
Enhance P.E. Task Force

March 15, 2013
9 AM to 12 PM

Illinois State Board of Education
Christopher A. Koch, EdD
State Superintendent of Education

Illinois Department of Public Health
LaMar Hasbrouck, MD, MPH
Director

**Welcome and
Opening Remarks**

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**Task Force Member
Introductions**

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Review Meeting Summary from December 19, 2012

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Meeting Objectives

1. Determine the key reasons for collecting data on PE and wellness in Illinois.
2. Orient members to assessment tools that can be used to enhance P.E. and ongoing initiatives in Illinois to compile relevant data.
3. Consider approaches to data collection, metrics, and assessment tools that should be used and promoted in Illinois

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Update: Standards Revision Committee

Deb Vogel, committee chair

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Committee Charge

- “Make recommendations to the Governor and the General Assembly on Goals 19, 20, 21, 22, 23, and 24 of the Illinois Learning Standards for Physical Development and Health. The Task Force shall focus on **updating the standards based on research in neuroscience** that impacts the relationship between physical activity and learning.”
 - Report must be filed with GA and Governor by August 31, 2013

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Committee Accomplishments

Past Meetings


- 2/4/2013 – Identified resources/information needed; determined process for revising standards
- 2/25/2013 – Reviewed PE/health standards against national standards and made high-level recommendations; assigned editing/reviewing tasks to committee members

Upcoming meetings

- 4/29/2013 – Committee reviews draft revisions; Identify experts who should also review.
- 5/31/2013 – Review again and set additional meeting; finalize, if possible.

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Committee Members

- **Holly Benjamin, MD**, appointed by the Illinois Chapter of the American Academy of Pediatrics
- **Michael Brunson**, appointed by the Chicago Teachers Union
- **Representative John Cavaletto**, appointed by the Minority Leader of the House
- **Maureen Fournier**, appointed by the Illinois Federation of Teachers
- **Neil Duncan**, appointed by the Illinois Assoc. for Health, Physical Education, Recreation & Dance
- **Senator Linda Holmes**, appointed by the President of the Senate
- **Representative Linda Chapa LaVia**, appointed by the Speaker of the House
- **Joey Ohnesorge**, representing State Superintendent Christopher Koch
- **Serena Preston**, appointed by the IL School for the Visually Impaired & IL School for the Deaf
- **Peggy Pryor**, appointed by the Illinois Federation of Teachers
- **Deb Vogel** (chair), appointed by the Illinois Assoc. for Health, Physical Education, Recreation & Dance

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Guiding Documents

- Review of **Research Summary**: Exploring the Link between Physical Activity, Fitness and Cognitive Function
- Review Comparative Analysis of **NASPE** and **CDC Health Standards**
- **Gap Analysis with Canadian Standards** (compiled, pending review by committee)

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Review of Research Summary:

- Cognitive functioning and executive control in children and adolescents has been shown to increase with aerobic exercise and fitness, which is associated with higher academic achievement
- Residual beneficial effects on academic performance have been shown to last between 30 minutes to approximately 1 hour post-exercise.

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Review of Research Summary
Goal 19: Movement Skills

- Research supports an emphasis on aerobic exercise and motor skills, including motor activities that are bimodal and complex, to facilitate enhanced cognitive and executive functions, and executive control
- This neuroscience research has been corroborated by multiple studies that found positive associations between physical activity and academic performance in school-age children.
- Chronic vs. Acute Bouts – both are valuable

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Status

- Completed work plan and assignments
- Next Steps?
 - Continue to think about needed changes to performance descriptors
 - Consider tools or resources that can be developed to help teacher ‘unpack’ the new standards/ descriptors

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Update: Progress on Promoting and Recommending Enhanced Physical Education Programs

Jean Sophie and Jessica Madrigal,
committee co-chairs

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Committee Members

- | | |
|---|--|
| Anna Barnes , appointed by CLOCC | Daryl Morrison , appointed by the Illinois Education Assoc. |
| Elissa Bassler, MA , appointed by IPHI | Sandra Noel, MA , appointed by the Illinois Assoc. for Health, Physical Education, Recreation & Dance |
| Mark Bishop , appointed by the Healthy Schools Campaign | Kelly Nowak , appointed by the Illinois Association of School Boards |
| Bruce G. Bohren , appointed by Illinois PTA | Rick Reigner , appointed by IL YMCA Statewide Alliance |
| Lynne Braun, PhD, CNP, FAHA, FAAN , appointed by the American Heart Association | Jean Sophie, PhD , appointed by the Illinois Association of School Administrators |
| Angela Crotty , appointed by the Illinois Association of School Business Officials | Amaal Tokars , appointed by the Northern Illinois Public Health Consortium |
| Neil Duncan , appointed by IAHPERD | William Truesdale , appointed by the Illinois Principals Assoc. |
| Lynne Haefele , appointed by the Office of the Lt Governor | Stephanie Whyte, MD , appointed by the Chicago Board of Ed. |
| Annie Lionberger, MA , appointed by CPS CEO | |
| Jessica Madrigal, MS (co-chair) , appointed by the Great Lakes ADA Center, UIC | |
| Amanda Minor , appointed by the Illinois Association of Public Health Administrators | |

