

Legislative Research Commission

Recess And Physical Education (K-5)

Research Report No. 420

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Foreword

In December 2014, the Education Assessment and Accountability Review Subcommittee approved the 2015 research agenda for the Office of Education Accountability, including this study to determine the number of schools in the commonwealth that provide students with recess and physical education. This report analyzes school and district practices relating to recess, physical education, and classroom physical activity, in the context of relevant literature and legal requirements.

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Summary

The American Academy of Pediatrics and the federal Centers for Disease Control and Prevention (CDC) consider physical activity to be critical for children’s physical and emotional health. It builds strong muscles and bones, decreases the likelihood of developing risk factors for disease, and can be important for social and cognitive development. Elementary schools have traditionally provided opportunities for physical activity through recess and physical education (PE). In recent years, concerns about Kentucky’s high child obesity rates have refocused policy makers’ attention on the role of schools in promoting physical activity.

This study analyzes the amount and types of physical activity provided in the 2014-2015 school year by Kentucky schools containing grades kindergarten through 5 (K-5 schools). It also describes educators’ views about whether time provided is sufficient and their views of challenges associated with increasing physical activity time. The study reviews state and federal requirements associated with K-5 physical activity, the degree to which districts and schools are meeting these requirements, and their impact as perceived by educators.

The report finds that almost all Kentucky K-5 schools schedule regular time for recess and PE and approximately one-quarter of schools regularly incorporate physical activity into the classroom. Approximately two-thirds of schools schedule the CDC-recommended minimum of 20 minutes per day of recess, but few (approximately 5 percent) provide the recommended 30 minutes of PE per day. Based on the last available national data (2005), it appears that, on average, Kentucky K-5 students may have less scheduled physical activity time than do their national peers.

Kentucky has no requirements for K-5 schools to schedule set amounts of time for recess, PE, or other types of physical activity. State and federal laws related to physical activity in K-5 schools do require districts and schools to enact wellness policies that promote physical activity; require local school boards to provide physical activity reports to the public; require the Kentucky Department of Education (KDE) to report physical activity in K-5 schools annually to the Legislative Research Commission; and require schools to adopt assessment tools to assess each child’s level of physical activity.

KDE’s Coordinated School Health (CSH) Program, which is under the Office of Next-Generation Learners, works with districts to coordinate requirements under KRS 158.856 and KRS 160.345(11). The program consists of a project director and two health consultants, and it is supported by federal grant funds awarded by the CDC.

KDE coordinates various programs across the commonwealth related to physical activity at the K-5 level. In doing so, it also encourages districts to adopt a Comprehensive School Physical Activity Program, which is an emerging concept to increase physical activity and PE in schools through a CSH approach. This approach includes “physical education class, classroom physical activity breaks, recess/activity breaks, before and after school physical activity programs, intramurals, activities including parents, and community based physical activity programs.”

KDE's approach goes beyond the requirements in KRS 158.856 and KRS 160.345(11) by also using School Health Index (SHI) modules aligned with CDC guidelines for wellness policy contents. KDE encourages the use of SHI to assess wellness policies against criteria such as whether K-5 students receive 150 minutes of PE weekly, whether PE teachers are certified, and whether physical activity is withheld as a form of punishment. KDE coordinates three programs using the SHI: Healthy Schools Program, 15-District Pilot Project, and Let's Move Active Schools.

Most districts and schools report that they are meeting requirements to enact local physical activity policies; however, compliance is lower with the requirements that schools adopt a tool to assess students' physical activity or that local boards annually report the types and amount of physical activity. Data on K-5 physical activity are not currently reported in ways that allow comparison among districts or schools or aggregation of physical activity data at the state level.

In addition to the requirements described above, schools must annually evaluate their physical education programs through the Practical Living and Career Studies (PLCS) program review, which is incorporated into Kentucky's education accountability system. Descriptors embedded in the program review encourage schools to develop a sequential, integrated, and differentiated PE curriculum; to provide students with regular opportunities for physical literacy; and to take a comprehensive approach to children's health by providing physical activity throughout the day, educating children about nutrition, and working with parents and local communities to promote healthy lifestyles. In 2015, the overwhelming majority of schools (95 percent or more) rated themselves proficient or distinguished in most characteristics of the PE portion of the program review.

Superintendents, principals, and teachers generally report positive effects of current state and federal requirements related to K-5 physical activity. However, they do not generally cite these requirements as sufficient to promote increases in physical activity.

Of the factors that educators report as limiting time for physical activity in K-5 schools, the need for instructional time in academic areas is greatest. Many principals believe that increasing time for physical activity will come at the expense of instruction in other areas. Some principals and teachers believe the opposite: Increasing physical activity at the K-5 level will improve students' ability to concentrate and therefore increase learning. While this view has some basis in research, it does not appear to be the norm among educators in the commonwealth; the majority of principals and teachers report that, given the number of curricular goals that must be met, schools are providing about the right amount of recess and PE.

The report includes nine recommendations.

Recommendations

- 2.1 Local boards of education should ensure that state requirements related to wellness policies and physical activity reporting requirements are contained in adopted school board policies.**

- 2.2 The Kentucky Department of Education should ensure that districts are meeting the requirements of 702 KAR 6:090, Section 6. It should consider assisting districts by defining minimum data points for districts to use when measuring and reporting the amount of time and types of physical activity to ensure consistency.**
- 2.3 The General Assembly may wish to consider amending KRS 160.345(11) to provide additional clarification in the following areas:**
 - Whether the 150 minutes of physical activity is a goal or a requirement; and**
 - Whether the 150 minutes relate to recess, PE, or other types of physical activity.**
- 2.4 The Kentucky Department of Education should revise the criteria associated with performance designations for PLCS formative and summative assessments to reflect the requirement of KRS 160.345(11) that K-5 schools “adopt an assessment tool to determine each child’s level of physical activity on an annual basis.”**
- 2.5 The Kentucky Department of Education should include language in the PLCS program review to reflect the requirement of KRS 160.345(11) that schools implement wellness policies that include moderate to vigorous physical activity each day.**
- 2.6 The Kentucky Department of Education should add additional guidance to the characteristics or performance descriptors of the PLCS program review in physical education to clarify the amount of physical activity required to merit ratings of proficient or distinguished.**
- 2.7 The Kentucky Board of Education should work with KDE to develop an assessment tool that districts may use when evaluating their physical activity environments as required by KRS 158.856(2).**
- 3.1 The Kentucky Department of Education should work with schools to ensure that the student information system (Infinite Campus) has schedules set up properly to reflect all classes taught in K-5 grades that include physical education content. Schools should record as physical education classes only those classes that provide instruction according to a physical education curriculum.**
- 3.2 The Kentucky Department of Education should incorporate language encouraging use of classroom physical activity during inclement weather days into performance descriptors in the PLCS program review.**

Chapter 1

Introduction And Background

This study was part of the 2015 research agenda of the Office of Education Accountability (OEA), approved by the Education Assessment and Accountability Review Subcommittee in 2014.

In December 2014, the Education Assessment and Accountability Review Subcommittee approved the 2015 research agenda for the Office of Education Accountability (OEA). The agenda included a request for OEA to determine how many K-5 schools in the commonwealth provide students with recess and/or physical education (PE).

The term *K-5 schools* refers to all schools serving any grade between kindergarten and grade 5.

This report uses the term *K-5 schools* to describe all schools providing education for any grade between kindergarten and grade 5.

Major Conclusions Of This Study

Child obesity concerns raise questions about physical activity in elementary schools.

- Concerns about childhood obesity in recent years have raised questions about how much physical activity is provided to students at the K-5 level. Kentucky has the 7th highest rate of obesity among children between the ages of 10 and 17, and these high obesity rates persist into adolescence and adulthood.

Kentucky does not require specific amounts or types of physical activity in K-5 schools.

- Kentucky has no specific requirements for districts and schools to provide a set amount or type of physical education, recess, or classroom physical activity at the K-5 level.

However, state and federal laws do require wellness policies, assessment and reporting of districts' physical activity environments, and assessment of each child's physical activity level.

- State and federal laws do, however, require certain policies and reports. Districts and schools must develop wellness policies that address physical activity. Districts must provide physical activity reports that assess the physical activity environment. Schools must adopt an assessment tool to evaluate the physical activity of children on an annual basis. These requirements provide few specifics, and districts and schools do not consistently comply with requirements.

Proposed federal regulatory changes will require measurable goals and objectives.

- Pending changes to federal regulations will require districts to develop measurable goals and objectives related to physical activity at the K-5 level.

The Kentucky Department of Education (KDE) receives no direct state funding to coordinate programs.

- There is no direct state funding for the Kentucky Department of Education (KDE) to coordinate programs related to physical activity at the K-5 level. Funding is received primarily through

a Centers for Disease Control and Prevention (CDC) grant, which is used for meeting federal nutrition and health requirements. KDE's role is essentially one of coordination.

Because annual program reviews lack specificity, schools may rate themselves highly even if they provide little time for physical activity.

Physical activity data collected and reported by districts has no consistent format and therefore cannot be adequately aggregated and reported at the state level.

Two-thirds of K-5 schools provide at least 20 minutes of recess per day, but few provide at least 150 minutes of physical education (PE) per week. Most also integrate some physical activity in classrooms.

In contrast to national statistics, Kentucky's high-poverty and high-minority schools do not appear to provide less physical activity than other schools.

In surveys, a majority of educators said that schools provide "about the right amount" of physical activity, given many competing curricular goals. However, one-third said there should be more. The primary barrier is the need to focus instructional time on academics. Insufficient funding was also cited as a barrier.

- Program reviews require schools to rate themselves annually on various indicators related to physical education and physical activity. However, the program review rubric does not always reflect statutory language and does not specify a minimum amount of time. It would be possible for schools to receive high ratings on program reviews even if they were providing very little time for physical activity.
- Because physical activity data collected by districts and schools has no consistent format, much of it cannot be aggregated to the state level for KDE to report to the General Assembly. It would be possible to use the student information system, but it is currently not used for this purpose.
- Almost all Kentucky K-5 schools provide recess, with two-thirds providing the recommended 20 minutes or more per day. Most provide physical education, but very few provide the CDC-recommended 150 minutes per week. Most schools are also integrating some classroom-based physical activity at teachers' discretion.
- While national data indicate that schools with higher percentages of poor or minority students provide less recess than other schools, this is not the case in the commonwealth. Minutes of recess do not vary substantially among higher- and lower-poverty schools. Schools serving higher percentages of minority students provide, on average, more recess than do other schools. In the commonwealth as in the nation, students attending higher-poverty schools receive, on average, more PE than do students attending lower-poverty schools.
- The majority of educators surveyed by OEA indicated that their schools are providing "about the right amount" of time for physical activity, given the many curricular goals they are expected to meet. However, about one-third indicate not enough physical activity in some schools. As reported by principals and superintendents, the need to focus instructional time on academic areas is a major barrier to increasing time for physical activity. Superintendents expressed strong opinions about the difficulty of increasing physical activity in K-5 schools in the absence of funding specifically designated to

support physical activity or the reduction of state policy requirements that affect how schools allocate time.

Organization Of This Report

The remainder of this chapter describes this study and summarizes the national research and policy literature.

Chapter 2 discusses federal and state legal requirements, as well as activities and perceptions relating to these requirements.

Chapter 3 focuses on the amount and quality of recess, PE class, and classroom physical activity, as well as factors that affect their amount or quality.

Study objectives were to determine the types and amount of physical activity, within the context of national trends and legal requirements.

The study also discusses KDE's efforts to coordinate and encourage programs, including program review activities.

The remainder of Chapter 1 describes this study's objectives, methodology, and data sources and reviews national publications related to physical activity, PE, and recess at the K-5 level.

Chapter 2 summarizes federal and state legal requirements for districts and K-5 schools related to physical activity. It also discusses educators' activities and perceptions relating to these requirements, based on reviews and analyses of district physical activity reports, school wellness policies, PE teacher certification data, and KDE's coordination of physical activity and other programs, as well as information gathered from surveys of superintendents and principals.

Chapter 3 reports time scheduled for recess, PE class, and physical activity integrated into classroom instruction or transitions between classes. It also describes the nature of those activities and factors that might influence their amount or quality.

Description Of This Study

Objectives

This study provides information on the type and amount of physical activity that K-5 students receive. It also provides information on national trends related to obesity and physical activity, and on state and federal legal requirements related to physical activity and PE. More specifically, it discusses requirements related to wellness policies, physical activity reports, assessment tools, and program reviews.

The study discusses coordination from KDE, as well as its efforts to encourage districts and schools to report more consistent physical activity data, as well as using the practical living and career studies (PLCS) program review to help schools provide a coordinated approach to student wellness.

Methodology And Data Sources

Staff reviewed publications regarding the importance of physical activity, statistics on obesity and physical activity, and recommended practices.

For Chapter 1, staff reviewed national publications in the following areas:

- Importance of physical activity and data on state policy
- Obesity statistics
- National data on amount of recess and PE
- Moderate to vigorous physical activity
- Recommended practices for school programs

Staff analyzed PE teacher certification data from the Education Professional Standards Board.

Staff also reviewed Local Educator Assignment Data (LEAD) and certification data from the Education Professional Standards Board to determine certifications held by PE teachers in K-5 schools.

Staff reviewed statutes, regulations, case law, and attorney general opinions; district physical activity reports; school program reviews; and responses to OEA surveys.

For Chapter 2, staff reviewed relevant portions of statutes, regulations, case law, and attorney general opinions. Staff also reviewed and analyzed physical activity reports from 109 districts and wellness policies from 97 K-5 schools. Checklists were developed to ascertain whether the reports and wellness policies met statutory requirements. Staff analyzed PLCS program review data relating to PE and physical activity for three years: 2012-2013 (from 753 schools), 2013-2014 (from 746 schools), and 2014-2015 (from 752 schools). Educators' self-reported activities and perceptions of requirements were gathered in surveys conducted between June and September 2015. Appendix A describes survey sampling methodology.

Physical activity data are based on surveys of all school principals, all district superintendents, and samples of PE teachers and 1st- and 5th-grade teachers.

Data reported in Chapter 3 are primarily from surveys of all principals of K-5 schools, all district superintendents, a representative sample of K-5 PE teachers, and 1st- and 5th-grade lead teachers whose names were provided to OEA by principals. Surveys included questions designed to gauge the amount and type of recess, PE, and classroom physical activity provided during the school day. In addition, staff visited four schools to interview officials and observe PE and recess.

School-level demographic data were combined with survey data to analyze variations in physical activity by type of school.

Staff also used data from the student information system (Infinite Campus or IC) to examine associations between physical activity and school-level demographic characteristics.

Data Limitations

Thirteen percent of schools submitted wellness policies, and 63 percent of districts submitted physical activity reports.

District And School Documents. OEA's surveys included requests for documents relating to wellness policies and physical activity reports. OEA received wellness policies from 97 of Kentucky's 746 K-5 schools (13 percent) and physical activity

reports from 109 of Kentucky’s 173 districts (63 percent). Project constraints made it infeasible to obtain documents from the remaining schools and districts. It is uncertain whether conclusions based on these documents are representative of the state.

Self-reported activities based on surveys of superintendents, principals, and teachers were not independently verified.

Survey Data Self Reports. Information gathered by surveys is self-reported by district superintendents, school principals, and teachers; when possible, other data sources were used for corroboration, but self-reports were not independently verified.

OEA survey response rates were 88 percent for superintendents, 68 percent for principals, 53 percent for PE teachers, and 32 percent for 1st- and 5th-grade teachers.

Survey Response Rates. As shown in Table 1.1, survey response rates were 88 percent for superintendents, 68 percent for principals, 53 percent for PE teachers, and 32 percent for 1st- and 5th-grade classroom teachers.

Table 1.1
OEA Survey Response Rates

Type Of Educator	Invited To Participate	Participated In Survey	Response Rate (Percent)
District superintendents	173	153	88
School principals	746	505	68
Physical education teachers	244	129	53
Teachers of grades 1 or 5	798	258	32

Source: OEA staff compilation.

Based on follow-up communications and analysis, nonrespondents do not appear to differ significantly from survey respondents.

Data on the amount of physical activity provided in K-5 schools are based on principal survey data. To determine whether the amount of physical activity reported by survey respondents was representative of schools in the state, OEA contacted 48 nonrespondents to ask whether they provide PE and to determine the PE and recess schedules. Based on these follow-up communications, it does not appear that nonrespondents differed significantly from respondents in scheduled physical activity.

Because of the relatively lower response rates from PE and classroom teachers, data from these surveys should be interpreted with greater caution; data from nonrespondents might differ somewhat from data reported in this study. However, staff compared data provided by classroom teachers and PE teachers and found few discrepancies, even though surveys were sent to different samples of teachers.

Although OEA's surveys asked specifically for information about the 2014-2015 school year, some late responses may reflect the 2015-2016 school year instead.

Year Reported For Physical Activity. OEA's surveys specifically requested physical activity information for the 2014-2015 school year; however, because some responded to the survey at the beginning of the 2015-2016 school year, it is possible that data from some schools reflect times scheduled in 2015-2016.

National Context

Overview

Physical activity is critical for children's physical, mental, and emotional health and development.

Physical activity is considered by CDC and the American Academy of Pediatrics (AAP) to be critical for children's physical and emotional health. Physical activity builds strong muscles and bones, decreases the likelihood of developing risk factors for disease, and can be important for social and cognitive development.

Although the Centers for Disease Control and Prevention (CDC) and others recommend at least 60 minutes of moderate to vigorous physical activity every day, 37 percent of Kentucky children participate in vigorous activity 3 or fewer days per week.

The CDC and many children's health policy organizations recommend that children engage in 60 minutes of moderate to vigorous physical activity (MVPA) daily. While precise measures of MVPA have been developed for scientific studies, it is generally defined in layman's terms through example.^a Moderate physical activities include walking briskly (at least 3 miles per hour), biking, or dancing. Examples of vigorous physical activity include jogging, running, jumping rope, karate, calisthenics, and most competitive sports.

Approximately 37 percent of Kentucky children ages 6 to 17 engage in vigorous physical activity 3 or fewer days per week, and almost 11 percent have 4 hours or more of screen time per day.¹

Schools can serve a critical role by providing PE and recess, and by incorporating physical activity into class time. However, pressures to improve academic performance may reduce opportunities for physical activity.

Schools can play a critical role in ensuring physical activity, especially for those who are not active outside of school. Opportunities for physical activity have long been incorporated in the form of physical education classes and recess. Recently, educators have begun to incorporate additional in- or between-class physical activity breaks. Yet there is concern about trends to reduce these opportunities, especially recess, in the face of policy pressures to ensure that students perform academically.

