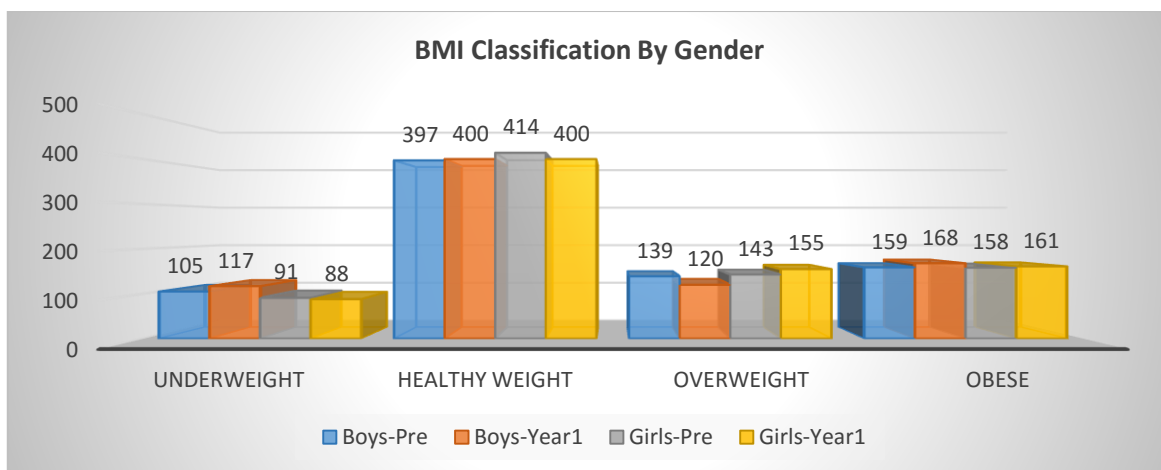
6.a. Performance Measure	Measure Type	Quantitative Data					
Decrease student BMI data. Year 1: Student [unhealthy] BMI levels will decrease by 5%. (Baseline)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			795/1606	49.5%
6.b. Performance Measure	Measure Type	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	50%
6.c. Performance Measure	Measure Type	Quantitative Data					
Decrease student BMI data. Year 2: Student [unhealthy] BMI levels will decrease by 5%. (Year 2 through April 29, 2018)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						2784/5666	49%