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Committee Accomplishments

Past Meetings

- 2/8/2013 – Brainstormed barriers and opportunities for accomplishing 4 major objectives and primary audiences
- 3/8/2013 – For each audience, identified “asks,” key messages, potential communication venues, and resources

Upcoming meetings

- 4/8/2013
- 4/30/2013

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Audiences

- Superintendents and District Administrators
- School Boards
- Principals
- P.E. Teachers and Adapted P.E. Teachers
- Non-P.E. Teachers
- Parents
- Students

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Developing Core Messages

- **Enhanced PE is** changing policies and practices to ensure more time is spent in moderate to vigorous physical activity (MVPA).
- Enhancing PE and adding more physical activity during the school day **is important because** it improves:
 - Health
 - Learning
 - Behavior

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Developing Core Messages

- Emphasize the ROI [especially for superintendents & district administrators, school boards, principals]
- **Quality PE also includes...** integration of PE and other academic topics, scheduling PE to maximize impact on academic achievement, and adopting collaborative learning approaches.

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Developing Targeted Messaging by Segmenting Audiences

- **Measure how the daily PE mandate is being implemented and enforce its implementation** (superintendents & district administrators)
- **Enforce the daily PE mandate** (school boards)
- **Ensure that every class has daily PE time; make changes to the school day to allow more physical activity** (principals)

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Developing Targeted Messaging by Segmenting Audiences (cont.)

- **Plan the day to allow physical activity breaks** (non-PE teachers)
- **Advocate for daily, quality PE for students taught by a certified Physical Education teacher** (students, PE teachers, adapted PE teachers, parents)
- **Bridge the gap between home and PE classroom** (PE teachers and adapted PE teachers)
- **Request that PE/PA not be taken away as punishment** (students)

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Campaign?

- Develop consistent messaging
- Disseminate messaging
- Provide support for policy and programmatic change

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Committee Tools

- General email blast re EPE Task Force
- Review on connection between PE/PA/academics
- Virtual presentations
- In-person presentations
- Training/continuing education: PE, integration of PE into broader wellness strategy, PA in classroom

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Data and Metrics-

What Should Be Measured and Why?

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**Metrics & Action Planning:
Assessment Tools for PE and
Wellness**

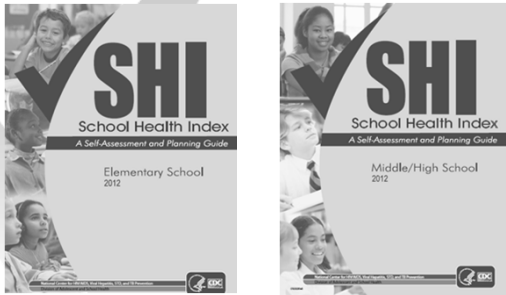
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**CDC's School Health Index:
A Self-Assessment and
Planning Guide**

Seraphine Pitt Barnes, Ph.D., MPH, CHES

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School Health Index



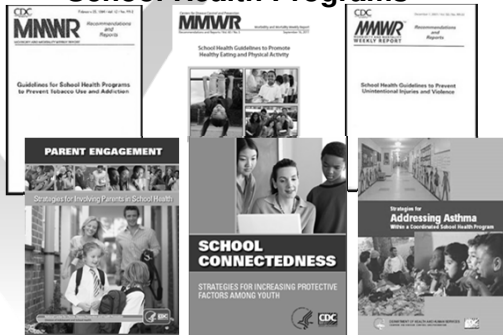
Elementary School
2012

Middle/High School
2012

What is the Purpose of the SHI?

- Enables schools to identify strengths and weaknesses of health promotion policies and programs.
- Enables schools to develop an action plan for improving student health.
- Engages teachers, parents, students, and the community in promoting health-enhancing behaviors and better health.

CDC Guidelines and Strategies for School Health Programs



Coordinated School Health (CSH)



**Health Topics in the SHI
(2012 edition)**

- Physical activity
- Nutrition
- Tobacco-use prevention
- Safety (unintentional injury and violence prevention)
- Asthma
- Sexual health

Making a Difference

As a result of implementing the SHI, schools have

- Created a school health team.
- Moved healthier options to the front of the lunch line.
- Increased time for physical education.
- Started student and staff walking clubs.
- Added healthy choices to vending machines.
- Offered access to the gym outside of school hours.
- Provided parent education through newsletters and healthy activity nights.
- Replaced fried foods with baked items.
- Provided conflict resolution training to staff.
- Offered health screenings for staff.

What SHI Is and What SHI Is NOT

Self-assessment and planning tool	Research or evaluation tool
Educational and community-organizing process	Tool to audit or punish school staff

What SHI Is and What SHI Is NOT

Identifies low-cost or no-cost changes	Requires expensive changes
Focused, reasonable, and user-friendly experience	Long, bureaucratic, and painful process

Time Commitment

- The SHI can be completed in as little as 6 hours:
 - Modules 1-4: ~1 hour each
 - Modules 5-8: ~30 minutes each

A small investment of time can pay big dividends in improving students' well-being, readiness to learn, and prospects for a healthy life.