^a According to the CDC, moderate physical activity is the equivalent of 3 to 6 metabolic equivalents (METs), whereas vigorous activity is greater than 6 METs. One MET is equivalent to the energy expended when an individual is at rest. METs can be measured through oxygen consumed or estimated through heart rate per minute.

Obesity Concerns

Kentucky has high rates of obesity, which is associated with many health problems. Adult obesity may be prevented by instilling healthy habits in children.

In recent years, concerns about obesity rates of American children have refocused attention on physical activity in schools.^b Obesity is linked with risk factors, such as high cholesterol levels, high blood pressure, and high glucose levels, which are in turn linked to cardiovascular disease, diabetes, and other health problems.

Kentucky ranks 5th highest in the nation for the percentage of adults who are obese.² In addition to health effects, obesity affects worker productivity and health care costs. A recent study estimated Kentucky's obesity-related health care costs at \$2.4 billion for 2013, a figure that could climb steeply if current trends continue.³ Research has demonstrated strong links between obesity in childhood and adult life.^{c,4} Adult obesity might be prevented by instilling in children lifestyle habits that include good nutrition and physical activity.

State-level data for most elementary-age children are not available. However, according to the CDC, Kentucky ranks 6th in the nation for the percentage of obese 2- to 4-year-olds (15.6 compared to a national percentage of 14.4) and is highest in the nation for obese high school students (18 percent compared to a national average of 13.7). At 37.1, the percentage of Kentucky 10- to 17-year-olds reported by parents as overweight or obese exceeds the national percentage of 31.3 and ranks 7th highest in the nation.

Nationally, childhood obesity rates have more than doubled in the last 30 years. In the last decade, national obesity rates have tapered off or declined in most states, but they increased for Kentucky high school students. Kentucky's 2013 high school student obesity rate of 18 percent represents an increase of 3 percentage points over its rate in 2003, though national high school obesity rates have tapered off.⁵ Between 2008 and 2011, obesity rates for children ages 2 to 4 declined in 19 states but remained steady in the commonwealth.⁶

^b According to the CDC, obesity in children is measured using the body mass index (BMI), which is calculated by dividing a child's weight in kilograms by the square of his or her height in meters. Children above the 85th percentile in a given population are considered overweight, and those above the 95th percentile are considered obese. BMI does not directly measure body fat but has been shown to be associated with body fat (CDC. Defining Childhood Obesity. <http://www.cdc.gov/obesity/childhood/defining.html>.)

^c Data from the National Survey of Children's Health indicate a slight decline from the 37.1 percent of overweight or obese children reported for 2007.

Obesity is associated with lower incomes and education. Experts agree that schools need a comprehensive approach to overcome the impact of these and other factors.

Children in lower-income families are more likely to be obese than those in higher-income families.⁷ Child obesity is also associated with the head of household's education level; if the head of household's highest level of education is a high school diploma, the children are twice as likely to be obese as those in families whose head of household has completed college. Among racial groups, obesity rates are lower for Asian adults (10.8) than for Hispanic (42.5), black (47.8), and white adults (32.6).⁸

Among the factors that influence children's lifestyle habits (for example, communities, medical care providers, religious institutions, and the food and beverage industries), schools play an especially important role. Physical activity is the focus of this report, but experts agree that schools must take a comprehensive approach to combating obesity.

Benefits Of Physical Activity

Health

Strong evidence supports many health benefits of physical activity. It is hoped that improving physical activity for children will also increase their physical activity when they become adults, but the link is not well established.

Strong evidence supports the benefits of physical activity to children and youth in health-related fitness including measures of muscular and cardiorespiratory fitness, body mass, and bone health. In addition to being more physically fit, physically active people have lower risk than do inactive people for developing many disabling medical conditions such as heart disease, breast and colon cancer, diabetes, and depression.⁹

It is hoped that increasing physical activity levels among the nation's children will lead to increased physical activity when they become adults. However, direct relationships between physical activity in childhood and adult life are not yet well established.

Academic Achievement

Research suggests that physical activity also has emotional and cognitive benefits and may often boost academic performance.

In addition to its benefits to child health, it is possible that school-based physical activity may also have academic benefits. In a recent synthesis of research on the relationship between school-based physical activity and academic performance, the CDC found evidence that physical activity may improve academic performance and is unlikely to hurt it.

The CDC analyzed studies that included 253 associations between academic measures and the following school-based physical activities: recess, classroom physical activities (sometimes known

as “brain breaks”), and extracurricular physical activities. Half of the associations found positive links between school-based physical activity and academic measures, and virtually none found negative effects. Academic outcomes included cognitive skills, attitudes, academic behaviors, and achievement (standardized and classroom tests, as well as grades).

The research also suggests a variety of mechanisms by which physical activity can affect emotional, cognitive, and physiological learning mechanisms. Physical activity can affect the brain through increasing oxygen, blood flow, and capillary growth. It can also affect a variety of neurological mechanisms including growth of nerve cells in the hippocampus (center of memory and learning) nerve connections, neural networks, and brain tissue volume. These changes in turn may be associated with enhanced affect and coping, improved attention and information processing, and reduced sensations of pain and craving.

Recommended Roles Of Schools In Physical Activity

Model Programs

Experts call for comprehensive school physical activity programs that provide physical activity opportunities throughout the day, including daily PE with qualified teachers and appropriate instruction for students with disabilities.

The CDC and the National Association of Sport and Physical Education (NASPE) recommend that physical activity be incorporated as part of comprehensive school physical activity programs (CSPAP). A review of research by the United States Department of Health and Human Services concluded that a well-designed, multicomponent physical activity program should provide opportunities throughout the day that include physical education, unstructured opportunities (like recess), classroom activity breaks, before- and after-school opportunities, and active transportation to school. It recommends further that programs include daily PE provided by qualified teachers, appropriate instruction that includes students with disabilities, and meaningful content that includes broader concepts like fitness education.¹⁰

Recess

Recess is important for social, emotional, and cognitive development. There is some disagreement as to whether recess should remain unstructured.

Recess is defined by the CDC as “regularly scheduled periods within the elementary school day for unstructured physical activity and play.”¹¹ The CDC recommends at least 20 minutes of recess daily.¹² Research indicates that, in addition to promoting physical activity, recess can play an important role in children’s social, emotional, and cognitive development.¹³

The AAP notes that well-supervised and safe recess is “unique from, and a complement to, physical education—not a substitute for it.” It provides unstructured opportunities for children to interact socially, imagine, play, and move, thereby promoting important intellectual and cognitive development. The AAP also notes that recess plays an important role in child development and should not be withheld as punishment. It recommends that recess be provided before lunch, to encourage healthy food consumption and positive behavior during and after lunch.¹⁴

There is some disagreement as to whether recess should be unstructured free time or structured by adults to provide more consistent opportunities for physical activity and specific skill development. The AAP stresses the benefits of relatively unstructured exploratory time while also acknowledging some potential benefits of structured recess, particularly in combating obesity. The AAP recommends that, when structured recess is provided, staff be specifically trained to address the diverse needs of all students.¹⁵

PE

PE provides instruction on physical activity, fitness, physical competence, and cognitive understanding to help students adopt healthy, active lifestyles.

PE is defined by NASPE as “a curricular area offered in K-12 schools that provides students with instruction on physical activity, health-related fitness, physical competence, and cognitive understanding about physical activity, thereby enabling students to adopt healthy and physically active lifestyles.”¹⁶

Experts recommend 150 minutes of PE per week, taught by teachers certified in physical education, and guided by state standards.

The CDC and NASPE both recommend that schools require daily physical education for students in all grades and that elementary school students receive 150 minutes of PE per week.¹⁷ NASPE considers additional critical elements of a high-quality physical education to include certification of teachers in physical education and state curriculum and achievement standards.

Total Time

Experts recommend 250 minutes of physical activity per week for elementary students, consisting of 150 minutes of PE per week and 20 minutes of recess per day. National data suggest that elementary schools typically do not meet these minimums.

The CDC and AAP recommend that elementary schools provide a minimum of 250 minutes per week for physical activity, consisting of 150 minutes a week for physical education and 20 minutes daily for recess. CDC data collected from a national sample of elementary schools in 2005 suggest that the average elementary school was not meeting these recommendations.

Policies And Practices In Kentucky Compared To Those In Other States

Kentucky has fewer state requirements for physical education in elementary schools than do many other states. There is no required minimum amount of PE.

As shown in Table 1.2, Kentucky has fewer state requirements for physical education in elementary schools than do many other states. Like most states, Kentucky has its own state standards for elementary physical education. Unlike many states, Kentucky does not mandate a specific amount of physical education in elementary schools (16 states) or that teachers of elementary school physical education be specifically certified in that subject (40 states).

The table indicates other policies that are not present in Kentucky and, while not the norm across the nation, are present in a number of states. For example, 16 states set minimum requirements for physical activity in elementary schools. Minutes range from 90 to 150 minutes per week, with 150 being the most common.¹⁸

**Table 1.2
State Elementary Physical Activity Requirements**

Requirements	Kentucky	Total Number Of States*
Physical Education Policies		
State mandates minimum amount of elementary school physical education	No	16
State has its own physical education standards	Yes	50
State requires all who teach elementary school physical education to be certified/licensed	No	40
State provides professional development funding specifically for physical education teachers	No	10
Other Physical Activity Policies		
Minimum times specified for general physical activity	No	13
Daily recess required at the elementary level	No	9
Prohibits withholding physical activity as punishment	No	11
Schools measure BMI for each student	No	9
Schools send BMI data to state department of health	No	7
Student BMI data sent to parents	No	5

*Physical education policies are out of 51, including the District of Columbia.

Source: Staff analysis of information from National Association for Sport and Physical Education and American Heart Association. *2012 Shape of the Nation Report*. American Alliance for Health, Physical Education, Recreation and Dance: Reston, VA, 2012; and National Association of School Boards of Education. *State School Health Policy Database*. Alexandria: NASBE.

Body Mass Index Data

Although Kentucky does not require the collection of body mass index (BMI) data, KDE recommends that district wellness policies require it.

Unlike Kentucky, 9 states require the regular collection of elementary student BMI data.^d In Florida, for example, BMI or height and weight data must be collected in grades 5, 7, and 9 and sent to the state Department of Health.

In Kentucky, student BMI is collected at least once, late into elementary school: 702 KAR 1:160, Section 2, mandates that “[a] local board of education shall require a preventive health care examination for students within one (1) year prior to initial entry to school” and “[a] second examination shall be required within one (1) year prior to entry into the sixth grade.” Although this regulation does not mention the BMI, there is a space to record it on the standard preventive health care examination form, and KDE recommends that district wellness programs include the collection of BMI.

Impact And Helpfulness. Among principals responding to OEA’s survey, 23 percent reported that their schools collect BMI data beyond what is collected during the exam for entry into 6th grade. Most of the schools that collect the additional BMI data do so in every grade, though percentages are slightly higher in intermediate grades than in primary grades; 74 percent of the schools that collect additional BMI data do so in the 1st grade versus 84 percent in the 5th grade. PE teacher survey data indicate that about one-tenth of the schools that collect BMI data record it in IC, while an additional tenth record the data in other databases.

Of the 23 percent of schools that collect BMI data, few reported using the data for any specific purpose.

A minority of schools reported using BMI data for any specific purpose. Of the schools that collect BMI data, less than one-fifth reported that they use BMI data to identify students for additional attention or to communicate concerns about specific students to parents. Other uses of BMI data reported by several principals include sharing data with school health committees and sharing data with local health departments. More than half of the principals and PE teachers in schools collecting additional BMI data reported that they do not make use of the data for any specific purposes.

Superintendents, principals, and PE teachers perceived fewer benefits from BMI data collection than from other state requirements, which will be discussed in Chapter 2. As shown in Appendix B, a slight majority (54 percent) of PE teachers reported

^d As explained in Chapter 2, Kentucky requires that the student health form required for school entry include a space for student BMI data. However, BMI data are not specifically required for school entry.

some positive effects, but only 18 percent reported very positive effects. Thirty-eight percent reported that collection of BMI data had little or no effect, and 8 percent reported negative effects.

Certification

Although certification specifically in PE is not required for elementary school PE instructors, 75 percent have one or more such certifications.

Although PE-related certification of PE instructors is not a state requirement, OEA’s review of district physical activity reports identified 19 districts with policies requiring PE instructors to have PE-related certifications.

OEA also contacted the Education Professional Standards Board (EPSB) to identify certified K-5 school PE teachers. More specifically, OEA reviewed Local Educator Assignment Data provided by local school districts to identify certifications.

As Table 1.3 shows, out of 640 PE teachers, 483 (75 percent) had some type of PE certification.

Table 1.3
Count Of PE Teachers And Certifications Held

Number Of Teachers	Certification Or Combination Of Certifications Held
157	No certification for PE teacher
1	B87 Teaching Major: Health-Physical Education
1	B87 Teaching Major: Health-Physical Education and E88 Endorsement For Elementary School Physical Education
7	B88 Teaching Major: Physical Education
182	B88 Teaching Major: Physical Education and E88 Endorsement For Elementary School Physical Education
289	KPE Professional Certificate For Teaching Physical Education, All Grades
1	KPEI Provisional Internship Certificate For Teaching Physical Education, All Grades
1	L88 Approval For Physical Education Program Consultant
1	TPPE Temporary Provisional Certificate For Teaching Physical Education, All Grades
640	Total

Note: These 640 PE teachers were in 632 schools, eight of which had two PE teachers.

Source: Staff compilation of Local Educator Assignment Data and certification data from Education Professional Standards Board.

Chapter 2

Legal Requirements Related To Physical Activity

Introduction

There are no specific requirements for schools to provide a set amount or type of physical education, recess, or classroom physical activity at the K-5 level.

Chapter 2 discusses the federal and state legal requirements for districts, K-5 schools, the Kentucky Board of Education, and the Kentucky Department of Education related to the physical activity environment. There are no specific requirements for schools to provide a set amount or type of physical education, recess, or classroom physical activity at the K-5 level.

Wellness policies are mandated, but requirements are very broad, with no specific direction to districts and schools related to definition of physical activity, minutes for physical activity, assessment tools, and data reporting.

State and federal law do require, however, wellness policies that address physical activity and physical activity reports that assess the physical activity environment. These current requirements are very broad, with no specific direction to districts and schools related to the following areas:

- Definition of physical activity
- Minutes for physical activity
- Assessment tools
- Data reporting

Information is not collected and reported in a consistent manner.

As a result, information is not collected and reported in a consistent manner across the state, nor is it communicated consistently to KDE for reporting to the General Assembly.

Federal Requirements

District Wellness Policies

New federal changes expand the scope of wellness policies at the district level and require updates and implementation of wellness policies.

Under prior legislation, the responsibility for developing local school wellness policies (LSWPs) was placed at the local education agency (LEA) level. In 2010, the Healthy, Hunger-Free Kids Act (HHFKA) added a new section to the Richard B. Russell National School Lunch Act (42 USC 1758b). This change expanded the scope of wellness policies; brought additional stakeholders into the development, implementation and review of LSWPs; and requires public updates on the content and implementation of the wellness policies.

In 2014, the United States Department of Agriculture (USDA) released a proposed rule addressing the changes to the National

School Lunch Act. According to the proposed rule, “physical education and physical activity opportunities complement health education by instilling an understanding of the short-term and long-term benefits of a physically active and healthy lifestyle.”¹⁹

Proposed federal rules will require districts to include goals in their wellness plans related to physical activity.

One of the minimum requirements for the new LSWPs includes “goals for nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.”²⁰ While it is not the intent of OEA to summarize all of the changes within HHFKA, it is relevant to discuss the change with respect to physical activity and required goals.

While the development of these goals is required under HHFKA, when developing wellness policies the USDA encourages LEAs to “include goals, objectives, and annual benchmarks for physical education and physical activity such as: physical education amount and frequency requirements (i.e. days per week, and minutes per day/week)...” to meet the requirement.²¹ It also suggests that LEAs develop guidelines or schedules for indoor and outdoor recess and not withhold physical activity from students as a form of punishment. These recommendations go beyond what is required in state law, as will be described in the section that follows.

In OEA surveys, 72 percent of superintendents stated they are aware of expanded federal requirements.

In OEA’s survey of districts, 72 percent of superintendents stated they are aware of expanded federal requirements to develop districtwide goals.

State Requirements For Districts

Physical Activity Reports

State law requires districts to annually evaluate their physical activity environments.

KRS 158.856(2) through (6) require school districts to annually evaluate their physical activity environments. Physical activity reports are required for release at the same time as district nutrition reports, pursuant to KRS 158.856(1).

The statute also requires local boards to discuss the physical activity report in a public forum to solicit feedback, publicly present plans to “improve school nutrition and physical activities in the school district” by January 31 of each year, and compile a summary of findings and recommendations for the Kentucky Board of Education.

In OEA’s survey, 82 percent of districts reported that they produced a physical activity report, 75 percent reported releasing

the physical activity report to the public, and 59 percent reported that they submitted a summary of findings and recommendations to KDE. These and other compliance data are summarized in Appendix C. However, based on documents received by OEA in connection with the survey, it appears that compliance with these requirements may be lower than what was reported in the survey.^e

State regulations provide additional specificity with respect to the content of physical activity reports.

702 KAR 6:090 (Section 6) provides additional specificity with respect to the content of physical activity reports. It requires that local district superintendents, when evaluating the physical activity environment, include "...the amount of time and types of physical activity provided in the elementary schools, as required by KRS 160.345(11)" It also requires that an annual summary of findings and recommendations be submitted to KDE.

Local school district policies do not address annual reporting requirements for physical activity reports.

Local School District Policies. OEA reviewed three model policies developed by the Kentucky School Boards Association: Policy 02.4241 (School Council Policies-SBDM), Policy 09.2 (Student Welfare and Wellness), and Policy 07.1 (Food/School Nutrition Services). Most districts use some version of these model policies, which generally include requirements from HHFKA, KRS 160.345(11), and KRS 158.856.

However, none of the policies specifically address annual reporting requirements for physical activity reports pursuant to the following sections of KRS 158.856:

- (3) The evaluation shall be completed annually and released to the public at the time of the release of the nutrition report under subsection (1) of this section.
- (4) Each school board shall discuss the findings of the nutrition report and physical activity report and seek public comments during a publicly advertised special board meeting or at the next regularly scheduled board meeting following the release of the nutrition and physical activity reports.
- (5) By January 31 of each year, the local board of education shall hold an advertised public forum to present a plan to improve school nutrition and physical activities in the school district.