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

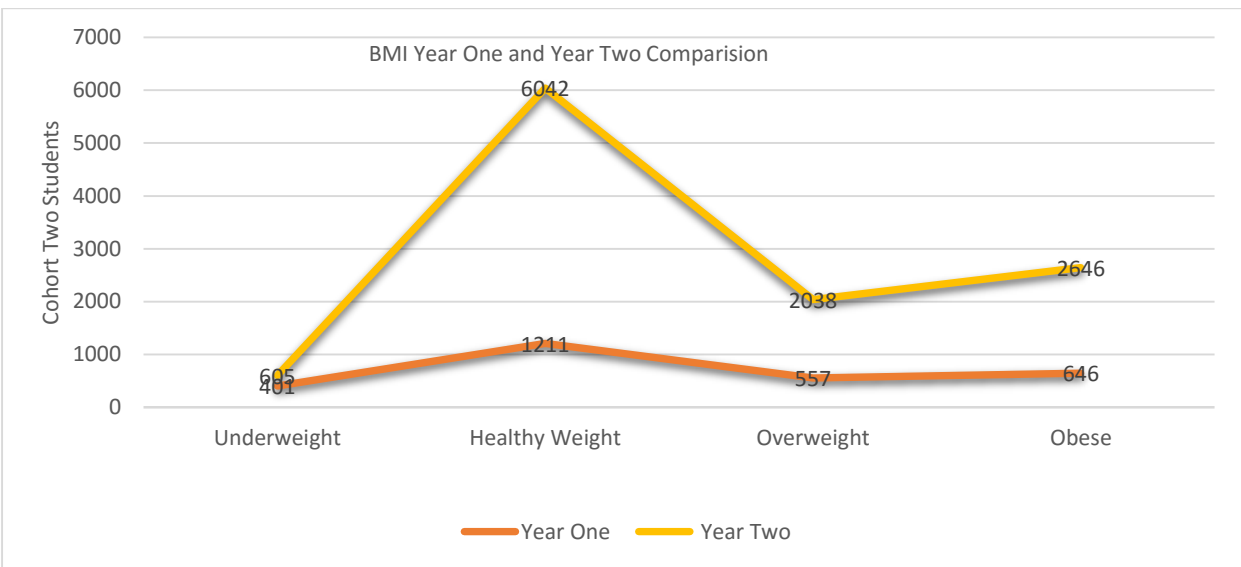
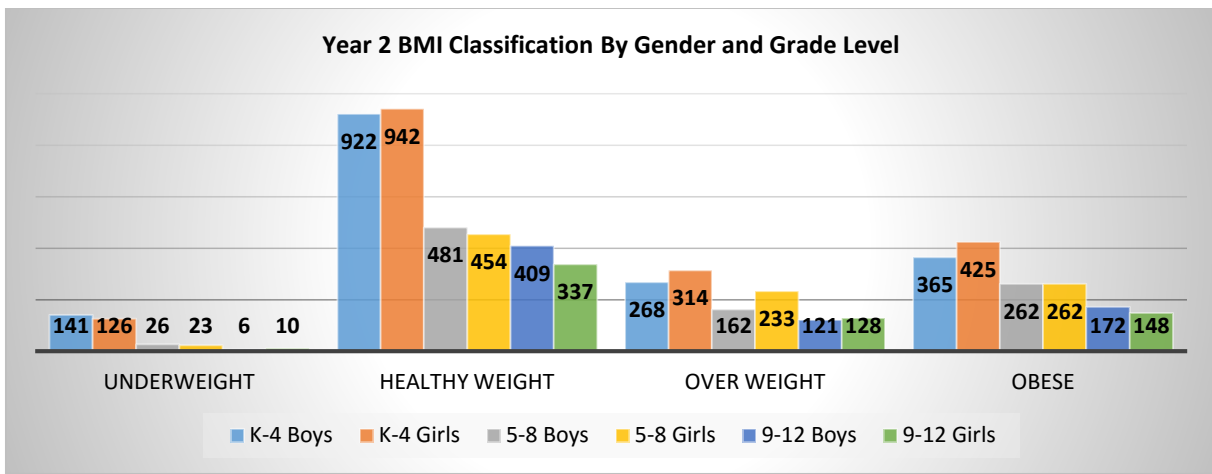
indicates the student is not overweight, underweight or obese, therefore, all students "Meeting Health Standard" were counted as having a healthy weight in calculation of this outcome. At data collection period 1 on 1/9/17- 2/24/17, BMI data indicates that 795 out of 1606 students, or 49.50%, have BMIs 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, physical education teachers will be trained on BMI assessments and instruments. Additionally, 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.



YEAR TWO HEALTHY AND UNHEALTHY BMI

Y2 BMI				Students Not Meeting	
GPRA Data Collection				Healthy BMI	Percentage Not Meeting BMI
Period	Total Participants	Number of Respondents	Response Percentage		
1	6929	6737	97%	3471	52%
2	5094	4594	90%	2097	46%
Total	12023	11331	94%	5568	49%
Average	6012	5666	94%	2784	49%

Y2 BMI	Met Healthy BMI	Students in Unhealthy BMI	Total number of students with BMI Data	Percentage Meeting BMI
Data-collection period: 1 10/13/2017-12/15/2017	goal			
Grades K-4	1861	1642	3503	74%
Grades 5-12	1405	1829	3234	52%
All grades combined	3266	3471	6737	53%
Data-collection period: 2 1/16/2018-4/29/2018	Met Healthy BMI	Students in Unhealthy BMI	Total number of students with BMI Data	Percentage Meeting BMI
Grades K-4	1405	1158	2563	55%
Grades 5-12	1092	939	2031	54%
All grades combined	2497	2097	4594	54%



YEAR TWO HEALTHY AND UNHEALTHY BMI

This outcome is being measured using body composition data collected by PE teachers in PE classes through the Body Mass Index (BMI) assessment as part of the President's Youth Fitness Program (PYFP)/FITNESSGRAM assessment. Data was originally entered into the WELNET student data tracking system and extracted and analyzed by the Grant Manager. Data shows students who fell within and outside of the Healthy Fitness Zone (HFZ) according to PYFP/FITNESSGRAM standards. "In HFZ" indicates the student has a healthy BMI for his/her age and gender. "Not in HFZ" and "Out of HFZ" indicate the student does not have a healthy BMI for his/her age and gender. In most cases, this indicates the student is overweight or obese, but a small percentage of students fall within this category because they are underweight. Because underweight is also not a healthy weight classification and negatively affects wellness, we are including students who are overweight, obese, and underweight in our definition of unhealthy BMI for this outcome. Therefore, all students "Not in HFZ" and "Out of HFZ" were counted as not having a healthy weight in calculation of this outcome.