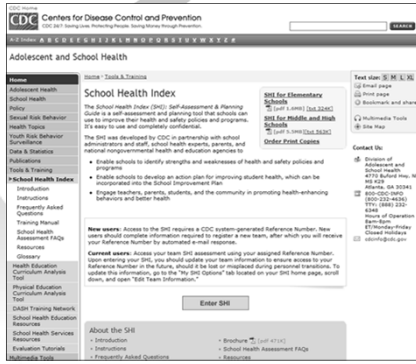
SHI Format

- Completed by school health **teams**
- Two separate versions:
 - Elementary School
 - Middle School/High School
- **Self-Assessment:** 8 modules corresponding to Coordinated School Health
- **Planning:** Planning for Improvement section

Modules = CSH Components

1. School Health and Safety Policies and Environment
2. Health Education
3. Physical Education and Other Physical Activity Programs
4. Nutrition Services
5. School Health Services
6. School Counseling, Psychological, and Social Services
7. Health Promotion for Staff
8. Family and Community Involvement

SHI Online



How can I access the SHI?

- Complete the SHI interactively on the Web <http://www.cdc.gov/HealthyYouth/shi/>
- Download or print from Web site

Completing the CDC's School Health Index with Rural Schools at the Local Level

Angie Bailey, MPH, M.S.Ed., CHES
Director of Health Education
Jackson Co. Health Dept.

LHD and Community Partners have been working on CSH in Jackson County since 1995

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CATCH (Coordinated Approach to Child Health)

<http://catchontohealth.siu.edu/>

Continued Partnership Between:

- Southern Illinois Healthcare
- SIU Center for Rural Health and Social Service Development
- Jackson County Health Department
- Egyptian Health Department
- Southern Seven Health Department
- Other LHD's
- University of Illinois Extension
- Various Schools and Youth Serving Organizations
- American Cancer Society and many others



1st Task of CATCH in Southern Illinois: Schools Complete the SHI

- Over 47 schools in the lower 16 counties have completed the CDC's SHI with help from local partners.
- Great tool for brainstorming and partnership building!
- Helps the schools see all of the things they are already doing that impact student/ faculty/ staff/ parent/ family health.
- Builds coordination/ collaboration.

Keys for Implementing SHI Process in Southern Illinois

- Involve all levels of staff, teachers, school chefs, maintenance, administration, parents, older students, etc.
- Can do over a few days or all at once.
- Paying sub-stipends helps increase participation.
- Make completion a task of the wellness committee.
- Results can be used in writing grants, working with partners, etc.

Additional Keys to Success

- School health champion (strong leadership).
- Administrative buy-in.
- Team representation, cohesion, and commitment.
- Set ground rules when you are completing.
- Clear, organized, and well-facilitated process (schools use outside facilitators such as LHD staff)
- Make part of the State required Wellness Committees (since 2004) tasks?? An idea.

SHI Action Planning

Module	Strengths	Improvement Opportunities	Action Plan

Have the Wellness Committee review results at least once per year to discuss successes, improvement opportunities, and to create an action plan - which creates sustainability of CSH programming and policies.

Lessons Learned

- Better to do on a school by school basis.
- Prefer to do paper version to build in communication between staff and partners – which is a strength of the tool.
- Don't form a separate committee to do – incorporate in Wellness Committee or School Improvement Plan.
- Committee should continue to meet.

A few examples of PSE changes in IL Schools as a result of SHI Completion

- Staff training - PE, health, nutrition, CPR, AED, First Aid, etc.
- Family events focused on health.
- Vending/ snacks/ birthdays.
- Facilitating joint use agreements.
- Daily PE – no opt out.
- Farm-to-School and School gardens.
- CATCH PE (MVPA most of time), reduce elimination games



Additional Examples...

- Plate Waste Study
- Recess Before Lunch
- School Lunch Rocks! workshops
- Professional Development for all staff
- Farm to School
- School Gardens
- Reduction in school bus idling
- Wellness Policies updated and strengthened



Additional Resources

- CDC's School Health Index
<https://apps.nccd.cdc.gov/shi/default.aspx>
- Leadership for Healthy Communities: Advancing Policies to Support Health Eating and Active Living. Obesity Prevention on a Budget: Low and No-Cost Policy Options to Increase Healthy Eating and Active Living (August 2011) by the Robert Wood Johnson Foundation.
http://www.leadershipforhealthycommunities.org/images/stories/obesity_prevention_on_budget.final.pdf

PE Curriculum Analysis Tool

Sarah Lee, CDC

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The Legacy of Quality Physical Education

- Youth who leave with a positive feeling toward activity
- Youth who are competent in a few self-selected physical skills
- Youth who know facts about physical activity and wellness
- The result: Physically active youth who mature into active adults

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The Role of Written Physical Education Curriculum

- Written physical education curriculum is the foundation of quality physical education.
 - Without a curriculum, it is difficult to identify what, when, and how students will learn essential knowledge and skills to become physically educated.