^e Of the 109 districts that submitted documents, less than half (45 percent) presented evidence that findings of the physical activity report were discussed during public board meetings and only 6 percent showed evidence of submitting a summary of findings and recommendations to the Kentucky Board of Education.

While Policy 07.1 discusses requirements pursuant to KRS 158.856 related to school nutrition reports, it does not tie in to the requirements for physical activity reporting at the district level.

Recommendation 2.1

Recommendation 2.1

Local boards of education should ensure that state requirements related to wellness policies and physical activity reporting requirements are contained in adopted school board policies.

OEA's review of physical activity reports identified inconsistent data.

Review Of District Physical Activity Reports. OEA reviewed physical activity reports from 109 districts. For 100 of the districts, the physical activity reports were included as part of the districts' nutrition reports but provided inconsistent data on physical activity. In addition, physical activity took up a very small portion of many of the combined reports.

Information related to PE, recess, and classroom physical activity was presented in varying formats, which made it difficult to fully analyze and use. Some districts used percentage of the day that students received physical activity, while others used minutes. Still other reports simply stated that physical activity was provided or offered to students.

Lack of consistency makes it difficult to compare information across districts.

Although the statute does not require that data be maintained in a preferred format, the lack of some consistency makes it difficult to compare across districts when evaluating districts' physical activity environments, especially when data are sparse.

KDE reported that it began receiving the summaries of findings and recommendations from districts in the 2013-2014 school year, but it does not request documentation from districts to show that physical activity reports were discussed in public forums.

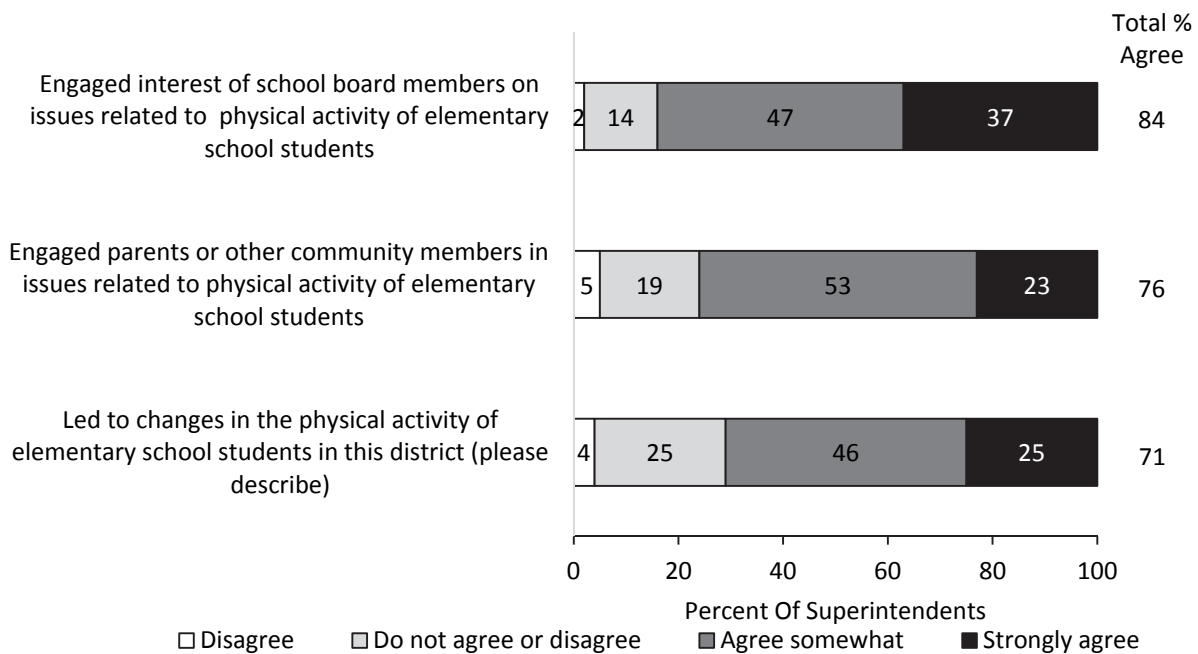
Educators expressed favorable views of the requirement for districts to develop a physical activity report.

Impact And Helpfulness. In OEA surveys, educators expressed favorable views of the requirement for districts to develop a physical activity report. Just more than 60 percent of superintendents viewed this requirement as somewhat positive to very positive, as did 50 percent of principals and just less than 70 percent of PE teachers. Appendix B shows more detail on this topic.

Many superintendents reported several beneficial effects. As Figure 2.A shows, most stated that the reports helped to engage school boards in physical activity issues. Many also reported that

the reports engaged parents or other community members and led to changes in students' physical activity levels.

Figure 2.A
Effects Of Physical Activity Report And Related Actions (Superintendent Statements)



Source: Staff survey of district superintendents.

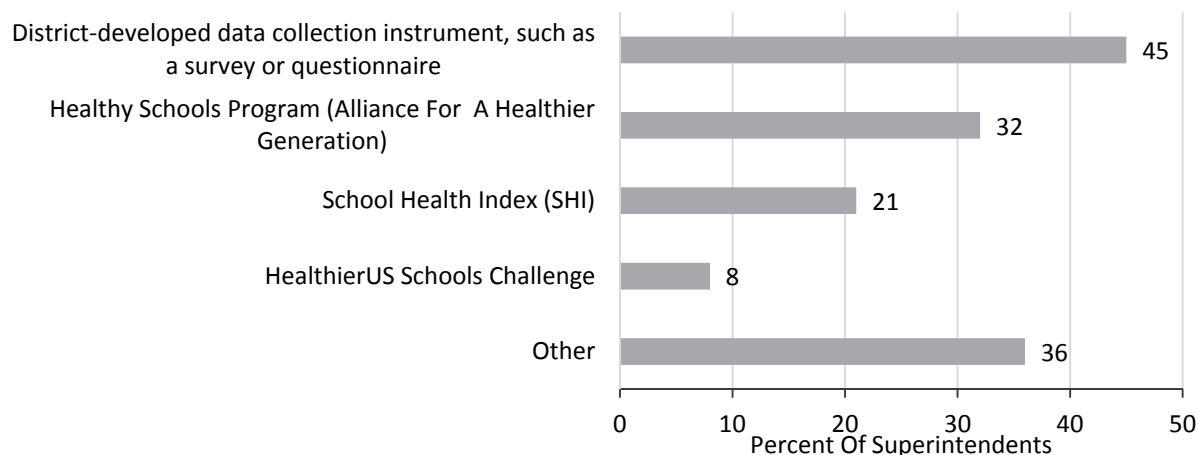
Physical activity reports would have greater impact if their recommendations could be implemented without obstacles; 38 percent of superintendents reported that a lack of time, financial resources, or other factors prevented schools from making some recommended changes.

Most districts use their own assessment tools for collecting and reporting data. There are no requirements for how data should be formatted and reported.

Data Collected From Schools. Most districts use their own assessment tools for collecting and reporting data. However, there are no statutory or regulatory requirements for districts to use the same assessment tool, nor are there requirements for how data should be formatted and reported.

OEA's survey asked how data is collected from schools for use in physical activity reports. Although various online applications are available for districts to collect data from schools, almost half use tools they developed for themselves. As Figure 2.B shows, approximately one-third use an application provided by the Healthy Schools Program (based on the School Health Index or SHI) and one-fifth use SHI application. Multiple methods are used by 22 percent of districts.

Figure 2.B
Methods Districts Use For Collecting Physical Activity Data From Schools



Note: Percentages add to more than 100 because 33 districts (22 percent of those surveyed) reported using more than one collection method.

Source: Staff survey of district superintendents.

Recommendation 2.2

Recommendation 2.2

The Kentucky Department of Education should ensure that districts are meeting the requirements of 702 KAR 6:090, Section 6. It should consider assisting districts by defining minimum data points for districts to use when measuring and reporting the amount of time and types of physical activity to ensure consistency.

State Requirements For Schools

Schools are required to develop a wellness policy, adopt an assessment tool to determine each child's level of physical activity, and participate in program reviews.

State requirements for schools include a wellness policy, an assessment tool to determine each child's level of physical activity, and a program review of practical living skills and career studies, which includes physical education.

School Wellness Policies

Wellness policies are required to include moderate to vigorous physical activity. Statute allows up to 150 minutes per week of physical activity to be considered part of the instructional day.

KRS 160.345(11) requires school councils or principals of K-5 schools to implement a wellness policy "that includes moderate to vigorous physical activity each day and encourages healthy choices among students." The statute allows up to 150 minutes per week of physical activity to be considered part of the instructional day.

In OEA's survey, 96 percent of principals said their schools have a wellness policy. However, only 13 percent submitted evidence of those policies to OEA.

OEA's review of wellness policies suggests that districts do not fully understand the requirements of KRS 160.345(11).

OEA reviewed wellness policies for 97 K-5 schools. While almost all of those policies included the term “moderate to vigorous” physical activity, the term was generally not defined. Policies also indicated inconsistent understanding of KRS 160.345(11), which allows schools to consider up to 150 minutes per week of physical activity as part of the instructional day. Some interpreted the statute as requiring schools to give students at least 150 minutes of physical activity per week, while others interpreted it as a guideline or option. Some included PE class and classroom physical activity as well as recess in their calculations of 150 minutes. Policies did not always specify how much of the total number of minutes should be provided in PE class, recess, or classroom-based physical activity.^f

Wellness policies vary widely in how districts address physical activity minutes.

Wellness policies vary widely in the ways they address physical activity minutes; while 79 percent of the policies reviewed address physical activity minutes in general, only 47 percent specifically address recess minutes and 28 percent address PE minutes. Twelve policies used “moderate to vigorous physical activity” for their 150 minutes per week of physical activity. However, they did not consistently break out the number of minutes for recess, PE, and classroom physical activity within each 150-minute period.

Recommendation 2.3

Recommendation 2.3

The General Assembly may wish to consider amending KRS 160.345(11) to provide additional clarification in the following areas:

- **Whether the 150 minutes of physical activity is a goal or a requirement; and**
- **Whether the 150 minutes relate to recess, PE, or other types of physical activity.**

OEA also identified the following three areas outside of recess and PE that were routinely discussed in policies:

- Integration of physical activity into classroom study
- Classroom breaks
- Avoiding inactive periods between 30 to 60 minutes

Wellness policies encourage integrated physical activity in the classroom.

In addition to PE and recess, policies often encourage activity during or between classes. About half of the policies reviewed (48 percent) seek to encourage physical activity in the classroom,

^f School policies also used different terms for recess, including wellness, physical activity, physical education activity, supervised gross motor development, supervised organized physical education, etc.

or more specifically to integrate physical activity into the curriculum. About half (53 percent) encourage teachers to take classroom breaks for students to stand up or move around. This option, as discussed in the wellness policies, is recommended if teachers are not able to integrate physical activity into classroom curriculum.

Teachers have discretion as to whether physical activity is integrated into the curriculum or provided as a break.

About half of the policies reviewed (51 percent) encourage teachers to avoid long periods of inactivity; the maximum recommended period of inactivity ranged between 30 and 60 minutes. Teachers appear to have discretion as to whether physical activity is integrated into the curriculum or provided as a break. Finally, about half (51 percent) of wellness policies stated that school policies are in alignment with district wellness policies.

Impact and Helpfulness. In OEA surveys, more than 80 percent of superintendents, principals, and PE teachers reported that the school wellness policy requirement has had a somewhat or very positive impact on students' physical activity levels.

Assessment Tools

Schools are required to adopt an assessment tool for evaluating physical activity levels of students.

In addition to requiring a wellness policy, KRS 160.345(11) also requires schools to “adopt an assessment tool to determine each child’s level of physical activity on an annual basis.”

In most cases, PE teachers administer the assessment tool.

OEA principal and teacher survey data show that between one-half and two-thirds of schools have adopted a tool to assess students' levels of physical activity.⁸ In most cases (93 percent), these tools are administered by PE teachers, though some classroom teachers and other staff also use the tools. Of the schools that use an assessment tool, most report assessing all students in all grades, but the percentage collecting assessment data in specific grades increases as students age. Of schools that use an assessment tool, 75 percent report assessment for all kindergarten students and 97 percent report assessment for all 5th-grade students.

PE teacher survey data indicate that, of schools that have adopted an assessment tool, most are using either the Presidential Fitness Test (37 percent) or the FitnessGram (37 percent). Many schools continue to use the Presidential Fitness Test, which awards

⁸ Fifty percent of principals reported adopting a tool, and an additional 15 percent were not sure whether the school had adopted a tool. Of the PE teachers responding to the survey, only 28 percent reported that the school had not adopted a tool. However, as explained in Appendix A, the principal survey data are likely more representative of the state than are the PE teacher data.

performance designations to students who meet specific fitness targets. This test was officially phased out in 2012 with the introduction of the more comprehensive Presidential Youth Fitness Program and its associated assessment tool, the FitnessGram. FitnessGram assesses students in a variety of categories—flexibility, aerobic capacity, body composition, muscular strength, and muscular endurance. It is designed for use in setting goals for individual students and assessing their progress towards meeting those goals. Twenty-six percent of schools reported using tools other than the Presidential Fitness Test and FitnessGram. These other tools included pedometers and teacher-made tests. Some of the tools reported in this “other” category are not tools appropriate to assess student physical activity levels. For example, some respondents cited collection of BMI data.

Data Use. As described above, at least one-third of schools have not adopted an assessment tool. The majority of schools that have adopted a tool appear to be making use of the data collected.

Schools that use an assessment tool make use of recorded data for various purposes such as setting improvement goals for individuals or classes and adjusting the PE curriculum.

Of the PE teachers using an assessment tool, more than two-thirds use data collected with the tool to set specific improvement goals for individual students. In one school, students keep a journal of their fitness levels, goals, and activities, and record their progress several times a year. Approximately one-half of PE teachers using an assessment tool reported using data to adjust the curriculum and set improvement goals for specific classes. While less common, approximately one-third of PE teachers who use an assessment tool report sharing fitness data with parents. Approximately one-sixth reported that data are collected but not used for a specific purpose. PE teachers who teach large numbers of students may be less likely to embrace use of an assessment tool; one such teacher reported devoting a large percentage of the limited class time available for each group of students to collecting data on physical activity.

Educators reported positive impacts of the assessment tool requirement.

Impact And Helpfulness. In OEA surveys, 73 percent of superintendents, 69 percent of principals, and 80 percent of PE teachers reported that the assessment tool requirement has had a somewhat or very positive impact on students’ activity levels.

Practical Living And Career Studies Program Review

State law requires schools to participate in Practical Living and Career Studies (PLCS) program reviews.

KRS 158.6453(7) requires program reviews and audits for humanities, practical living and career studies, and writing programs as part of the assessment and accountability model beginning in the 2011-2012 school year. Each school is required to

complete an annual program review, and KDE is responsible for providing criteria to use for program reviews, as well as for establishing an audit process.

KRS 158.6453(1)(i) defines program review as a “systematic method of analyzing components of an instructional program, including instructional practices, aligned and enacted curriculum, student work samples, formative and summative assessments, professional development and support services, and administrative support and monitoring.”

Schools evaluate themselves on specific indicators and assign themselves ratings.

In completing program reviews, schools evaluate themselves on specific indicators and assign themselves ratings of no implementation (lowest), needs improvement, proficient, or distinguished (highest). Schools must collect evidence to support self-ratings on each indicator.

PLCS program reviews include information about curriculum and instruction in physical education and school leaders' efforts.

PLCS Demonstrators Related To Physical Activity. For purposes of this study, OEA focused on the PLCS program review because it includes information about curriculum and instruction in physical education and school leaders' efforts to ensure that coordinated school health committees meet and that schools implement district wellness policies via school wellness policies.

Most schools rate themselves proficient or distinguished on PE curriculum and instruction, and ratings have increased each year.

As Table 2.1 shows, most schools rated themselves proficient or distinguished on physical education curriculum and instruction in school year 2012-2013, and ratings increased in subsequent years. By 2014-2015, almost all schools rated themselves proficient or distinguished. Appendix D shows the number of schools in each performance designation for each characteristic. The appendix also shows that, for most characteristics, schools were much more likely to rate themselves proficient than distinguished.

Gains in the percentage of schools rating themselves proficient or distinguished were greatest for implementation of a comprehensive plan and integration of PE with other content areas.

Gains in the percentage of schools rating themselves proficient or distinguished were greatest for characteristic 1.2.(d), relating to implementation of a Comprehensive School Physical Activity Program. On this characteristic, the percentage of schools with ratings of proficient or distinguished more than doubled, from 36 percent in 2012-2013 to 81 percent in 2014-2015. Also increasing substantially were percentages rating themselves proficient or distinguished on 1.2.(e), relating to integration of the physical education curriculum with other content areas.

Table 2.1
Percentage Of Schools Rated Proficient Or Distinguished
On Practical Living And Career Studies Program Review Characteristics
Related To Curriculum And Instruction In Physical Education
School Years 2013-2015

Characteristic	Description	School Year		
		2013	2014	2015
1.2.(a)	Physical education curriculum is sequential and aligned to the Kentucky Core Academic Standards for PLCS.	87	95	98
1.2.(b)	Regular opportunities are provided for all students to become physically literate individuals who have the psychomotor, cognitive, and affective skills to adopt a physically active lifestyle.	87	95	99
1.2.(c)	The physical education curriculum frequently provides differentiated learning strategies and activities that ensure all students develop competency and confidence in motor skills that fosters the necessary knowledge for life.	85	95	98
1.2.(d)	A Coordinated School Health Committee utilizes a Comprehensive School Physical Activity Program (CSPAP) to increase the quality of physical education instruction as well as increase physical activity opportunities.	36	76	81
1.2.(e)	The physical education curriculum is integrated and includes regular opportunities for cross-disciplinary connections to meet the physical activity needs of all students.	68	89	95

Note: Data are based on K-5 program reviews from 753 schools in 2013, 746 in 2014, and 752 in 2015.
Source: Staff analysis of data from the Kentucky Department of Education.

The percentage rating themselves proficient or distinguished also increased for leadership and monitoring.

Table 2.2 shows how schools rated themselves on leadership and monitoring. The percentage of schools rating themselves proficient or distinguished on ensuring that the coordinated school health committee meets at least twice a year increased from 50 percent in 2012-2013 to 89 percent in 2014-2015. The percentage rating themselves proficient or distinguished on ensuring that the district wellness policy is implemented through the school wellness policy increased from 63 percent in 2012-2013 to 91 percent in 2014-2015. Appendix D shows each performance designation.