Year 2 BMI data shows that at data collection 1 of Year 2, 3,266 out of 6,737 students (53%) were at a healthy BMI. Data collection period 2 showed 2,497 out of 4,594 (54%) were achieving a healthy BMI. When totaled and averaged, Year 2 data shows 3,266 out of 5,666 students (52%) were achieving a healthy BMI while 2,784 were at an unhealthy BMI. This marks a

.5% decrease from baseline and a 1 % decrease from end of-Year 1 data. Our response percentages were all above the required 80%, averaging 94%.

Although it is a slight decrease in Year 2, the Health in Motion project is striving to improve CMSD students' overall health and reduce the prevalence of unhealthy BMIs through increased physical activity and healthy eating. The Play 60 Challenge is one of several initiatives instituted in Year 2 that we will continue to implement as well as Grab and Go Breakfast, Breakfast Anytime and No One Eats Alone. Additionally, Ohio SNAP Ed has committed to providing Nutrition Education and resources in our schools as well as the Cleveland Food Bank has committed to providing healthy food items for our Market Days held at our schools. Neighborhood Leadership has committed to continue the physical activities and nutrition education in the district at four school locations. This will promote students and their families to eat healthy and engage in physical activity daily while providing resources for teachers and families to ensure they are able to educate students on and model healthy choices to reduce unhealthy BMI.

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	31%

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	47%

7.c. 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 2 data will increase by at least 5% will increase by at least 5% (Current Year--Year 2)	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
						1578/5666	28%

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 1/Baseline	1638	499	31.05%
Y1 GPRA Data Collection Periods 2 & 3	1638	749	46.60%

PEDOMETERS AND 3DPAR COMBINED

Year 1 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 (46.6%) were achieving the measure. This represents an increase of 15.65% over baseline! We have exceeded our Year 1 target of a 5% increase over baseline. Health In Motion is increasing student activity levels! CMSD looks forward to sustaining and increasing our success in Year 2.

Year Two 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
10/13/2017-12/15/2017	1	6929	6737	97%	1793	26%
1/16/2018-4/29/2018	2	5094	4594	90%	1363	30%
Totals	NA	12023	11331	94%	3156	56%
Averages (Rounded)	NA	6012	5666	94%	1578	28%

Data-collection window: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	781	2722	3503	22%
Grades 5-12	1012	2222	3234	31%
All grades combined	1793	4944	6737	27%
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	574	1989	2563	22%
Grades 5-12	789	1242	2031	39%
All grades combined	1363	3231	4594	30%

Year Two Pedometer and/or 3DPAR

At data collection period 1 of Year 2, 1793 out of 6,737 (26%) of responding students were achieving the measure of 60 minutes of daily activity based on pedometers and/or 3DPAR. Data collection period 2 showed 1,363 out of 4,594 (30%) were achieving the measure. When totaled and averaged Year 2 data shows that 1,578 out of 5,666 respondents (28%) were achieving the measure. The average participant group for the Year 2 was 5,666 students well above the 80%, averaging 94%.

Although the data collection shows consistency in data collection one and data collection two, the data shows a decrease of 3.05% from baseline and a decrease of 18% from end-of-Year 1 data. The decrease in data may be caused by physical education being offered only one day a week, students new to data entry on WELNET, increase of violence in the neighborhoods, schools closing due to snow days and heat and humidity, which resulted in some students not receiving physical education only once in a month. Additionally, in data collection two, 500 student's data were not counted due to non-adherence of schematic representation for data collection period two. This non-adherence to data collection policies has required policies in Year 3 to be updated and assurances by physical education teachers to be signed. Consequently, site visit will occur bi-weekly or as needed as well as we will continue to collaborate with community partners to provide more regular opportunities for students to be active outside of school in Year 3. Subsequently, WELNET physical activity videos have been provided to all K-8 classroom teachers in CMSD and professional development on brain boosters to increase physical activity and academic achievement have been offered to all classroom teachers in CMSD.

STUDENTS IMPROVE PHYSICAL ACTIVITY BEHAVIOR

8.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) Year2	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		53	/		10:00		

8.b. Performance Measure	Measure Type	Quantitative Data					
Add 15-25 minutes [of physical activity] a day by increasing using "Brain Breaks" in the classroom. Year 2 through April 29, 2018	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		53	/		10:00		

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 receive 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.