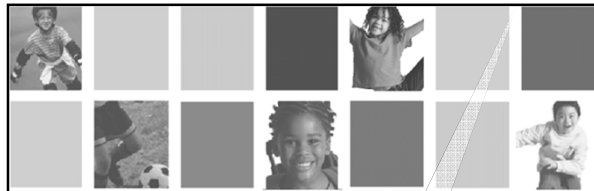
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Key Components of a Quality Physical Education Curriculum

- Overview
- Goals
- Scope and Sequence
- Instructional objectives
- Content of Instruction
- Student Assessment (matched with content of instruction)
- Teacher Resources



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CDC's Physical Education Curriculum Analysis Tool (PECAT)¹

¹Centers for Disease Control & Prevention, Physical Education Curriculum Analysis Tool, 2006

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The Purpose of the PECAT

- To help schools conduct a clear, complete, and consistent analysis of written physical education curricula

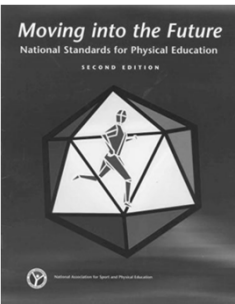
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What PECAT Is & What PECAT Is Not

<ul style="list-style-type: none">▪ PECAT is:<ul style="list-style-type: none">• A tool to <i>analyze</i> written physical education curriculum• Based on national standards for physical education	<ul style="list-style-type: none">▪ PECAT is NOT:<ul style="list-style-type: none">• A tool to <i>evaluate</i> an entire physical education program• Meant to evaluate the quality of physical education teachers• Meant to analyze instruction
--	---

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Framework for the PECAT



- Based upon the National Standards for Physical Education
- Uses the student expectations and components of each standard

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The PECAT can be used by:

- State education agency staff
- Curriculum committees or physical educators at school districts, schools, or community organizations
- Other curricula developers
- Colleges and other pre-service teacher training programs

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PECAT Organization

- Front Material: Introduction and Instructions
- Part One: Curriculum Description and Preliminary Curriculum Considerations
 - Accuracy Analysis
 - Acceptability Analysis
 - Feasibility Analysis, and
 - Affordability Analysis
- Part Two: Content and Student Assessment Analyses
- Part Three: Curriculum Improvement Plan
- Appendices

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PECAT STEPS

- Step 1. Select a PECAT coordinator, then
 - a. form a PECAT committee
 - b. identify roles of each member
- Step 2. Review materials, the PECAT, and any additional state or local standards

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PECAT Steps

Step 3: Complete the Accuracy, Acceptability, Feasibility, and Affordability Analyses

Step 4: Scoring the Content and Student Assessment Analyses of PECAT

Step 5: Create a plan for improvement

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Accuracy Analysis

Accuracy Analysis Chart. Insert information as specified on the previous page. Items 1 - 6 of items go to next page

A	B	C	D	E
Page location in contribution	Brief description of instruction, material or resource development	Difficulty level of learning instructions	Brief description of what needs to be done to correct the instruction	Explain how you will correct the error
		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy
		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy
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		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy

Name of Contribution: _____

Name of Contributor(s): _____

Relationship with school district or building: _____

Accuracy analysis notes: Using the information from the accuracy analysis chart, score the contribution based on the overall accuracy and the extent to which the correction of any errors can be reasonably completed. (Circle the score for accuracy analysis on the table.)

- 1 = No corrections are necessary.
- 2 = Only a few minor inaccuracies are evident, and all are easy to correct.
- 3 = Many minor inaccuracies are evident, but all errors are easy to correct.
- 4 = Major inaccuracies are evident, and some are somewhat difficult or costly to correct.
- 5 = Major inaccuracies are evident, and most errors will be difficult or costly to correct.

Accuracy Analysis Score

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Acceptability Analysis

Acceptability Analysis Chart. Insert information as specified on the previous page. Items 1-6 of items go to next page

A	B	C	D	E
Page location in contribution	Brief description of content, material, or resource development or diagnostic	Degree to which information is unacceptable	Brief description of what needs to be done to correct unacceptable information	Degree of difficulty to correct or eliminate the information and state correction quality
		<input type="checkbox"/> Severe <input type="checkbox"/> Major <input type="checkbox"/> Minor		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy
		<input type="checkbox"/> Severe <input type="checkbox"/> Major <input type="checkbox"/> Minor		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy
		<input type="checkbox"/> Severe <input type="checkbox"/> Major <input type="checkbox"/> Minor		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy
		<input type="checkbox"/> Severe <input type="checkbox"/> Major <input type="checkbox"/> Minor		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy
		<input type="checkbox"/> Severe <input type="checkbox"/> Major <input type="checkbox"/> Minor		<input type="checkbox"/> Very difficult <input type="checkbox"/> Moderately difficult <input type="checkbox"/> Moderately easy <input type="checkbox"/> Very easy

Name of Contribution: _____

Name of Contributor(s): _____

Relationship with school district or building: _____

Acceptability analysis notes: Using the information from the acceptability analysis chart, score the contribution based on the overall acceptability and the extent to which the correction of any errors can be reasonably completed.