Table 2.2
Percentage Of Schools Rated Proficient Or Distinguished
On Practical Living And Career Studies Program Review Demonstrators
Related To Leadership And Monitoring In Physical Education
School Years 2013-2015

Characteristic	Description	School Year		
		2013	2014	2015
4.1.(h)	School leadership ensures that Committees (Coordinated School Health committee and Career and Technical Education Program Advisory Committee) meet a minimum of twice per school year to ensure quality PLCS programming policies.	50	79	89
4.1.(i)	School leadership ensures that the school is implementing the district-level wellness policy via a school-level wellness policy that is reviewed annually; and goals for school wellness are included in the Consolidated School Improvement Plan.	63	82	91

Note: Data are based on K-5 program reviews from 753 schools in 2013, 746 in 2014, and 752 in 2015.
Source: Staff analysis of data from the Kentucky Department of Education.

The only measures in the accountability system of efforts to promote physical activity are program reviews, yet they do not reflect some statutory requirements, such as tools to assess each child's level of physical activity.

Incomplete Alignment Of Program Reviews With Kentucky Statutes And Regulations. PLCS program reviews are the only component of Kentucky's accountability system that reflects what schools are doing to provide students with physical education and other opportunities for physical activity. It is notable, therefore, that program reviews do not reflect some statutory requirements.

KRS 160.345(11) requires that K-5 schools "adopt an assessment tool to determine each child's level of physical activity on an annual basis." This requirement is not included in the policies and monitoring demonstrator of the PLCS. As reported earlier in this chapter, only approximately half of principals report that their schools have adopted such a tool.

Recommendation 2.4

Recommendation 2.4

The Kentucky Department of Education should revise the criteria associated with performance designations for PLCS formative and summative assessments to reflect the requirement of KRS 160.345(11) that K-5 schools "adopt an assessment tool to determine each child's level of physical activity on an annual basis."

The program review also does not reflect requirements for schools to develop and implement wellness policies that include moderate to vigorous physical activity.

KRS 160.345(11) also requires that K-5 schools "develop and implement a wellness policy that includes moderate to vigorous physical activity each day." While several of the PLCS

characteristics allude to time for physical activity, none include direct language about its provision daily.

Several PLCS characteristics mention opportunities for physical education. As was shown in Table 2.2, Characteristic 1.2.(b) relates to whether schools provide “regular” opportunities for all students to become physically literate. In order to score distinguished on 1.2.(a) related to the physical education curriculum, schools must show that “regular instructional time is planned within the school calendar.”

Not shown in Table 2.2 is characteristic 4.1.(b), which requires schools to allocate “protected time” for all PLCS subjects. However, this characteristic is not related specifically to physical education.²² Also, the document does not provide guidance as to the amount of protected time that should be associated with different performance designations.

Recommendation 2.5

Recommendation 2.5

The Kentucky Department of Education should include language in the PLCS program review to reflect the requirement of KRS 160.345(11) that schools implement wellness policies that include moderate to vigorous physical activity each day.

Given the lack of specificity in performance designations, it is likely that the criteria schools use to rate themselves vary.

Reliability. Given the lack of specificity in performance designations for many characteristics, it is likely that the criteria schools use to rate themselves vary; what is considered “distinguished” in one school may not be in another. The principal and PE teachers in one site visit school explained that, although the school aspires to meet the goals established in the PLCS for physical education, they do not regard the program review as a good source of information for comparing physical education in their school to that in other schools. Having seen PLCS proficiency ratings for other schools, the principal believes that her staff hold themselves to higher standards in program review ratings than do staff in other schools.

OEA’s analysis of program review and survey data provides some support for concerns about reliability of the program review instrument. For example, there appears to be little association between the amount of time schools provide for physical education and the way they rate themselves on characteristic 1.2.(b), which evaluates whether “regular opportunities are provided for all students to become physically literate.” In theory, this

characteristic should be related to time provided for PE. Staff analysis of program review and OEA survey data shows almost no association between the amount of PE provided at a school and its rating on this indicator. For example, schools providing less than 30 minutes of PE per week rate themselves proficient (71 percent) and distinguished (29 percent) at about the same rate as schools providing 150 or more minutes of PE per week (67 rated themselves proficient and 30 percent distinguished).

Previous KDE audits of program reviews have found a lack of alignment in some schools between the performance designations they assigned themselves and the evidence provided to support those designations. KDE will continue program review audits and will conduct six audits of PLCS program reviews in 2015-2016.

Program review reliability could be improved by offering specific guidance about the number of minutes of physical activity.

The reliability of the PLCS instrument could be improved in some characteristics by offering specific guidance about the number of minutes of physical activity required to support designations of proficient or distinguished scores.

Recommendation 2.6

Recommendation 2.6

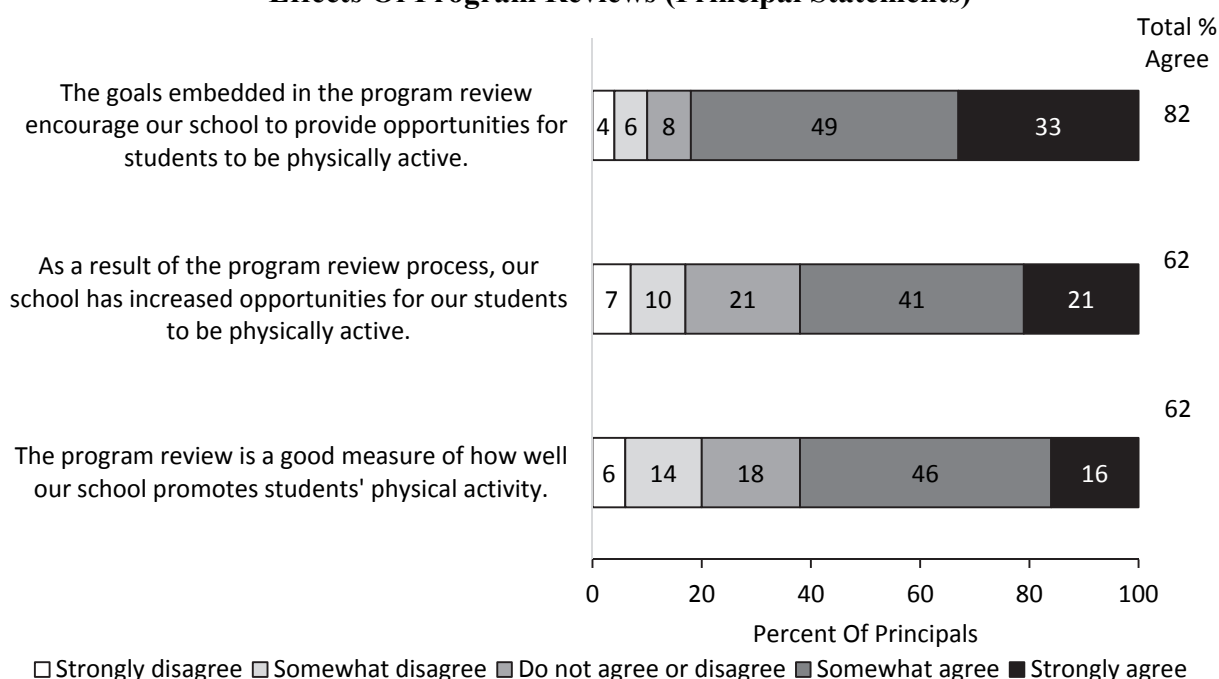
The Kentucky Department of Education should add additional guidance to the characteristics or performance descriptors of the PLCS program review in physical education to clarify the amount of physical activity required to merit ratings of proficient or distinguished.

Impact And Helpfulness. According to OEA surveys, as summarized in Appendix B, the requirement for schools to rate themselves on program reviews was viewed favorably by more than 80 percent of superintendents, principals, and PE teachers.

Educators agree that the goals of the program review encourage schools to improve opportunities for physical activity.

Principals and PE teachers were also asked to rate the effects and validity of the program review for PLCS; principals' responses, which were almost identical to PE teachers' responses, are summarized in Figure 2.C. Most principals (82 percent) agreed that the **goals** of the program review encouraged their schools to provide opportunities for students to be physically active. However, the review itself is less well regarded; less than two-thirds agreed that it increases opportunities to be active or that it is a good measure of how well schools promote physical activity. When explaining negative responses, principals and PE teachers often noted that their schools had strong physical activity programs in place prior to program reviews. Many also objected to what they saw as excessive documentation required in program reviews.

**Figure 2.C
Effects Of Program Reviews (Principal Statements)**



Source: Staff survey of school principals.

Kentucky Board of Education And KDE Requirements

Assessment Tool

The Kentucky Board of Education is required to develop an assessment tool that districts may use.

KRS 158.856(2) requires the Kentucky Board of Education to “develop an assessment tool that each school district may use to evaluate its physical activity environment.” According to KDE, however, it does not appear that the state board has considered the issue of developing an assessment tool.

KDE encourages districts to use the School Health Index (SHI).

KDE encourages districts to use the School Health Index, which was designed by the Centers for Disease Control and Prevention as a tool to assess policies and programs related to CDC school health guidelines. SHI has eight modules:

- School health and safety policies and environment
- Health education
- Physical education and other physical activity programs
- Nutrition services
- Health services
- Counseling, psychological, and social services
- Health promotion for staff
- Family and community involvement

As discussed earlier, approximately one-third of districts use an application provided by the Healthy Schools Program (based on SHI) and one-fifth use the SHI application. Multiple methods are used by 22 percent of districts.

Recommendation 2.7

Recommendation 2.7

The Kentucky Board of Education should work with KDE to develop an assessment tool that districts may use when evaluating their physical activity environments as required by KRS 158.856(2).

Reporting

KDE is required to report annually to the Legislative Research Commission.

KRS 160.345(11) requires KDE to “report to the Legislative Research Commission no later than November 1 of each year on how the schools are providing physical activity ... and on the types of physical activity being provided.”

KDE reports generally meet the intent of state statute but could be improved if district physical activity reports reported data in a more consistent format.

OEA Review Of Reports. OEA reviewed KDE reports submitted to the Legislative Research Commission (LRC) for 2010-2011, 2012-2013, and 2013-2014. Generally, the reports meet the intent of the statute. For example, the reports include available resources for districts to use (also required by KRS 160.345(11)) and generally discuss how physical activity is being provided at the schools, as well as generally the types of physical activity occurring.

However, because the data that KDE uses from district physical activity reports (KRS 158.856(3)) is not collected and reported using the same assessment tool, consistent and measurable data is not being presented to the LRC. More consistently presented data by the districts in their physical activity reports would allow KDE to provide more usable data in its future reports.

KDE Direction, Grant Funding, And Guidance

Coordinated School Health Program

KDE's Coordinated School Health Program coordinates state and federal requirements related to physical activity. The program is funded by a federal grant.

KDE's Coordinated School Health (CSH) Program, under the Office of Next Generation Learners, works with districts to coordinate requirements of KRS 158.856 and KRS 160.345(11). The program has a project director and two health consultants, and it is supported by federal grant money awarded by the CDC.

The name of the grant is State Public Health Actions to Prevent and Control Diabetes and Associated Risk Factors and Promote School Health (CFDA 93.945). The 5-year grant provides annual funding in the amount of \$288,656 from July 1, 2013, through June 30, 2018, to the Cabinet for Health and Family Services, Department for Public Health (DPH).

DPH provides funding for KDE to run the CSH Program. A majority of this grant is allocated to salaries and travel, and the remainder is used for training opportunities in conjunction with Kentucky Cooperatives.

KDE is responsible for data collection, analysis, and evaluation relating to CDC grant strategies.

As part of the agreement between DPH and the CSH Program, KDE is responsible for data collection, analysis, and evaluation relating to the grant strategies summarized in Table 2.3.

Table 2.3
CDC Grant Strategies And Steps

Strategy: Promote the adoption of physical education/physical activity in schools

- Number of local education agencies where staff received professional development and technical assistance on the development, implementation, or evaluation of recess and multicomponent physical education policies
- Number of students in local education agencies where staff received professional development and technical assistance on developing, implementing or evaluating recess and multicomponent physical education policies
- Number of state-level multicomponent physical education policies for schools developed and adopted by the state
- Number of state-level recess policies for schools developed and adopted by the state

Strategy: Promote the adoption of physical activity in early care and education and worksites (schools)

- Number of schools that adopt strategies to increase physical activity
- Number of employees who work in schools that adopt strategies to increase physical activity

Strategy: Implement quality physical education and physical activity in K-12 schools

- Number of local education agencies receiving professional development and technical assistance to establish, implement, and evaluate Comprehensive School Physical Activity Program
- Number of students in local education agencies where staff received professional development and technical assistance on establishing, implementing, and evaluating CSPAP
- Percent of schools within local education agency that have established, implemented and/or evaluated CSPAP
- Number of state-level multicomponent physical education policies for schools developed and adopted by the state

Source: Kentucky Department of Education.

KDE encourages districts to assess their wellness policies with SHI and encourages districts to adopt a Comprehensive School Physical Activity Program (CSPAP).

As discussed earlier, KDE is working with districts to use SHI as part of a coordinated school health approach for integrating health promoting practices into students' lives.

According to the KDE project director, KDE encourages districts to adopt a Comprehensive School Physical Activity Program. CSPAP is an emerging concept to increase physical activity and PE in schools through a CSH approach. The components of CSPAP are

- physical education class;
- physical activity during school (recess, physical activity integrated into classroom lessons, physical activity breaks in and outside the classroom, and lunch time club or intramural programs);
- before- and after-school programs and informal recreation;
- family and community engagement; and
- staff involvement.²³

Arguably, KDE's approach goes beyond the requirements in KRS 158.856 and KRS 160.345(11) in terms of specificity of assessing wellness policies.

KDE encourages the use of SHI and CSPAP through its various programs.

Through various programs, KDE encourages districts to use CSPAP, as well as the SHI modules for evaluating their wellness policies to ensure a comprehensive approach to wellness.

Healthy Schools Program. The Healthy Schools Program uses two SHI modules for participating schools: "Physical Education" and "Other Physical Activity Programs and Nutrition Services."

Wellness policies are assessed against criteria such as whether K-5 students receive 150 minutes of PE weekly, whether PE teachers are certified, and whether physical activity is withheld as a form of punishment. Results of the assessment are in the State Results Summary of the Snap Shot Report released annually by the Alliance for a Healthier Generation. According to the program director, approximately 600 schools participate in the program.

District Pilot Project. KDE is also working with a 15-district pilot project, which focuses on training food service directors and assessment coordinators in the use of SHI to evaluate wellness policies. Pilot districts will use six of the eight SHI modules. The goal is to have the 15 districts submit their assessments by November 15, 2015. Two modules not being used are "health services" and "counseling, psychological, and social services."

Let's Move Active Schools. KDE is allocating \$1,000 to be awarded through a raffle process to education cooperatives, to be used for one school district per cooperative; all must be enrolled in the Let's Move Active Schools. This program uses only 10 questions to help evaluate schools' physical activity environments. KDE data as of May 2014 show 117 of 559 schools participating.

Other Grants

Districts benefit from other grants such as the Carol M. White Physical Education Program (PEP) grant.

Although no state funding is provided to districts for K-5 wellness, districts do receive grants and funding from other sources.

OEA surveyed superintendents and elementary principals to see whether their K-5 schools received any type of grant related to physical activity in the last 5 years. Such grants were reported by 45 percent of the superintendents and 47 percent of principals.

PEP grants are used to assist schools with initiating, expanding, or enhancing physical education.

One of the most common grants identified was the Carol M. White Physical Education Program Grant, commonly referred to as the PEP grant. This grant is used to assist schools with initiating, expanding, or enhancing physical and nutritional education. This grant is for students in grades K-12 and can be used before, during, and after school. It is a 3-year program.

From fiscal year 2012 through fiscal year 2014, Kentucky schools have received \$14,077,894 in PEP grants. These grants ranged from \$89,959 to \$725,893.

Another common grant that schools and districts receive and use for physical education is the 21st Century Community Learning Grant. This federally funded grant not only helps students who attend high-poverty and low-performing schools to meet academic standards, it also offers students enrichment activities before and after school. Some districts reported using these funds to keep students physically active each day before and after school.

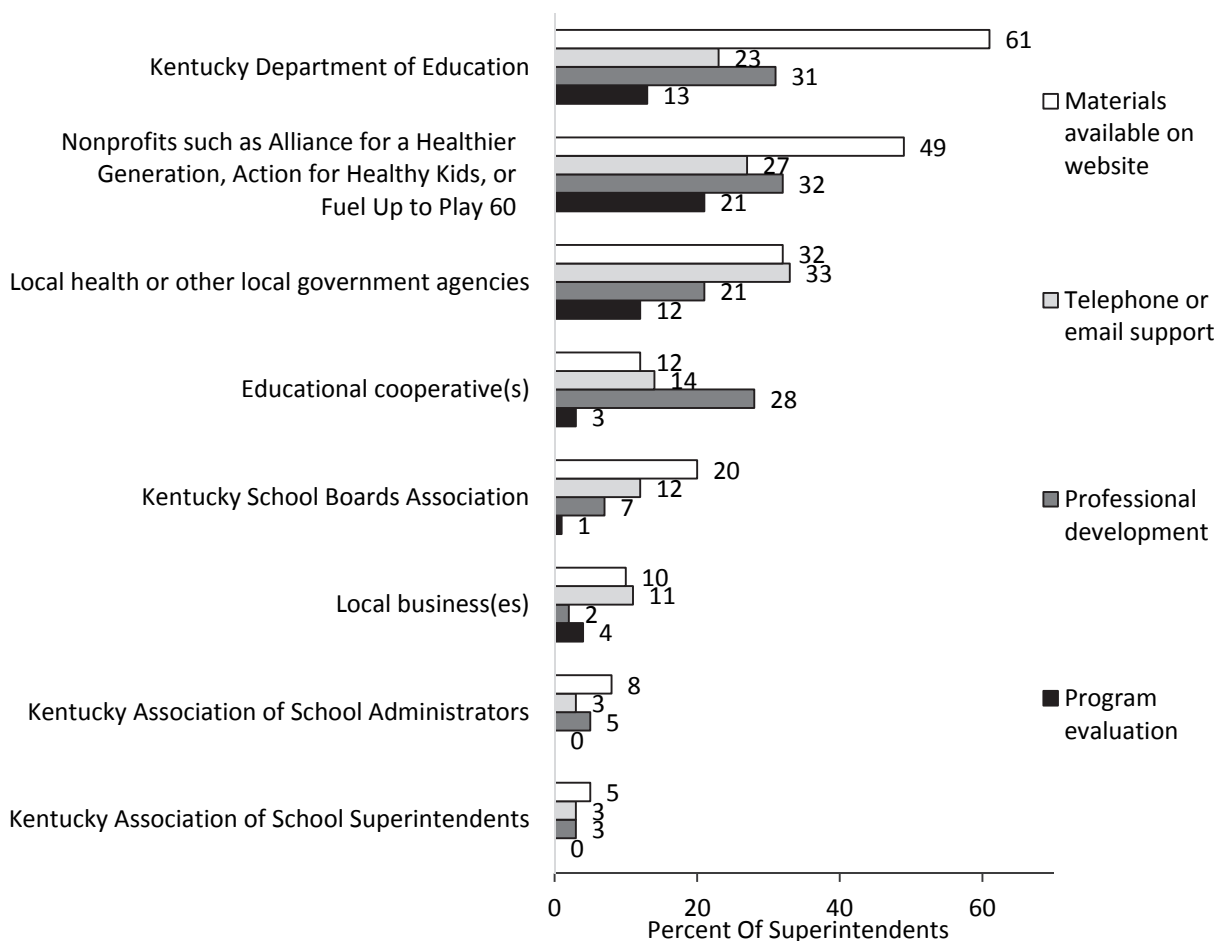
Some of the other local grants that schools and districts mentioned included grants from their local health departments for expenses such as fitness equipment or walking tracks. Fifty-seven percent of the schools reported that they have built relationships with community partners to provide other physical activity and wellness opportunities such as community health fairs, fitness nights, yoga, bicycle safety training, and Zumba classes.