YEAR TWO STUDENT IMPROVE PHYSICAL ACTIVITY BEHAVIOR

In Year 2, the Health In Motion project was unable to increase students' daily physical activity levels based on the recommended 60 minutes, however we were able to increase physical activity by 10 minutes with the "Give Me 10" using GEO Motion, HOPSport and GO Noodle in 53 classrooms. Teachers responded based upon the three most recently completed school days. Only 53 of elementary classroom teachers responded. Classroom Teachers reported 1,590 minutes of physical activity, respectively, for each of the three days in question. The daily average numbers of minutes per teacher were 10. In total, teachers reported 1,590 activity minutes over the three-day period, for a three-day average of 10 minutes of activity per teacher/classroom per day, or 10 minutes of daily school-based physical activity time outside of PE and recess. Although it was difficult to increase the amount of time allocated by 15-25 minutes overall due to testing requirements, Teacher Union Agreements, classroom teacher resistance, student absences, student mobility, schools early dismissals and required school assemblies, we will make a concerted effort to do so in Year 3.

In Year 3, we will encourage teachers and administrators to actually track time allocated to physical activity and the Grant Manager will make frequent contact with school administrators to ensure increased data reliability. Participation in “Take a Parent to Physical Education Week” will be utilizing to communicate the Health In Motion project and physical activity requirements. All participating schools will be provided a Xbox One Deluxe Kit to utilize through-out the building and suggestions will be made to have a monthly physical activity calendar with activities such as textbook aerobic, fitness (not fire) drill and stress breaks.

Moreover, in Year 3, the Grant Manager will create a monthly survey for Cohort 3 school administrator to complete aimed at determining the amount of time classroom teachers allocate to physical activity for their students on the average school day. The survey will ask, "How many minutes did your students spend being physically active during the school day on each of the three most recently completed school days? Do not count time spent active in Physical Education class or recess." Our physical education teachers will continue to support and encourage their colleagues' efforts. Classroom teachers in Cohort 3 schools will be provided action-based learning ideas to be used to create classroom-based physical activities. Progress data for this outcome will be collected and reported at the end of Year 3.

INCREASE PHYSICAL ACTIVITY DURING PE BY 5-10 A DAY

9.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	%
		12:18	/		4:05		
9.b. Performance Measure	Measure Type	Quantitative Data					
Increase physical activity during PE by approximately 5-10 minutes a day. Year 2 through April 29, 2018	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		12:18-13:45	/		4:25		

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 METs accessing MVPA with 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 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.

YEAR 2 INCREASE PHYSICAL ACTIVITY DURING PE BY 5-10 A DAY

Data Collection Period	Average Active Time	Average MVPA Time
1	12:18	4:05
2	13:45	4:45
Totals	26:03	8:50
Averaged	13:02	4:25

In Year 2 to measure this outcome, pedometers and heart rate monitors with the ability to track moderate to vigorous physical activity were used during physical education classes. When students arrived in the gym they put on their heart rate monitors or Fit Step Pro pedometers while physical education teachers took attendance. Then the students participated in warm-up, activities, and games. Typically, within each lesson component, students were introduced to the skills to be learned, organized for practice, and provided feedback when necessary. All classes ended with a closure to the lesson. All physical education teacher's Lesson Plans are on file. The learning activities consisted of catch/kick ball, walking/jogging, line dance, soccer, and volleyball, fitness during the time of data collection. For all unit basic rules were given.

Year 2 data collection period one occurred approximately seven days spread out in November 2017, due to professional preparation, appropriate equipment due to loss of pedometers and vendor's delivery, training of adidas zone heart rate monitors, student absences, testing, SLOs and TDES. Data collection period two was collected over a period of approximately five month later in April, 2018 with one physical education teacher withdrawing due to SLOs, additional duties and non-adherence of schematic representation in data collection protocols. In data collection period one, students averaged 12 minutes and 18 seconds of activity time in physical education classes, including an average of 4 minutes and 5 seconds of MVPA. In data collection period two, students averaged 13 minutes and 45 seconds of activity time and 4 minutes and 45 seconds of MVPA with a 40 second increase. However, when totaled and averaged, students spent an average of 13 minutes and 2 seconds activity time and 4 minutes and 25 seconds of average moderate to vigorous physical activity (MVPA) in physical education classes.