- 1 = No corrections are necessary.
- 2 = Only a few minor inaccuracies are evident, and all are easy to correct.
- 3 = Many minor inaccuracies are evident, but all errors are easy to correct.
- 4 = Major inaccuracies are evident, and some are somewhat difficult or costly to correct.
- 5 = Major inaccuracies are evident, and most errors will be difficult or costly to correct.

Acceptability Analysis Score

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Scoring for Student Assessment Analysis

- **2** = Fully: one or more specific protocols + multiple levels of student competency
- **1** = Partially: one or more protocols but not multiple levels of student competency
- **0** = No: does not include any protocol

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Calculating the Scores

- (1) Add all of the "2s" together
- (2) Add all of the "1s" together
- (3) Add two sums together
- (4) Place total number in the large box

Physical Education Curriculum Analysis Tool (PECAT)

Example of a Completed Scoring Sheet
Content Analysis for Standard 1 Grades K-2

This content analysis for standard 1, grades K-2, is completed by placing a check mark in either the box for "2", "1", or "0" for each question. Once this is complete, add the numbers shown and then write and place in the content analysis total score box.

Standard 1: Demonstrate understanding of motor skills and movement patterns needed to perform a variety of physical activities.

Does the curriculum include:	Fully	Partially	No
	2	1	0
1. Specify lessons on fundamental movement skills, including locomotion (e.g., walk, skip, hop, gallop/run), p.e., hand, wrist, neck), and manipulative (e.g., striking an object)?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Specify introductory lessons on motor skills, such as rolling, jumping or both, in relation to weight or body position?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Specify lessons about the combination of movement and non-motor skills, such as identifying a ball with walking or creating movement patterns using different objects, directions, and skills?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you use small and/or large object handling experiences (e.g., introduction of team-tossing skills and dice-tossing a ball in a target game)?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Does the curriculum clearly indicate the grade level at which students are expected to learn skills that should be introduced and subsequently taught?	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Content Analysis Score for Standard 1 (Grades K-2) = 0 + 0 + 0 + 0 = 0

Appendix 2: Example of Completed Scoring Sheet - Page 167

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SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES

Physical Education Curriculum Analysis Tool (PECAT)

SCORECARD FOR CONTENT AND STUDENT ASSESSMENT ANALYSES
Grades K-2

To complete the scorecard for content and student assessment analyses (grades K-2), transfer the individual scores for each standard from the preceding pages.

NATIONAL STANDARD	CONTENT ANALYSIS SCORE	STUDENT ASSESSMENT ANALYSIS SCORE
1		
2		
3		
4		
5		
6		
ADDITIONAL STANDARDS		

Note: Add each of these scores to the overall PECAT scorecard on page 175.

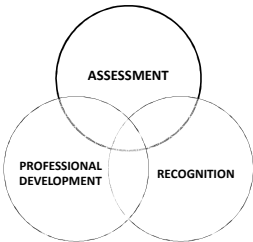
Grades K-2 - Page 67

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Presidential Youth Fitness Program



This is a voluntary program that includes a health-related assessment, as well as educational and motivational tools, to support educators and empower students to adopt an active lifestyle.



82

Evolution of Youth Fitness Testing



1940s/50s: Kraus – Weber Tests of Muscular Fitness

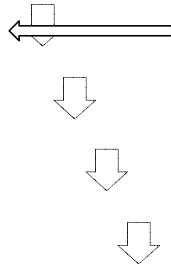
1958: AAHPERD Youth Fitness Test

1973: Texas Physical Fitness-Motor Ability Test

1980s: AAHPERD Physical Best Test

1983: FITNESSGRAM

1988: President's Challenge Physical Fitness Test



Morrow et al. (2009). 1958-2008: 50 years of youth fitness tests in the United States. *AGEIS*, 8(2/1).