Guidance Provided To Districts And Schools

Districts seek guidance from a variety of sources, most often the websites of KDE and nonprofits.

Guidance For Districts. Districts seek guidance from a variety of sources. As Figure 2.D shows, many consult online materials or communicate by phone or email with KDE, nonprofits, and local agencies. They also rely on these entities, as well as educational cooperatives, for professional development.

Figure 2.D
Guidance Provided To Districts



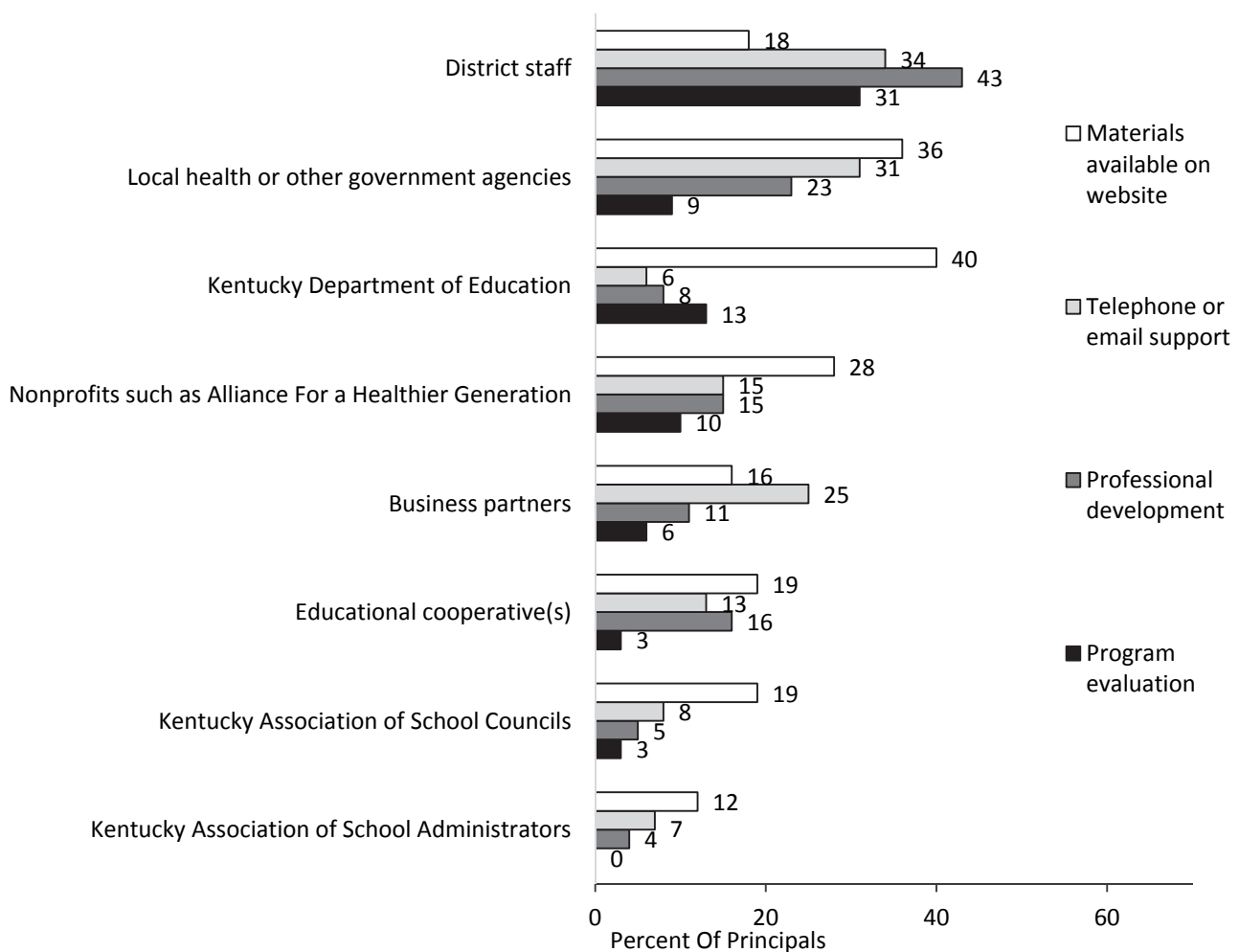
Note: Percentages add to more than 100 because many superintendents reported more than one type of guidance.
Source: Staff survey of district superintendents.

When asked for details about assistance from local health departments, hospitals, and nonprofits, superintendents reported that the primary role for these groups is to educate families on the importance of physical activity and engage students and their families in after-school programs and events that incorporate physical activity. They also sometimes collect student BMI data.

Schools also seek guidance from various sources, most often district staff.

Guidance For Schools. As shown in Figure 2.E, schools, too, seek guidance from several sources. They rely on district staff and local agencies more than on KDE, but many use online materials available from KDE, as well as from nonprofits and the Kentucky Association of School Councils. Businesses provide guidance to schools more often than they do to districts. Asked specifically about community collaborators and volunteers, 57 percent of principals reported receiving such support within the past 5 years.

Figure 2.E
Guidance Provided To Schools



Note: Percentages add to more than 100 because many principals reported more than one type of guidance.
Source: Staff survey of school principals.

Although districts can assist schools, their involvement must be consistent with the role of school-based decision-making councils.

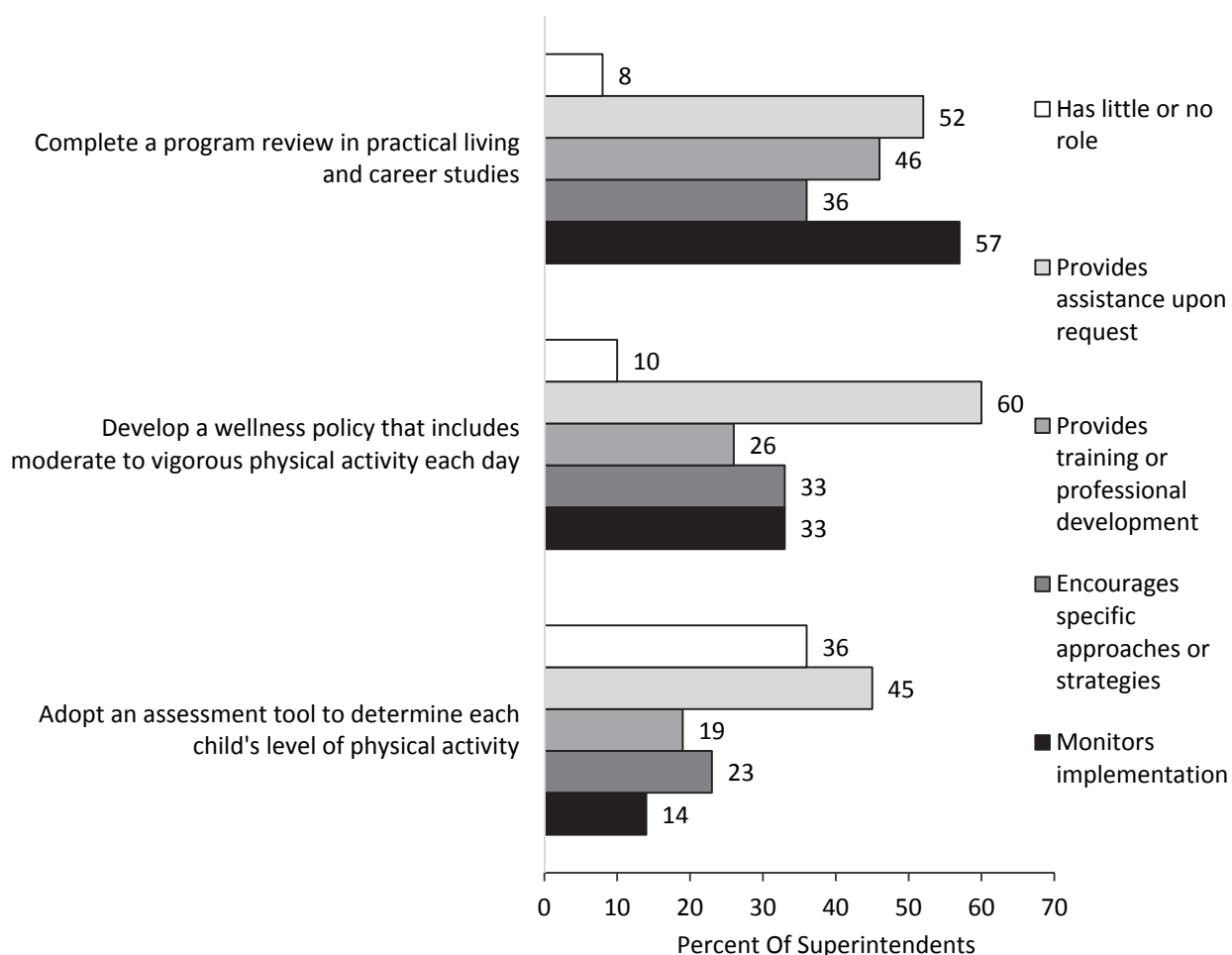
District Role In Assisting Schools. Although districts assist schools in many ways, their involvement must be consistent with the role of the school’s school-based decision-making council, which has primary responsibility for school policy. For example, KRS 160.345(11) clearly gives the school council authority for

developing and implementing the wellness policy and adopting the assessment tool to determine each child’s level of physical activity.

Districts provide training, encourage specific approaches, or monitor implementation.

Superintendents reported that districts often provide training, encourage specific approaches, or monitor implementation. As Figure 2.F shows, program reviews receive the most district attention, with approximately half of superintendents saying they provide training and monitor implementation. However, in light of the role of the school council, it is not surprising that other types of assistance are provided only when the district is asked. Approximately one-third of districts assist with school wellness policies, and approximately one-fifth assist with schools’ adoption of a tool for assessing each child’s level of physical activity.

Figure 2.F
District Role In Assisting Schools With Functions Related To Physical Activity



Note: Percentages add to more than 100 because many superintendents reported more than one role.
Source: Staff survey of school principals.

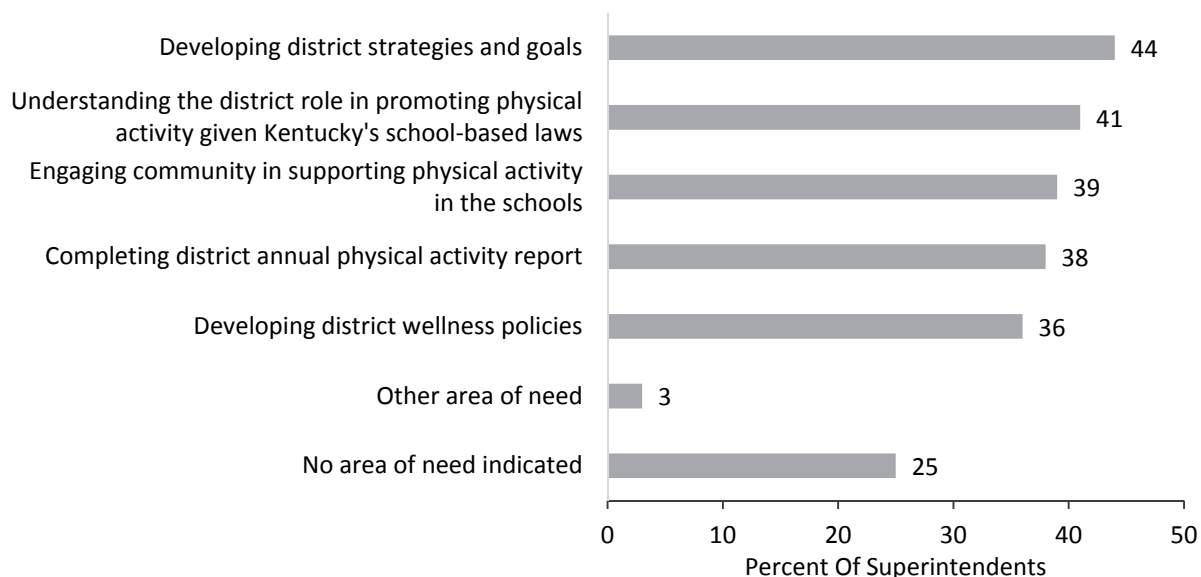
Principals offer another perspective on districts’ roles; 95 percent of principals reported that district staff review the evidence used for program reviews. When asked the general extent to which districts are involved in helping their schools promote physical activity, 24 percent reported active involvement, 54 percent said districts were somewhat involved, and 22 percent reported little or no involvement.

Districts may need to increase schools’ awareness of the assistance available to them on request. Although 86 percent of superintendents have assigned a person or committee to coordinate physical activity issues in the district, only 58 percent of principals were aware of such a person or committee.

Although KDE offers coordination and programs, some districts want additional guidance regarding strategies and goals, the district’s role, community engagement, physical activity reports, and wellness policies.

Need For Additional Guidance. Although KDE offers coordination and various programs to districts and schools, three-fourths of district superintendents expressed a need for additional guidance. As Figure 2.G indicates, many indicated that they or their staff require additional support in developing district strategies and goals, understanding the district’s role in light of Kentucky’s school-based decision-making laws, engaging the community, completing the physical activity report, and developing wellness policies. Some commented that they would like to see examples from other districts.

Figure 2.G
Areas In Which Districts Require Additional Guidance

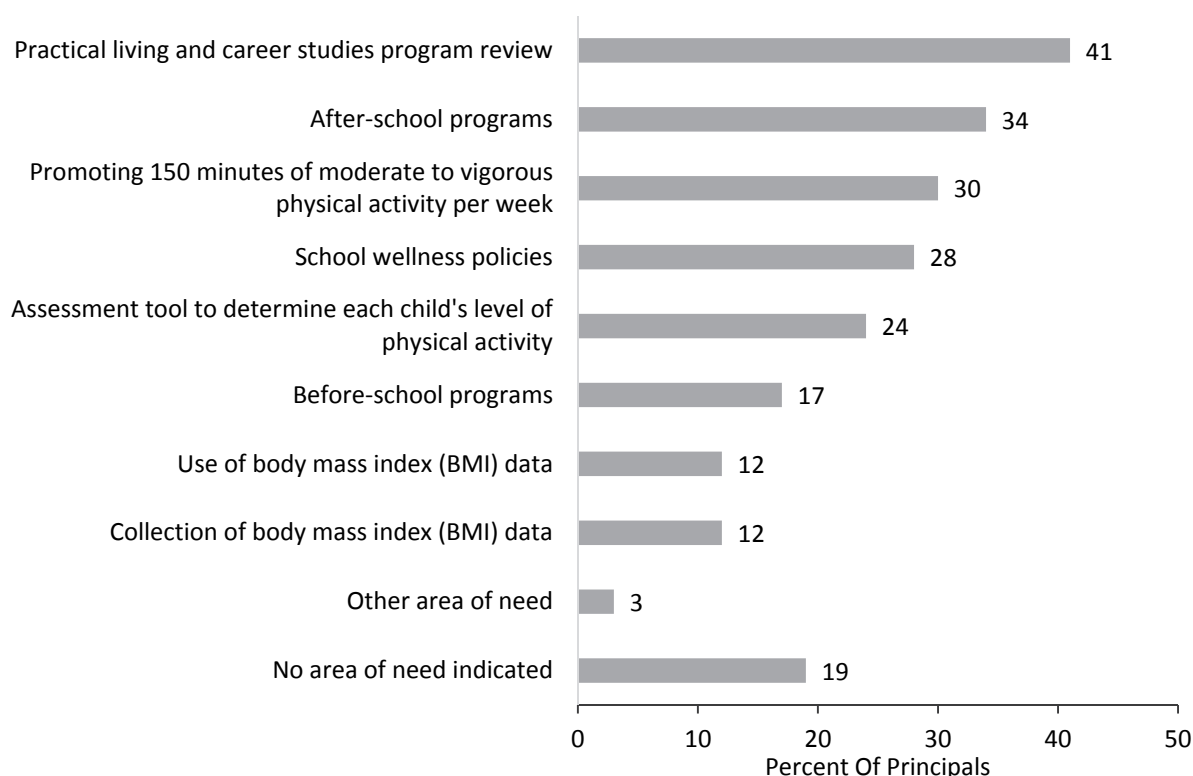


Note: Percentages add to more than 100 because 85 districts (56 percent of those surveyed) indicated a need for guidance in more than one area.
Source: Staff survey of district superintendents.

Some schools want guidance regarding the program review, after-school programs, physical activity promotion, wellness policies, and assessment tools.

Similarly, 88 percent of school principals expressed a need for additional guidance, as shown in Figure 2.H. The program review is the most needed area, but many would also like guidance regarding after-school programs, promoting 150 minutes of physical activity per week, wellness policies, and assessing students' activity levels. Some also would like guidance on before-school programs and collecting and using BMI data.

Figure 2.H
Areas In Which Schools Require Additional Guidance



Note: Percentages add to more than 100 because 277 schools (55 percent of those surveyed) indicated a need for guidance in more than one area.

Source: Staff survey of school principals.

Recommendations Of Superintendents For Increasing Physical Activity in K-5 Schools

Most superintendents acknowledged that at least some of their K-5 schools should be providing more opportunities for physical activity. While the majority of superintendents (62 percent) reported that most or all of their schools are providing about the right amount of physical activity, only 19 percent reported that all of their schools are doing so.