While we have a long way to go before achieving a 5-10-minute increase in MVPA in physical education classes, we are confident this is achievable since professional development and training will be completed again on pedometers and adidas zone heart rate monitors and how they can increase MVPA in students by September 25, 2018. Additionally, we will have the same cohort of schools participating and may only add a total of two or three new schools due to Teacher Union contracts, physical education and administrator's commitment. Furthermore, we will examine barriers perceived by physical education teachers when conducting the MVPA assessments of total class time/ MVPA time when at least 75 % of students are engaged in MVPA in physical education classes. Target Goal will be 50% or more MVPA during a class period. To ensure data validity, we will develop a questionnaire to determine which barriers physical educators might perceive and then schedule a

series of workshops designated to provide training for the Grant Manager at OAHPERD Convention, SHAPE America, SEA Summit, Illinois Workshop and CPEW as stated in the Health In Motion Grant application submitted by the Grant Director on May 17, 2016 and funding allocated and approved for travel on October 1, 2016.

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

10.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	%
		20:00	/		6:05		

10.b. Performance Measure	Measure Type	Quantitative Data					
Add 10-15 minutes a day of physical activity by having structured recess activities. Year 2 through April 29, 2018	PROJECT	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		20:00	/		5:53		

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 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 creation of a Recess Manual based on best practices with structured recess activities, which was disseminated to the principals in July 2017 to utilize as a guide in Year 2 and in Year 3. Moreover, we have professional development and training scheduled on September 29, 2017 on structured recess activities that increases physical activity. This will enable CMSD physical education teachers and administrators 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.

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

Data Collection Period Recess MVPA	Total Recess Students	Average Active Time	Average MVPA Time
1	5396	20	6:05
2	3661	20	5:00
Totals	9057	40	11:05
Averaged	4529	20	5:53

In March of 2017, the CMSD School Board passed the District's Wellness Policy to meet federal and state guidelines. The policy mandates structured recess to students for at least 20 minutes per day in every CMSD K-8th grade school. Schools cannot withhold recess to students as punishment or substitute recess for physical education. Research confirms that structured recess can improve student's physical, social, and emotional well-being while enhance learning. Not to mention, recess helps students meet the goal of 60 minutes of physical activity (PA) each day, as recommended by the United States Department of Health and Human Services. Subsequently, after passage of the CMSD Wellness Policy and Board notification provided by school leaders and administrators, data in Year 2 shows that the PEP Cohort 2 K-8th grade schools and their administrators provided 5,396 students in data collection period one, 6 minutes and 5 seconds of moderate to vigorous physical activity and 3,661 students in data collection period two, 5 minutes of moderate to vigorous physical activity with a 55 second decrease.

In Year 2 to measure this outcome, the Fit Step Pro pedometers were utilized to objectively quantify movement and to measure the intensity and duration of physical activity during recess. The Fit Step Pro pedometers have a good balance between feasibility and validity, making them attractive to track moderate to vigorous physical activity (MVPA) during recess. Recess Manuals with self-directed games were provided to all school administrators with activities for self-directed play to implement a structure recess on their campus. Data was provided by the administrators and /or the physical education teachers with the schedule of recess for students in grades K-8. Data was then analyzed by the Grant Manager. Achievement of the outcome will be measured based on minutes spent in MVPA. Year 2 data collection period one occurred approximately one week in November 2017, due to professional preparation, appropriate equipment due to loss of pedometers and vendor's delivery, student absences, weather and timing in schedule.

In data collection period one, K-8th grade students averaged 20 minutes of activity time and 6 minutes and 5 seconds of MVPA. In data collection period two, K-8th students averaged 20 minutes of activity time and 5 minutes of MVPA. When totaled and averaged, K-8th grade students spent an average of 20 minutes of activity time and 5 minutes and 53 seconds of moderate to vigorous physical activity (MVPA) in structured recess.

While we have a long way to go before achieving a 10-15-minute increase in MVPA for recess, we are confident this is achievable since we will examine barriers perceived by administrators when conducting the MVPA assessments of total recess time/ MVPA time when at least 75 % of students are engaged in MVPA in recess. Target Goal will be 25% or more MVPA during a recess period. To ensure data validity in Year 3, we will provide stopwatches and training to administrators along with the MVPA Assessment sheets created by the Grant Manger, which data will be entered of the class size, number of boys, number of girls, recess start time and recess end time, total recess time. Additionally in Year 3, we will conduct site visits upon notification of data collection periods and develop a questionnaire to determine which barriers administrators might perceive and then schedule a series of workshops designated to provide training for the Grant Manager at OAHPERD Convention, SHAPE America, SEA Summit, Illinois Workshop and CPEW as stated in the Health In Motion Grant application submitted by the Grant Director on May 17, 2016 and funding allocated and approved for travel on October 1, 2016.