83

Fitness Testing: Where it began



PHYSICAL FITNESS TEST

Performance driven & based on normative data

Age	Cardiac Endurance (10 min)	Flexibility (Sit-ups)	Strength (Push-ups)	Speed (100 yd)	Endurance (1 mile)	Agility (Shuttle)	Balance (Heel Stand)
6	30	22	15	15.5	11	10-15	1.00
7	30	24	17.5	15.5	10	10-15	1.00
8	30	26	19.5	15.5	10	10-15	1.00
9	30	28	21.5	15.5	10	10-15	1.00
10	30	30	23.5	15.5	10	10-15	1.00
11	30	32	25.5	15.5	10	10-15	1.00
12	30	34	27.5	15.5	10	10-15	1.00
13	30	36	29.5	15.5	10	10-15	1.00
14	30	38	31.5	15.5	10	10-15	1.00
15	30	40	33.5	15.5	10	10-15	1.00
16	30	42	35.5	15.5	10	10-15	1.00
17	30	44	37.5	15.5	10	10-15	1.00
18	30	46	39.5	15.5	10	10-15	1.00
19	30	48	41.5	15.5	10	10-15	1.00
20	30	50	43.5	15.5	10	10-15	1.00
21	30	52	45.5	15.5	10	10-15	1.00
22	30	54	47.5	15.5	10	10-15	1.00
23	30	56	49.5	15.5	10	10-15	1.00
24	30	58	51.5	15.5	10	10-15	1.00
25	30	60	53.5	15.5	10	10-15	1.00
26	30	62	55.5	15.5	10	10-15	1.00
27	30	64	57.5	15.5	10	10-15	1.00
28	30	66	59.5	15.5	10	10-15	1.00
29	30	68	61.5	15.5	10	10-15	1.00
30	30	70	63.5	15.5	10	10-15	1.00
31	30	72	65.5	15.5	10	10-15	1.00
32	30	74	67.5	15.5	10	10-15	1.00
33	30	76	69.5	15.5	10	10-15	1.00
34	30	78	71.5	15.5	10	10-15	1.00
35	30	80	73.5	15.5	10	10-15	1.00
36	30	82	75.5	15.5	10	10-15	1.00
37	30	84	77.5	15.5	10	10-15	1.00
38	30	86	79.5	15.5	10	10-15	1.00
39	30	88	81.5	15.5	10	10-15	1.00
40	30	90	83.5	15.5	10	10-15	1.00
41	30	92	85.5	15.5	10	10-15	1.00
42	30	94	87.5	15.5	10	10-15	1.00
43	30	96	89.5	15.5	10	10-15	1.00
44	30	98	91.5	15.5	10	10-15	1.00
45	30	100	93.5	15.5	10	10-15	1.00
46	30	102	95.5	15.5	10	10-15	1.00
47	30	104	97.5	15.5	10	10-15	1.00
48	30	106	99.5	15.5	10	10-15	1.00
49	30	108	101.5	15.5	10	10-15	1.00
50	30	110	103.5	15.5	10	10-15	1.00



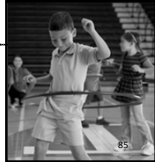
84

Making the Connection



Program Outcomes

Student	School	District	State	National
<ul style="list-style-type: none"> Increase physical activity and promote healthy lifestyles 	<ul style="list-style-type: none"> Parent and student empowerment Data driven decision making to improve instruction 	<ul style="list-style-type: none"> Data to reinforce teaching a standards based PE curriculum 	<ul style="list-style-type: none"> Ability to analyze data and look at possible linkages 	<ul style="list-style-type: none"> Accurately evaluate health trends for youth



Presidential Youth Fitness Program Components

Program Components	
Assessment	<ul style="list-style-type: none"> Web-based access to elements of the FITNESSGRAM® test protocol and instructions Healthy Fitness Zone® standards for testing protocol Calculators for aerobic capacity and body composition Resources for promotion of physical activity
Professional Development	<ul style="list-style-type: none"> Monthly webinars, online training and technical support for physical educators and administrators Resources on appropriate use and implementation of fitness testing and quality physical education programming Physical Educator and Parent Resource Guides
Recognition	<ul style="list-style-type: none"> School recognition program Promotion of PALA+, which provides recognition/awards for increased physical activity and improved nutrition

86

FITNESSGRAM® Assessment Components



Measure: Aerobic Capacity



- RESOURCES:**
- FITNESSGRAM Test Administration manual
 - Aerobic Capacity 90 second vignette
 - FITNESSGRAM Score Sheet
 - FITNESSGRAM Reference Guide, Chapter 9: Aerobic Fitness Assessments

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FITNESSGRAM® Assessment Components



Measure: Muscular Strength and Endurance

RESOURCES:

- FITNESSGRAM Test Administration manual: Muscular Strength, Endurance and Flexibility Chapter
- FITNESSGRAM Reference Guide, Chapter 11: Muscular Strength, Endurance and Flexibility Assessments



FITNESSGRAM® Assessment Components



Measure: Flexibility



RESOURCES:

- FITNESSGRAM Test Administration manual: Muscular Strength, Endurance and Flexibility Chapter
- FITNESSGRAM Reference Guide, Chapter 11: Muscular Strength, Endurance and Flexibility Assessments

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FITNESSGRAM® Assessment Components



Measure: Body Composition

RESOURCES:

- FITNESSGRAM Test Administration manual: Body Composition
- FITNESSGRAM Reference Guide, Chapter 10: Body Composition Assessments
- FITNESSGRAM Score Sheet
- Assessing Your Weight: Children's BMI Tool for Schools
- Body Mass Index Measurement in Schools
- Parent FAQ: Specific about Body Composition

90

Healthy Fitness Zone Standards



The Healthy Fitness Zone® (HFZ) criterion referenced standards

- Represent the minimal level a child must achieve for health based on age and gender
- Based on direction of FITNESSGRAM® Scientific Advisory Board
- Are the minimum score for tests of muscular strength and endurance
- Provided with "Needs Improvement" zones for aerobic capacity and body composition/BMI

RESOURCES:

- FITNESSGRAM Test Administration Manual: Interpreting FITNESSGRAM Results
- The FITNESSGRAM Healthy Fitness Zone Standards
- Healthy Fitness Zone Standards for Body Composition and Aerobic Capacity
- FITNESSGRAM Score Sheet