Although district superintendents acknowledge that more physical activity should be provided in some schools, some expressed strong opinions about the difficulty of increasing physical activity in the absence of funding and time.

Despite the acknowledgement that more physical activity should be provided in some schools, superintendents expressed strong opinions about the difficulty of increasing physical activity in the absence of additional funding, time in the instructional day, or elimination of other policy requirements currently influencing the way schools allocate their time. When asked what could be done to better help schools provide physical activity for elementary students, 70 percent of the 100 superintendents who answered this question mentioned one or more of these factors.

Superintendents most frequently identified funding as a factor that could increase physical activity, especially funding dedicated specifically to hire physical education teachers. Some also mentioned grants to update equipment or space for physical activity.

Almost as frequently, superintendents identified limitations in instructional time as a barrier to increasing physical activity. They cited the impact of state requirements on the way that time during the school day is allocated, noting that time devoted to meeting current requirements reduces the time for physical activity. As explained by one superintendent, there is “not enough time in the day to do all that we are expected to do.” Some expressed extreme frustration at the many requirements, academic and otherwise, being placed on schools, including requirements that reflect problems of society that cannot be addressed by educators alone.

Some superintendents expressed opposition to establishing new requirements for physical education.

In addition to noting the effect of current policy requirements on instructional time, about 10 percent of comments specifically opposed establishment of new requirements for physical education. As one explained, “Someone needs to realize the load of paperwork and responsibilities are compounded by additional policies and procedures to implement these programs.” However, a handful of superintendents recommended that new requirements be added in areas such as requiring certification for PE teachers, requiring physical education, or requiring a minimum number of minutes.

Chapter 3

Physical Activity In K–5 Schools

Introduction

This chapter reports the amount of time scheduled for recess, physical education, and classroom physical activity for students in grades K-5. It shows that many schools provide the CDC-recommended amount of recess, but not the recommended amount of PE.

This chapter reports the amount of time scheduled for recess, physical education, and classroom physical activity for students in grades K–5. It shows that most K-5 schools provide some recess, PE, and classroom physical activity, but relatively few provide a total of 250 minutes per week, as recommended by the CDC.^h This activity should include at least 20 minutes of recess per day and 150 minutes of PE per week; more schools meet the recommendation for recess than for PE.

The chapter describes PE, recess, and classroom physical activity in K-5 schools and reports factors that PE teachers believe affect the quality of physical activity. It also describes challenges reported by educators in providing more time for physical activity, especially the perception of a conflict between time devoted to physical activity and time for academic instruction.

Data

Data reported in this chapter are primarily from OEA surveys sent to principals of all K-5 schools and to samples of PE teachers and lead classroom teachers.

Data reported in this chapter are primarily from OEA surveys sent to principals of all K-5 schools and to samples of PE teachers and lead classroom teachers in these schools, as described in Appendix A. In addition, staff used KDE data on demographic characteristics of students and school membership to examine associations between physical activity and these school-level variables. From the EPSB, staff obtained LEAD data that incorporates course data from KDE’s Infinite Campus student information system; these data were used to verify PE information reported through OEA’s survey of principals. Finally, staff observed physical activity and interviewed principals, PE teachers, and classroom teachers in four elementary schools. These schools served a range of student populations and were located in urban, rural, and suburban settings.

^h Five percent of schools provide at least 250 minutes of combined PE and recess per week. When classroom physical activity is also included, 11 percent of schools provide at least 250 minutes of physical activity.

Moderate To Vigorous Physical Activity

The time students spend in recess and PE class is not necessarily equivalent to the amount of time they spend engaged in moderate to vigorous physical activity.

KRS 160.345(11) requires school councils of K–5 schools to develop and implement a wellness policy that includes moderate to vigorous physical activity each day. In interpreting the minutes of PE and recess reported in this chapter, note that the time students spend in recess and PE class is not necessarily equivalent to the amount of time they spend engaged in MVPA. In fact, research suggests that students may spend less than 40 percent of PE class engaged in MVPA.²⁴ Thus, a student in a school that allocated 250 minutes per week for physical activity might receive an average of 50 minutes per day of scheduled physical activity but perhaps be participating in MVPA for less than half of that time.

Physical Education

Scheduled Time

Most schools (95 percent) provide PE classes regularly throughout the year on a rotational basis, but very few provide daily PE.

Frequency. The CDC recommends that elementary students participate in PE daily, but principal survey data suggest that this is rarely the case in Kentucky K–5 schools. Only 22 schools (4 percent of the 505 that responded) reported daily PE classes led by a PE instructor.ⁱ Most schools (95 percent) provided PE regularly throughout the year on a rotation with other courses, such as art, science, and library. The most common rotation was PE once every 5 days (32 percent of schools). The next most common rotations were PE once every 3 days (15 percent), every other day (10 percent), and every four days (9 percent). The remaining schools provided PE less than once a week or on a different rotation; for example, some rotated weeks instead of days. Several PE teachers noted that it is difficult to reinforce skills when many days elapse between classes.

The average time scheduled for each PE class was approximately 46 minutes.

Duration. The average time scheduled for each PE class was approximately 46 minutes. Few schools (less than 5 percent) scheduled either less than 30 or more than 60 minutes for each PE class. One PE teacher commented that students would benefit more from frequent, shorter classes than they do from less frequent, longer classes. The teacher noted that frequent classes provide regular physical activity and greater instructional continuity.

ⁱ OEA followed up with schools that reported PE every day and determined that many schools that were reporting PE every day were considering teacher-led PE to be PE class. As described in Appendix E, teacher-led PE does not necessarily meet the criteria to be considered PE class. After discussions with the schools whose daily teacher-led PE was not equivalent to PE class, staff corrected the frequency of PE class for those schools.

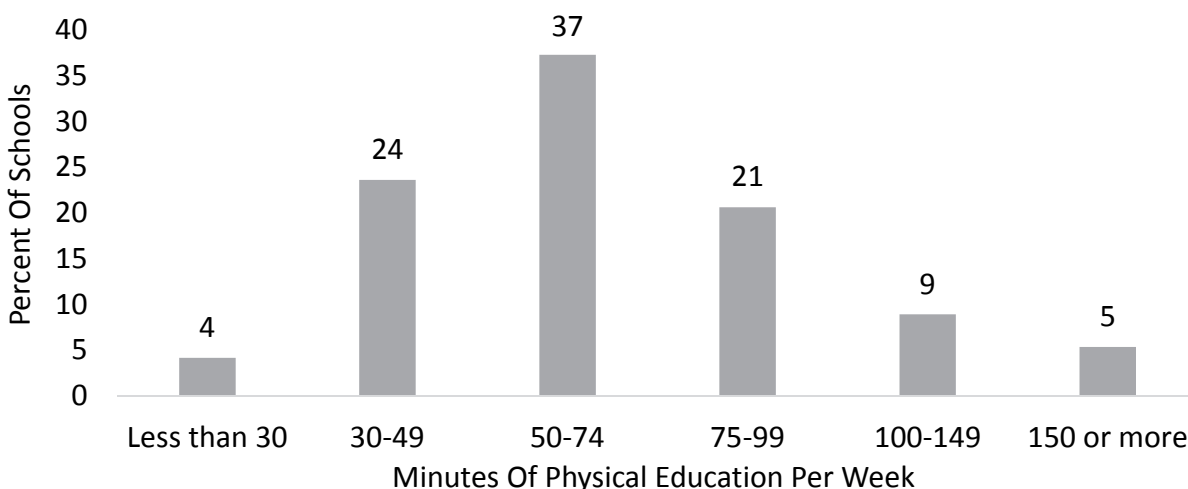
Research suggests that the percentage of time in which students engage in MVPA may be higher in classes that are shorter (about 30 minutes) than in longer classes.²⁵

PE Minutes Per Week. The CDC recommends that elementary school children receive a total of at least 150 minutes of physical activity per week. OEA used frequency and duration of PE classes reported by principals to calculate minutes of PE per week in each grade. Total minutes of PE do not generally vary among grades in a school.

On average schools provided 68 minutes of PE per week, less than half of the recommended amount and less than the average of 87 minutes that was reported for grades 1-5 nationally in 2005.

On average, Kentucky K–5 schools provided 68 minutes of PE per week, less than half of the recommended amount and less than the average of 87 minutes that was reported for grades 1 through 5 nationally in 2005.²⁶ As shown in Figure 3.A, only 5 percent of K–5 schools provided students with 150 minutes or more of PE per week. Nearly two-thirds of schools (65 percent) provided less than 75 minutes of PE per week, or less than half of the recommended 150 minutes. Only 4 percent of schools provided less than 30 minutes of PE per week; less than 1 percent (3 schools) reported in the OEA survey that they do not provide any PE.

Figure 3.A
Minutes Of Physical Education Per Week: K–5 Schools, 2015 School Year



Note: School-level data reported in this figure were calculated from survey questions regarding the frequency of PE classes and minutes in each class. Principals reported these data by grade, and staff calculated school averages across all grades.

Source: Staff analysis of data from OEA’s survey of principals.

Inconsistent Coding Of PE Course Data

Staff found some inconsistencies between self-reports in surveys and data in the Infinite Campus (IC) student information system.

In analyzing data for this report, OEA noted inconsistencies between the physical education that schools reported to OEA and what some schools recorded in KDE's Infinite Campus (IC) software.^j Some schools appear to be providing PE but not reporting it in IC. More than 100 schools did not report any physical education in IC in 2015 but did report physical education to OEA, either on the principal survey or to OEA staff in a follow-up phone call or email. Other schools (at least 25) recorded physical education classes in IC that may not meet the criteria to be considered PE. These were "teacher-led PE" classes, which may include teacher-organized physical activity but do not necessarily include instruction according to a PE curriculum. Appendix E provides additional detail about these data concerns.

If accuracy is ensured, KDE could use IC to generate annual data about the amount of PE being provided in K-5 schools.

KDE could use IC to generate annual data about the amount of PE being provided in K-5 schools. These data could then be used for internal and external reporting. It is therefore important that schools record classes that include instruction in PE content and that they not record as PE classes those that do not provide instruction in PE.

Recommendation 3.1

Recommendation 3.1

The Kentucky Department of Education should work with schools to ensure that the student information system (Infinite Campus) has schedules set up properly to reflect all classes taught in K-5 grades that include physical education content. Schools should record as physical education classes only those classes that provide instruction according to a physical education curriculum.

Educators' Views Of PE Time

The majority of educators reported that the time scheduled for PE is "about the right amount," given many competing curricular goals.

The majority of principals, PE teachers, and lead teachers reported that, given the many curricular goals that must be met, the time scheduled for PE is "about the right amount." PE teachers were more likely to report not enough time scheduled for PE (41 percent) than were principals and classroom teachers (each reported 32 percent).

Some principals indicated strong concerns about insufficient PE time.

Comments submitted by some principals, PE teachers, and classroom teachers indicated strong concerns about insufficient PE time, however, and the negative impact on students' health and

^j Staff analyzed IC data that had been incorporated into EPSB LEAD.

long-term development. Most of these comments indicated a disproportionate emphasis on seat work and academic instruction; they often attributed this overemphasis on academic instruction to the state testing and accountability system and the pressure on principals and teachers. PE teachers also stressed difficulty in ensuring that students master skills when they receive infrequent PE classes.

Less than half of PE teachers reported that most or all of their students are at the level of physical fitness that is necessary for good health.

Although the majority of PE teachers judge PE time scheduled at their schools to be about the right amount given the many curricular goals that need to be met, their comments also suggest that more time for physical activity is needed for some students. Only 46 percent of PE teachers reported that most or all of their students are at the level of physical fitness that is necessary for good health.

Factors Affecting PE Time

Principals identified the need to focus instructional time on academic areas as the greatest factor taking away from PE time.

Perceived Conflict Between PE Time And Academic

Instruction. Of the factors limiting the amount of time scheduled for PE, principals identified the need to focus instructional time on academic areas as the greatest factor. Forty-two percent of principals reported that this was a strong factor, with an additional 33 percent reporting it as somewhat of a factor. Comments submitted by many principals suggest that they feel conflicted about the need to trade off physical activity time for academic instruction. Many indicated a desire to increase the time provided to PE but explained they were unable to do so given current curricular and testing requirements. As one principal explained, “Providing time for physical activity within the length of our school day is difficult due to academic requirements.” Another noted that “Getting students moving every day is important and as an administrator it is very challenging time wise to meet the academic and physical time components for each area If something is cut it is usually a PE position before the classroom teacher. This is a tough decision for administration.”

PE teachers were less likely than principals to identify instructional time needed for academic subjects as a strong factor in limiting scheduled time for PE.

PE teachers were less likely than principals (25 versus 42 percent) to identify instructional time needed for academic subjects as a strong factor in limiting time scheduled for PE. PE teachers were more likely than principals to indicate that the proportion of time students spend seated, doing academic work versus being physically active is counterproductive to learning and development. Several PE teachers noted that they are required to spend a portion of their school day providing extra support to students in academic areas rather than teaching PE. As one

explained, “Physical educators should be able to teach PE throughout the day without having to teach other subjects which they are not qualified or prepared to teach. I teach reading, but I think that is a disservice to the kids in my reading class.”

Example Of A School In Which PE Supports Academic Instruction. Research reported in Chapter 1 suggests that increasing physical activity does not hurt and may help academic performance, but the potential benefits of physical activity to academic performance were rarely mentioned by OEA survey respondents.

One school's staff believed strongly that physical activity supports learning.

However, staff did visit one school in which the principal and teachers believed strongly that physical activity supports learning. The school's two full-time PE teachers, and classroom teachers stated that the high number of minutes scheduled for physical activity (100 minutes of teacher-led PE and 150 minutes of PE per week) did not conflict with academic instruction but rather strongly supported it. The student population in this school exceeded state percentages of students eligible for free or reduced-price lunch, students who were minorities, and students who were English learners. The school also placed among the state's top 10 percent of schools for academic performance.^k

The school's principal and PE teachers explained that the PE program is designed explicitly to support character and academic development.

The school's principal and PE teachers explained that the PE program is designed explicitly to support character and academic development. PE teachers instruct students directly on matters of sportsmanship, self-control, and consideration, and these skills are reinforced during games that require cooperation. PE teachers also assist students to develop strategic thinking by providing games that require it and engaging students in discussions about the games. In addition, the principal explained that the PE program also supports language acquisition because it places children in natural settings in which they need and desire to communicate. This may be especially important for the school's many English language learners.

Comments offered by the teachers in this school supported these views. They believe that, as a result of their physical activity, students can focus steadily in class and not become distracted. “They get their wiggles out.” According to teachers, the physical activity also reduces discipline problems and facilitates student cooperation in class.

^k While staff in this school emphasized that they did not have to sacrifice academic rigor for physical activity, they acknowledged that, in order to afford two full-time PE teachers, they were not able to fund music and art teachers.

PE may also support learning in this site visit school by improving school climate. As the principal explained, the schools' two PE teachers, who teach in tandem, have sustained, daily contact with students and are thus able to serve as community builders and mentors. This mentoring is especially important considering the school's high rate of student mobility and its many students with uncertain home environments.

More than half of principals identified personnel being allocated to other areas as a factor in limiting the amount of time provided for PE.

Personnel. More than half of principals responding to OEA's survey identified personnel being allocated to other areas as a factor in limiting the amount of time provided for PE, with 32 percent identifying this as a strong factor and 21 percent identifying it as somewhat of a factor. As one explained, "Physical education is limited by the number of staff allocated to teach. Students receive PE once a week. It is a class that students love and they do not have access to PE nearly enough." Several principals also identified funding as a barrier; they do not have funds sufficient to hire an additional PE teacher or, in some cases, to have a full-time PE teacher rather than a teacher shared between two schools.

Fourteen percent of principals identified space available for PE as a strong factor in limiting the time for scheduled for PE.

Space. Fourteen percent of principals identified space available for PE as a strong factor in limiting the time scheduled for PE, with an additional 15 percent identifying space as somewhat of a factor. Principal and PE teacher comments indicate strong concern about space in some schools. In some large schools there is not enough space in the gym to allow for increased physical education time, and in others PE is not held in the gym but in the cafeteria or, in one school, a classroom. OEA visited one rural school in which the physical location of the school on a narrow ridge limited the space available for athletic fields.

Physical Education Observation

OEA staff observed primary and intermediate PE classes in four elementary schools.

OEA staff observed primary and intermediate PE classes in four elementary schools. All of the classes observed were organized, covered a variety of content areas and types of movement (stretching, games, specific exercises), and engaged the students. Games such as "Wreck It Ralph" in which students competed to knock down or pick up cones, or "Four Corner Soccer" in which students competed to score goals in all four corners of the gym, appeared to promote a higher level of MVPA among all students than do traditional games such as dodgeball or kickball. In one class, students who were waiting to participate in an activity did jumping jacks, push-ups, or lunges. Classes incorporated a variety of equipment that included hoops, balls of different sizes, cones,

and rings. One class included a monitor for some technology-led stretches and dances. Most classes also included specific instruction or reminders on issues of sportsmanship or behavior. Students were almost universally engaged, and staff observed few discipline issues.

Factors Affecting Quality Of PE

OEA survey data suggest that most PE teachers do not have strong concerns about factors that limit the quality of PE they are able to provide.

It is unclear whether the classes described above are representative of classes in the state. However, OEA survey data suggest that most PE teachers do not have strong concerns about factors that limit the quality of PE they are able to provide. The most commonly identified factor negatively impacting the quality of PE was students who do not wear footwear or clothing appropriate for PE, but only 13 percent identified this as a strong factor. Other factors identified as having a strong negative impact were lack of equipment (10 percent of PE teachers), requirements to spend PE time in activities that were not physical (9 percent), inadequate space (6 percent), and large class size (9 percent). Class size is likely of greater concern in those schools (approximately one-fifth, as reported by PE teachers) that combine classes for PE.¹ As explained by the PE teacher in one such school, “Some of my classes have two homerooms together in efforts to avoid having PE during lunch time. Our gym is our cafeteria. It's difficult to accomplish much of anything.”

Factors Affecting Some Students

Teacher survey data suggest that students are rarely removed from PE to receive services or as punishment.

Removal Of Students From PE. PE and classroom teacher survey data suggest that students are rarely removed from PE in Kentucky’s K-5 schools to receive services or as punishment. Based on PE teacher survey data, it appears that in relatively few schools (10 percent or less) are students removed from PE on a daily basis. The percentage of schools that remove at least one student daily from PE increases in the upper grades. Only 8 percent of PE teachers reported daily removal of any kindergarten students from PE, compared to 13 percent of PE teachers reporting daily removal of any 5th-grade students. Almost no schools report regular removal of more than three students.

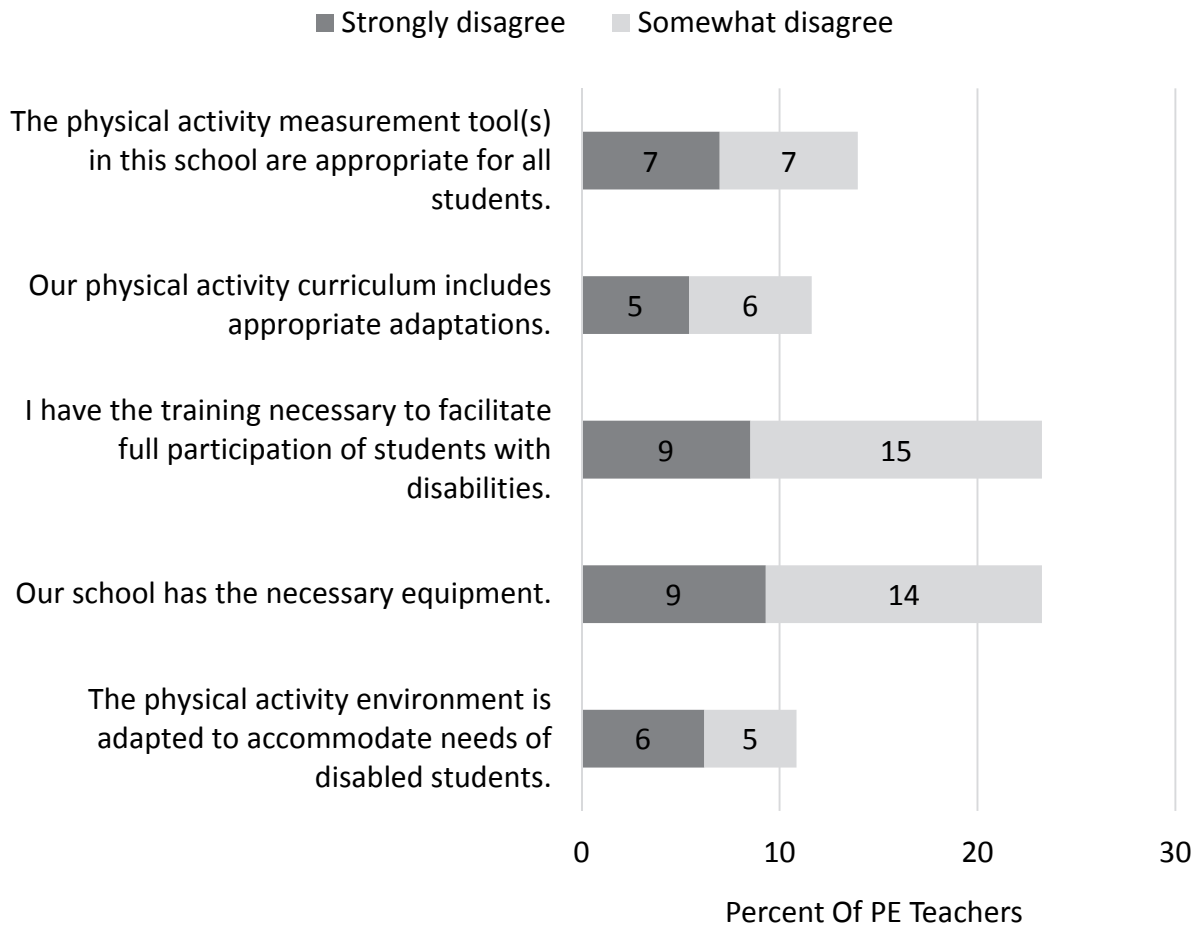
Access for students with disabilities to physical activity and PE is a concern for some schools.

Students With Disabilities. While most PE teachers report adequate access to physical activity and PE for students with disabilities, access for these students is a concern in a minority of

¹ Combined classes are not always doubled. In many cases there are other ways of combining classes. For example, four homeroom classes might be divided into three groups for special area subjects.

schools. Figure 3.B shows the percentage of PE teachers who somewhat or strongly disagree that their schools meet certain conditions necessary for full access. For example, 6 percent of PE teachers strongly disagree that the physical activity environment is adapted, and another 5 percent somewhat disagree. Nearly one-fourth of teachers disagree strongly or somewhat that they have the training necessary to facilitate full participation of students with disabilities or that their school has the necessary equipment.

Figure 3.B
Percentage Of PE Teachers Who Disagree
That Conditions Necessary To Ensure Full Participation
Of Students With Disabilities Exist In Their School



Source: Staff analysis of data from OEA survey of PE teachers.

Recess

Scheduled Time

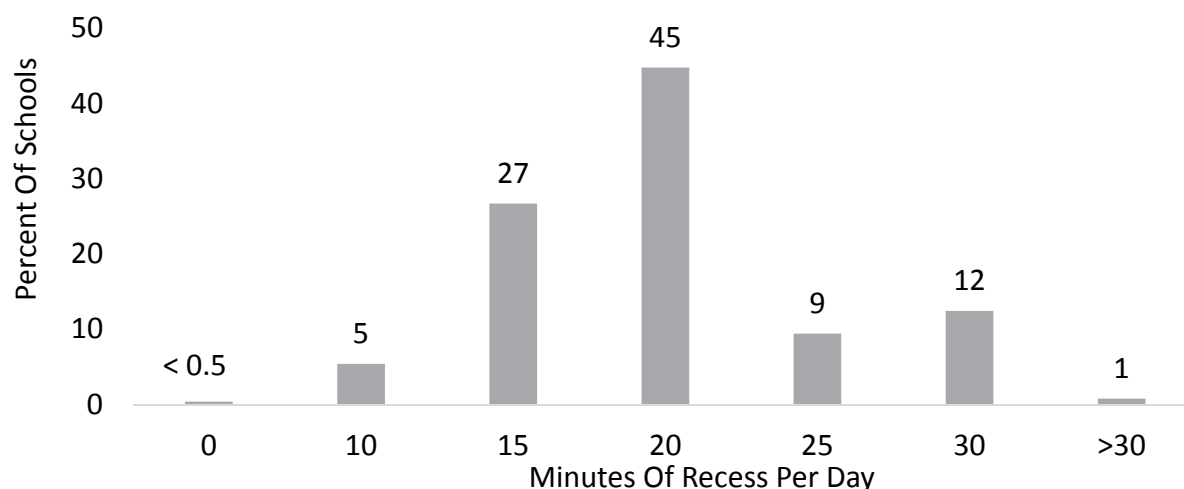
OEA principal survey data indicate that in grades K-5, approximately 90 percent of schools provide recess once per day.

Frequency. The CDC recommends that elementary school students receive at least 20 minutes of recess daily. OEA principal survey data indicate that in grades K through 5, approximately 90 percent of schools provide recess once per day. Recess twice per day is more likely to be reported for kindergarten (7 percent of schools) and first grade (3 percent). It is unusual for schools to provide recess twice per day in other grades; 1 percent of schools reported recess twice per day in 5th grade, and 1.5 percent did so in 2nd, 3rd, and 4th grades. Fewer than five schools in the state reported no minutes of recess. Of the schools that do not offer recess daily, some offer it every other day or several times a week and others incorporate some free play into their teacher-led PE periods.

While recess time averages 20 minutes, approximately one-third of schools provide less than that.

Minutes Per Day. The average amount of recess scheduled per day in Kentucky schools is 20 minutes. This meets CDC guidelines but is less than the 26 minutes reported for the nation in 2005. Figure 3.C shows that more than two-thirds of schools provided 20 minutes or more of recess in FY 2015. Of the approximately one-third (32 percent) that provided less than 20 minutes per day, the overwhelming majority provided 15 minutes per day. Five percent of schools reported 10 minutes of recess, and less than half of 1 percent of schools reported no recess.

Figure 3.C
Minutes Of Recess Per Day, K–5 Schools, 2015 School Year



Note: School-level data reported in this figure were based on frequency and minutes of recess. Principals reported these data by grade, and staff calculated school averages across all grades. Most school averages were in multiples of five, as reported in the table. In a small minority of schools, averages were rounded to the nearest multiple of five. Source: Staff analysis of data from OEA's survey of principals.

Educators' Views Of Time For Recess

Educators believe that “about the right amount” of time is devoted to recess.

The majority of all respondents indicated that, considering that elementary schools must meet many curricular goals, “about the right amount” of time is devoted to recess. Classroom teachers and PE teachers were more likely to report not enough time allocated for recess (42 and 34 percent, respectively) than were principals (25 percent). Principals’ views that their schools were providing about the right amount of recess did not vary based on how much recess their school was actually providing. Principals in schools scheduling only 15 minutes were just as likely to report about the right amount of recess as were principals in schools providing 30 minutes.

Some PE and classroom teacher comments indicate strong concern about the limited time available for recess.

PE and classroom teacher comments indicate strong concern in some schools about the limited time available for recess. Teachers note that when scheduled recess time is limited, the actual amount of student physical activity can be very low, once time is subtracted for transitions between the classroom and the playground. Many teachers also commented that their students would be better able to focus on academic instruction if they had more time for recess or if recess were held in either the morning or the afternoon instead of midday, adjacent to lunch.

Factors Limiting Scheduled Time For Recess

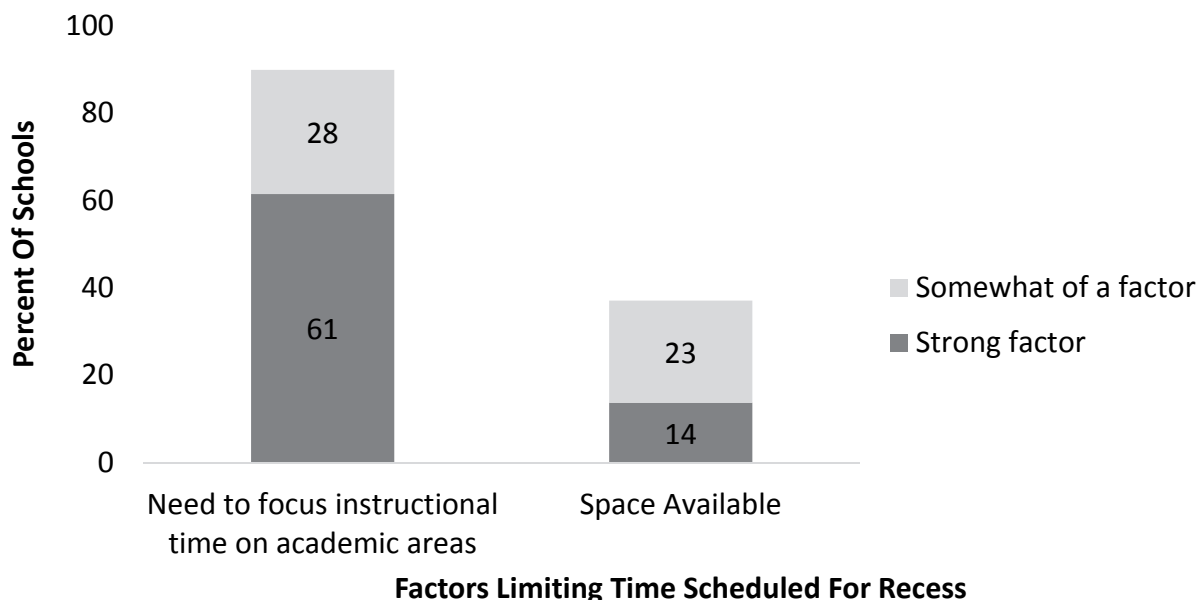
The majority of principals identified the need to focus instructional time on academic areas as a factor reducing the time that can be scheduled for recess.

As shown by Figure 3.D, the majority of principals identified the need to focus instructional time on academic areas as a factor reducing the time that can be scheduled for recess. Sixty-one percent cited this as a strong factor, with an additional 28 percent citing it as somewhat of a factor.

Comments submitted by many principals, PE teachers, and classroom teachers noted that schools are focusing heavily on ensuring that students meet academic requirements, sometimes at the expense of other priorities such as physical activity. Many principals noted that the amount of time available in their instructional day limits their ability to increase time for physical activity without sacrificing academic content. It does not appear that requirements for minutes of instructional time are the main factors leading to the tension between recess and academic instruction. KRS 160.345(11) permits schools to count up to 30 minutes per day of physical activity toward instructional time. OEA survey data indicate that less than half of schools are counting recess toward instructional time.

Figure 3.D also shows that space is a factor limiting the time that can be provided for recess in some schools, though much less of a factor than instructional time. Only 14 percent of principals cited this as a strong factor, with an additional 23 percent citing it as somewhat of a factor.

Figure 3.D
Principals' Views Of Factors Limiting Recess Time



Source: Staff analysis of data from OEA's survey of principals.

Most schools (at least 80 percent) could potentially count more recess toward the instructional day than what is currently counted.

Counting Time Scheduled For Recess Toward The Instructional Day. Principals' perceptions of tension between recess and time devoted to academic instruction do not appear to be based on statutory requirements related to instructional time. KRS 160.345(11) allows schools to count up to 30 minutes per day of physical activity to be considered part of the instructional day. Most schools (at least 80 percent) could potentially count more recess toward the instructional day than what is currently counted. Thus, it appears that the conflict reported by many principals between academic instruction and time scheduled for recess is not caused by requirements for instructional time but by the perceived need to preserve time for academic instruction. It is also possible that some principals may not be aware that schools are permitted to count up to 30 minutes per day of physical activity toward the instructional day.

Factors Reducing Scheduled Recess Time

Students frequently miss outdoor recess because of inclement weather.

Weather. According to PE and classroom teachers, students frequently miss outdoor recess because of inclement weather. More than two-thirds of PE teachers (68 percent) reported that students miss outdoor recess for 20 days or more per year. More than one-fourth (26 percent) reported that students miss 40 days or more of outdoor recess. Students are kept inside because of rain and snow but also when the weather is perceived to be too cold or too hot. Comments submitted by both PE teachers and principals indicated that schools with policies prohibiting outdoor recess during cold weather commonly identify 40 degrees or below as too cold.

Most schools provide some opportunities for physical activity in the classroom on bad weather days.

Most schools provide some opportunities for physical activity in the classroom on bad weather days; only 14 percent of PE teachers reported that students rarely or never have physical activity in the classroom. However, less than half provide these opportunities regularly; only 38 percent reported that students have opportunities for indoor physical activity on most or all inclement weather days. According to PE teachers, a small percentage of schools provided regular opportunities for physical activity in the gym or other areas of the school on bad weather days; 18 percent reported that students have these opportunities on most or all bad weather days.

Given the many schools that hold indoor recess for 40 or more days per year, it is important that physical activity on inclement weather days be addressed in school policies and practices. Currently, less than half of K-5 schools provide regular opportunities for physical activity during indoor recess.

Recommendation 3.2

Recommendation 3.2

The Kentucky Department of Education should incorporate language encouraging use of classroom physical activity during inclement weather days into performance descriptors in the PLCS program review.

It is relatively rare for more than 5 days of recess per year to be reduced or canceled due to nonweather factors.

Cancellation Of Recess For Other Reasons. According to classroom teachers, it is relatively rare for more than 5 days of recess per year to be reduced or canceled for nonweather factors. However, these do affect some schools more than others; factors causing schools to cancel or reduce 10 or more days of recess included the need for additional academic instruction (reported by 7 percent of teachers), preparing for standardized tests (4 percent), and assemblies and special trips (4 percent).

Removal Of Students From Recess

It is relatively rare for students to miss recess in order to receive special services, such as additional academic instruction or physical therapy.

According to teachers, it is relatively rare for students to miss recess in order to receive special services, such as additional academic instruction or physical therapy. Two-thirds of teachers reported that this never happens for any students. However, in some schools, small groups of students miss recess regularly. Five percent of teachers reported that at least one student misses recess daily. Thirteen percent of teachers reported that at least one student misses recess once a week or more; however, only 4 percent of teachers reported that more than three students do so.

It is more common for some students to miss recess as a consequence of poor behavior or incomplete schoolwork or homework.

It is more common for some students to miss recess as a consequence for poor behavior or work, though school policies and practices vary widely on this issue. Teacher survey data suggest that approximately one-third of schools never withhold recess for poor behavior or missing schoolwork or homework, another third commonly withhold recess for these reasons, and in the remaining schools, recess is withheld only under certain specified conditions.

Principal survey data suggest that wellness policies related to withholding recess also vary. Only approximately half of principals reported that their school wellness policy prohibited withholding of recess. Of these, many explained that while recess is not withheld, students can be required to walk the track as punishment. Teacher comments suggest that it is common for schools to withhold free time during recess but require students to be physically active by walking laps.

Characteristics Of Recess

Structure. The American Academy of Pediatrics recommends that educators seek to balance recess time between unstructured time, which is believed to promote social development, and structured time, which may increase the amount of physical activity children participate in during recess.

Recess observed in four elementary schools appeared to provide opportunities for both physical activity and social development.

Recess observed by OEA in four elementary schools appeared to be consistent with AAP recommendations that recess provide opportunities for both physical activity and social development. With the exception of one primary recess in a teacher-led PE format, all of the recess periods observed provided students with some degree of choice among activities and some opportunity to socialize in smaller groups. Students in three of the four schools determined their own activities, whereas students in the fourth were required to choose among several activities, one or more of

which was led by a teacher. In this school, outside physical activity break time was called teacher-led PE and not recess.

In each site visit school, all or almost all students were physically active for some or all of recess.

In each site visit school, all or almost all students were physically active for some or all of recess but between one-third and one-half did not appear to be engaged in MVPA for sustained periods. For example, students in one school were required to walk the track, but many did so at a pace slower than the 4 or 5 miles per hour required for MVPA. OEA did not observe substantial difference in the level of MVPA among the four schools. However, in the three schools that provided unstructured recess, about 5 percent of the students were inactive during recess. In the school that offered teacher-led PE, no students were completely inactive, though some were not engaged in MVPA. It is unclear whether practices observed in site visit schools are representative of schools in the state.

OEA survey data suggest that most Kentucky schools are looking to preserve some free play during recess.

OEA survey data also suggest that most Kentucky schools are also looking to preserve some free play during recess. Twenty-five percent of principals reported that recess is entirely free play, 39 percent reported that recess is free play but teachers remind students to be physically active, and 20 percent reported that recess contains some structured activities in which students are not required to participate. Only 9 percent of principals reported that students are required to participate in structured activities during recess. It is likely that the teacher-led PE reported by some principals was included in the data for highly structured recess. Principal and teacher comments suggest that schools most commonly incorporate structure by requiring students to walk a certain distance or length of time during recess.