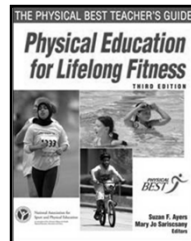


91

Professional Development



- Resources to support health-related fitness assessment and quality physical education instruction
- Professional development via instructional webinars



American Alliance for Health, Physical Education, Recreation and Dance

92

Professional Development



WEBINARS

Date	Webinar Title
October	
November	
January	
February	
March 1	
April 16	

May 7th, 2013 Moving to Solutions: What to Do with the Results

93

Recognition



- Highlight schools that promote the Presidential Youth Fitness Program
- Recognize students for achievement based on Healthy Fitness Zone® Standards



94

Presidential Youth Fitness Program Components

Program Components	
Assessment	<ul style="list-style-type: none"> ▪ Web-based access to elements of the FITNESSGRAM® test protocol and instructions ▪ Healthy Fitness Zone® standards for testing protocol ▪ Calculators for aerobic capacity and body composition ▪ Resources for promotion of physical activity
Professional Development	<ul style="list-style-type: none"> ▪ Monthly webinars, online training and technical support for teachers and administrators ▪ Resources on appropriate use and implementation of fitness testing and quality physical education programming
Recognition	<ul style="list-style-type: none"> ▪ School recognition program ▪ Promotion of PALA+, which provides recognition/awards for increased physical activity and improved nutrition

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Funding Opportunity



\$9 million over six years
\$1 million in-kind marketing support

Applications accepted on-line April 1- April 30

Assessment:

- FITNESSGRAM®9 site license and companion materials

Professional Development:

- A virtual course for self-paced learning

Recognition:

- A quantity of Presidential Youth Fitness Awards based on a percentage of school enrollment

96

ILDS Overview

- Defined by Public Act 96-0107
- Supported by two federal SLDS grants
- Represents investment in infrastructure and systems to collect and link data
 - Early learning
 - K-12
 - Postsecondary – ICCB, IBHE, IHEC
 - Human Services, Workforce
- Federated model for data repositories, striving for CEDS compliance
- For ISBE Early Learning, K-12
 - Expansion of student level data, courses and outcomes, student teacher link,
 - Current collection for health data:
 - Aggregate data at the school level
 - Eye, hearing, health exams, immunizations – per school code
 - LDS analysis ongoing to determine if data collection should move to student level

100 | March 15, 2013

ILDS Overview

- Additional initiatives underway:
 - Workforce Data Quality Initiative (WDQI) – represents workforce data integration
 - Race to the Top (RTTT) Early Learning Challenge – formulating vision for integrated data system for early learning data
 - Multi-agency Data Governance
 - Common identifier initiative – early on work to build demographic database that supports linking of data between state agencies, education entities
 - Shared Learning Initiative (SLI), Illinois Shared Learning Environment (ISLE)

101 | March 15, 2013

ILDS Overview

- New State Report Card
 - Funded through RTTT
 - At-a-glance view targeted for education stakeholders – Parents, Teachers and Administrators, etc.
 - Initial release October 2013
 - Approximately 50 data points
 - 30 are well defined, part of current collections
 - 11 require additional clarification and are targeted for inclusion in the initial release
 - 9 will require definition, data collections, targeted for inclusion in future release

102 | March 15, 2013

ILDS – Multi-agency Data Governance

- **Multi-agency governance agreement under construction**
 - ISBE, ICCB, IBHE, ISAC, IDHS, DCEO
- **Vision is to have multiple committees:**
 - External Advisory
 - Data Elements and Collection
 - Data Access and Use
 - Technical Architecture and Data Security
 - Performance Measures and Reports
 - Legal Controls

103 | March 15, 2013

ILDS – Multi-agency Data Governance (cont)

- **Federated model – data owners will maintain repositories**
- **Common Identifier initiative, centralized demographic database part of agreement – intended to help link data**
- **Intent is to develop data sharing agreements, streamlined process for data access and use**
- **Sustainable multi-agency data sets to be considered in committee**
- **Data repositories are under construction for K-12, early learning, postsecondary (ICCB, IBHE/IHEC) and workforce**

104 | March 15, 2013

ILDS – ISBE Early Learning

- **Early Learning**
 - 0 to 5 years, in block grant administered by ISBE
 - Demographics
 - Disability
 - Program membership
 - Caregiver demographics (new collection for 2013)
 - Assessment and outcomes

105 | March 15, 2013

ILDS – K-12

- **Student**
 - Enrollment
 - Courses
 - Grades 9 through 12 starting in 2011, K through 12 collected for 2013
 - Tied to statewide course definitions
 - Outcomes (grades, pass/fail, etc.)
 - Dual credit, CTE, AP, IB indicators
 - Teacher assignment, class roster
 - Program membership
 - Free and reduced lunch
 - English Language Learners
 - Migrant

106 March 15, 2013

ILDS – K-12

- **Student (cont)**
 - Special Education
 - Services provided, providers
 - Future - IEP
 - State Assessments
 - Grades 3 – 8, 11, ACT Summative Assessments
 - Plan, Explore – alternate assessments for ELL/LEP programs
 - Upcoming - WorkKeys

107 March 15, 2013

ILDS – K-12

- **Teacher data**
 - Demographics
 - Education
 - Degree programs
 - Non-electronic transcripts
 - Professional development
 - Experience
 - Assignment
 - Compensation
 - Upcoming collection – Teacher evaluation results at summary level

108 March 15, 2013

ILDS – K-12

- **District**
 - Schools, Special Education providers/co-ops
 - Financials
 - Self-reported attendance rates (at school level)
 - Compliance – immunizations, dental, vision, health screening

- **National Student Clearinghouse (NSC)**
 - ISBE is purchasing multiple cohorts in support of High School to College Success Report

109 | March 15, 2013

ILDS – K-12

- **Upcoming data collections**
 - 5Essentials Survey – subset of indicators will be added to new State Report Card
 - School characteristics, after school programs – will be collected and displayed on the new State Report Card, voluntary data collection

- **Not collected**
 - Daily attendance at the student level
 - Health data at the student level
 - Student home addresses
 - Student family structure
 - Teacher attendance
 - Local assessments
 - Instruction delivery models

110 | March 15, 2013

ILDS – ICCB

- **Annual Enrollment and Completion Data**
 - Similar to the IBHE/IHEC unit record layout
 - Unit/individual student records
 - Includes all students in credit generating courses
 - Excludes community education and non-credit courses
 - Contains student demographic and program data, GPA
 - Select course-level data

- **Noncredit Course Enrollment Data**
 - Unit/individual records are collected for each noncredit course a student enrolls in at the college
 - Includes all students in community education and non-credit courses
 - Contains student demographic and broad program data

111 | March 15, 2013

ILDS – ICCB

- **Faculty, Staff, and Salary Data**
 - The submission contains an unit/individual record for each college employee and includes demographic, characteristic, and salary data.
 - The submission includes data for all full-and part-time college employees.
- **Fiscal and facilities data collected by ICCB Finance Staff**
- **ICCB Databook includes data collected entirely from centralized data system:**
<http://iccbdsrv.iccb.org/databook/2011/2012databook.cfm>

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ILDS – IBHE

- **IBHE/IHEC**
 - Student demographics
 - ACT/SAT entrance exam scores
 - Enrollment, transfer history
 - Outcome – graduation
 - Financial aid
 - IHEC link - <http://www.illinoiseducator.uillinois.edu/ILDS/hec.asp>

113 | March 15, 2013

ILDS

- **Other ILDS Repositories**
 - Workforce
- **Documentation**
 - SIS Data Elements - <http://www.isbe.net/sis/default.htm>
 - ILDS Data Architecture- http://www.isbe.net/ILDS/pdf/ildsdac_meeting_120810_1.pdf
 - Future - ILDS Data Dictionary, ERD diagrams
 - Future – metrics definitions, IIRC Report Card

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Illinois School Report Card

Mark Bishop,
Healthy Schools Campaign

Illinois State Board of Education
Christopher A. Koch, EdD
State Superintendent of Education **Enhance P.E. Task Force** Illinois Department of Public Health
LaMar Hasbrouck, MEd, MPH
Director

Health in Mind Recommendations

Federal agency recommendations around:

1. Professional Development
2. Metrics and Accountability
3. Recognition Programs
4. Institutional Capacity
5. School Health Services

**HEALTH
IN MIND**

Improving Education Through Wellness

www.healthinmind.org

healthy schools campaign



Illinois School Report Card

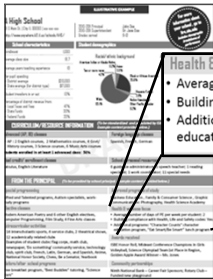
healthy schools campaign

HB 605

"In addition to any information required by federal law, the State Superintendent shall determine the indicators and presentation of the school report card, which must include, at minimum, the most current data possessed by the State Board of Education related to the following: ...health and wellness initiatives (including the average number of days of Physical Education per week per student)"



Opportunity for Adding Health and Wellness Measures



Health and Wellness Workgroup

- 20+ health and education organizations
- November / December 2011
- Identify key school health indicators



Criteria for School Indicators

- Clearly established best practice or law
- Objective, quantifiable and verifiable
- Important to support student health
- Easy for schools to answer
- Easy for parents/readers to understand
- School policy data (rather than individual health data)



Has this been done before?

- At a state level - not really



CPS Healthy School Certified

2011 School Progress Report
 Sample CPS Elementary School
 Y N ES

Overall Performance Summary

Overall Performance Level: LEVEL 1

Current Proficiency Status: NOT

HEALTHY SCHOOLS CERTIFIED? N

Academic Achievement | Pathway to College and Career Success

Pre-K - 2nd Grade	3rd - 5th Grade	6th - 8th Grade
<p>Reading - 74.8</p> <p>Math - 71.8</p> <p>Science - 71.8</p>	<p>Reading - 71.8</p> <p>Math - 71.8</p> <p>Science - 71.8</p>	<p>Reading - 71.8</p> <p>Math - 71.8</p> <p>Science - 71.8</p>



Where Are We?

- Met with education stakeholders
- Presented at ISBE
- ISBE committed to following up





Next Steps



More Information

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