Only a small percentage of PE teachers identified conditions that they believed were strong factors negatively impacting the quality of physical activity at recess.

Quality. Only a small percentage of PE teachers identified conditions that they believed were strong factors negatively impacting the quality of physical activity at recess. These included lack of equipment (8 percent), requirements to spend recess time in ways that did not encourage physical activity (7 percent), inadequate space (6 percent), and the fact that students do not always wear footwear or clothing appropriate for physical activity (3 percent).

Of the four elementary schools visited by OEA in connection with this study, three had plentiful space for recess and well-maintained playground equipment. These three had playgrounds that included slides, climbing equipment, and monkey bars, and two had swings. They also had fields or open space for games. Space was limited in one rural school, located in a hilly area. A local business had

offered to pay for a playground that was twice as big as the existing playground, but space did not permit this extra equipment.

Physical Activity Integrated Into Classrooms Or Transitions Between Classes

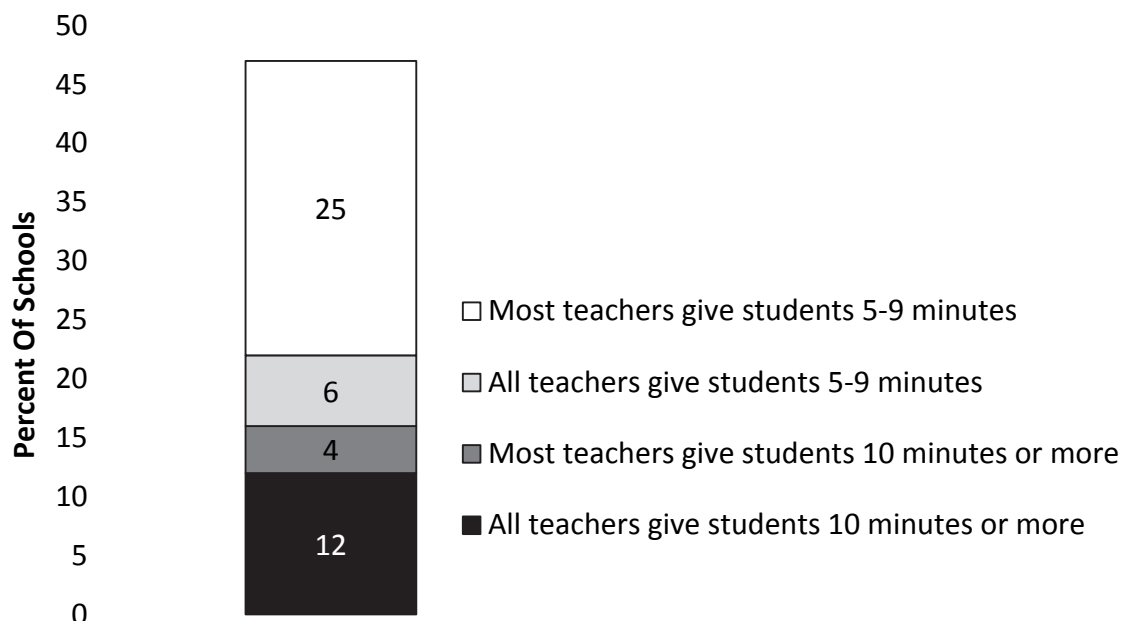
Many schools are attempting to incorporate physical activity throughout the day, in the form of physical activity or “brain breaks” incorporated into classroom activities or transitions between classes.

In addition to scheduled time for physical activity through PE class or recess, many schools are attempting to incorporate physical activity throughout the day, in the form of physical activity or “brain breaks” incorporated into classroom activities or transitions between classes. While these breaks are not incorporated officially into school schedules, some schools have policies stating that students should not be physically inactive for more than 40 minutes at a time, and some school policies encourage classroom-integrated physical activity during indoor recess.

Figure 3.E shows that classroom physical activity is provided in many schools but is a regular feature of the school day in a minority of schools. Twelve percent of principals reported that all teachers provide 10 minutes or more of activity breaks during the day, with an additional 4 percent reporting that most do so. Six percent reported that all teachers provide between 5 and 9 minutes of activity breaks, and an additional 25 percent reported that most teachers do so.^m The figure shows potential for many more schools to make regular use of classroom-integrated physical activity breaks.

^m Only 6 percent of principals reported that few or no teachers give students physical activity breaks.

Figure 3.E
Percentage Of Principals Reporting That All Or Most Of School’s Teachers Provide Regular Classroom Physical Activity



Note: “Classroom physical activity” consists of physical activity integrated into curriculum, used as breaks in classroom, and incorporated into transitions between classes.

Source: Staff analysis of data from OEA survey of principals.

Principals reported many types of classroom physical activity.

Principals reported many types of physical activity breaks. Three were reported by more than one-third of principals:

- Go Noodle, reported by 54 percent of schools, uses video brain breaks that focus attention and incorporate physical activity.
- Classroom Energizers, reported by 42 percent of schools, use poems and dances that incorporate physical activity.
- Take 10, reported by 34 percent of schools, is a multimedia program that incorporates physical activity into academic content.

In addition, principals reported use of Brain Breaks, dance, and yoga. In some schools, physical activity is tied directly to academic content, such as physical movements with multiplication tables. Teachers in one school took students on a 10-minute walk each week, in addition to the regularly scheduled recess or PE time. In another school, students wrote songs and made up dances to go with them.

OEA observed some classroom activities that were more rigorous than recess or PE, albeit for shorter times.

OEA staff observed classroom physical activity in two schools. In each school, students were familiar with and engaged in the activities, which involved stretching, jumping, and dance moves

that could be accomplished in small spaces. The activities observed were vigorous and appeared to involve most students in higher levels of MVPA than did many of the activities staff observed during recess and PE, albeit for shorter stretches of time.

Total Physical Activity

Survey comments suggest that many educators believe there is a state requirement to provide 150 minutes of physical activity per week.

KRS 160.345(11) allows schools to count up to 30 minutes per day or 150 minutes per week of physical activity towards instructional time. The 150 minutes cited in statute is not a requirement, and neither is it stated as a goal. In survey comments, however, many educators indicated their belief that there is a state requirement to provide 150 minutes of physical activity per week.

OEA staff calculations based on principal survey data indicate that schools provided, on average, a total of 165 minutes of scheduled recess and PE per week, which is less than the national average and less than CDC recommends.

Staff calculations based on principal survey data indicate that K–5 schools provided, on average, a total of 165 minutes of scheduled recess and PE per week. When estimated classroom physical activity was added, the total amount of activity averaged 187 minutes.ⁿ These total activity minutes do not meet CDC recommendations of 250 minutes of scheduled physical activity per week (150 minutes of PE and 100 minutes of recess) and are also substantially less than the average 215 minutes of scheduled physical activity reported for students nationally in 2005.²⁷

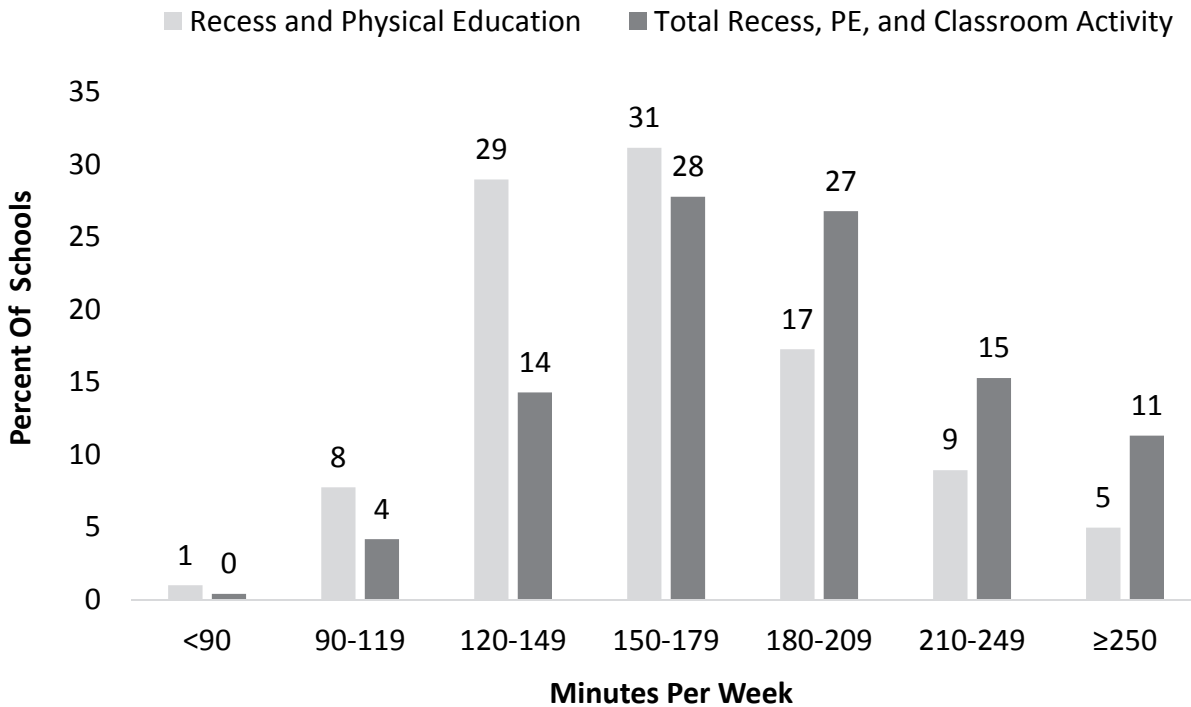
Figure 3.F combines data provided earlier in the chapter on recess and PE to show the distribution of total minutes of physical activity among schools in the state. The figure also includes data on the distribution of total physical activity minutes when estimated minutes of classroom-integrated physical activities are included.

A small percentage of schools provide 250 minutes or more of physical activity per week.

The figure shows very small percentages of Kentucky K–5 schools providing 250 minutes or more of physical activity per week— 5 percent of schools when only recess and PE are considered, or 11 percent of schools when classroom physical activity minutes are also included. Sixty-two percent of schools provide 150 minutes or more of scheduled PE or recess, and 81 percent of schools provide 150 minutes or more of physical activity when classroom-integrated physical activity is included.

ⁿ Appendix F describes the methods staff used for estimating classroom physical activity.

Figure 3.F
Total Physical Activity Time Per Week, Including Scheduled Recess, Physical Education,
And Estimated Classroom Physical Activity, 2015 School Year



Note: Staff calculated recess and physical education minutes by adding average minutes of PE calculated for each school and the minutes per week of recess, which was calculated by multiplying minutes of recess per day by five. Classroom physical activity minutes were estimated as described in Appendix F.

Source: Staff analysis of data from OEA survey of principals.

Variation In Physical Activity Based On School Characteristics

National Data

National data collected by the US Department of Education in 2005 showed that, on average, students attending schools with higher percentages of poor or minority students received fewer minutes of recess per day and total scheduled physical activity per week than did students attending schools with lower percentages of poor or minority students.²⁸ Anecdotal reports have suggested that students in higher-poverty schools receive less recess because higher-poverty schools tend to be lower-achieving schools. Low-achieving schools may reduce recess in an attempt to increase instructional time and test scores.

The 2005 report found that, on average, students attending schools with higher percentages of poor or minority students received more

minutes of PE weekly than did students in other schools. The report also showed that, on average, students in rural schools and in small schools received more PE than did students in urban schools.

Kentucky Data

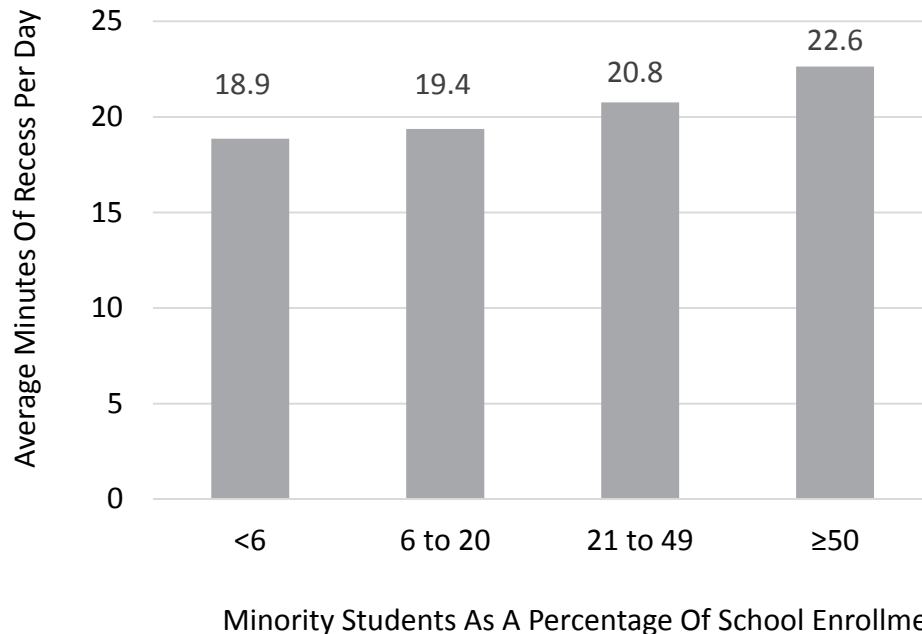
Using OEA's principal survey data for minutes of various types of physical activity and KDE's Open House data, staff calculated differences in minutes of physical activity based on the following school characteristics: percentage of students eligible for free or reduced-price lunch (often used as a proxy for poverty), percentage of minority students, and school enrollment.

In contrast to national data, it does not appear that Kentucky students in higher-poverty and higher-minority schools receive less recess than do students in other schools.

In contrast to national data, it does not appear that Kentucky students in higher-poverty and higher-minority schools receive less recess than do students in other schools. Recess minutes per day did not vary substantially by the percentage of a school's students who were eligible for free or reduced-price lunch. Also contrary to the national study, Kentucky schools with higher percentages of minority students provided, on average, more recess per day than did students in schools with lower percentages of minority students.

Figure 3.G shows the average number of recess minutes per day for schools with different percentages of minority students. Students in schools in which more than 50 percent of students are minorities received, on average 3 more minutes of recess per day than did students in schools in which less than 6 percent of students were minorities.

Figure 3.G
Average Number Of Recess Minutes Per Day
By Percentage Of Minority Students In A School



Source: Staff calculations based on analysis of data in OEA principal survey and data from the Kentucky Department of Education.

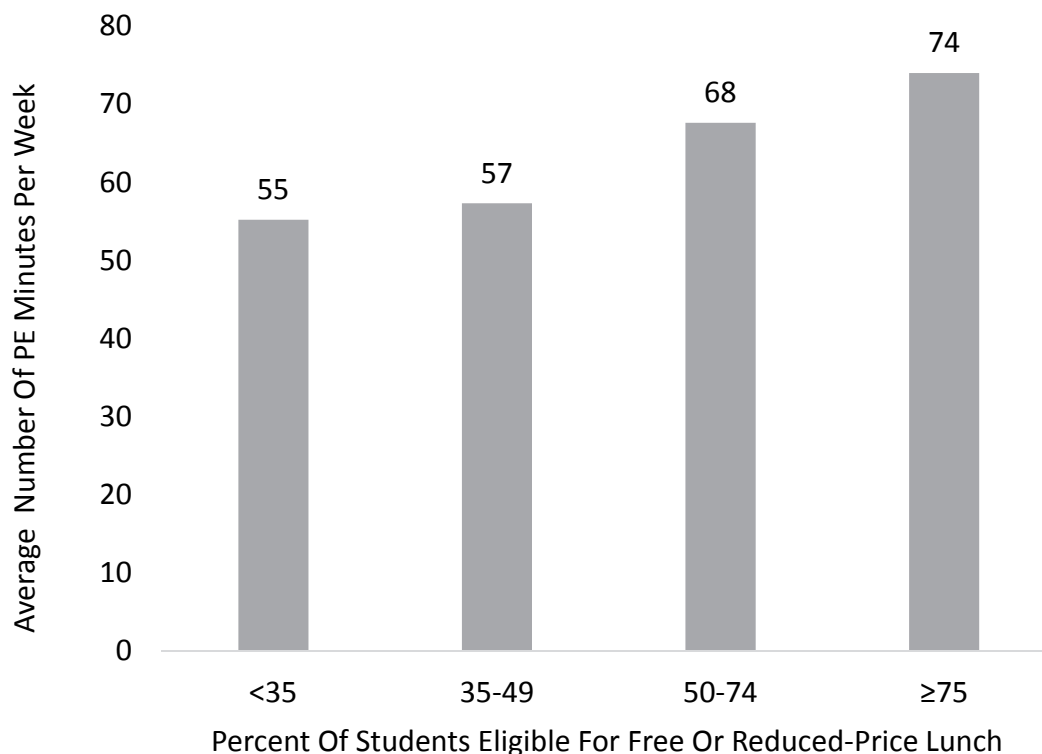
One district has played a strong role in encouraging higher levels of physical activity in its schools.

Many of the state's schools with the highest percentages of students who are minorities are located in one district. Comments submitted by that district for this study indicate that the district has played a strong role in encouraging higher levels of physical activity in district schools. Among other efforts, the district has obtained outside grants and provided training to school staff. On average, the district's K-5 schools provide 22 more minutes of total scheduled recess and PE per week than the average for all schools in the state (187 versus 165).

In Kentucky, students in higher-poverty schools received more PE than did their lower-poverty peers.

In Kentucky, students in higher-poverty schools received more PE than did their lower-poverty peers. Figure 3.H shows the average number of PE minutes per week for schools with different percentages of students eligible for free or reduced-price lunch. Schools in which greater than 75 percent of students were eligible for free or reduced-price lunch, on average, provided 19 more minutes of PE per week than did schools in which less than 35 percent of students were eligible for the program.

Figure 3.H
Average Number Of PE Minutes Per Week
By Percentage Of A School's Students Eligible For Free Or Reduced-Price Lunch



Source: Staff calculations based on analysis of data in OEA principal survey and data from the Kentucky Department of Education.

In Kentucky, the positive association between student poverty and number of PE minutes may be explained by the fact that many of these higher-poverty schools are smaller schools in rural areas.

In the commonwealth, the positive association between student poverty and number of PE minutes may be explained by the fact that many of these higher-poverty schools are smaller schools in rural areas. For example, schools with fewer than 300 students had an average of 82 PE minutes per week, which is 27 minutes more than the average of 55 minutes provided by schools with more than 500 students.

Out-Of-School Physical Activity

Data reported in this chapter suggest that many students receive less physical activity in school than is recommended by the Centers for Disease Control and Prevention.

Data reported in this chapter suggest that students in many of the commonwealth's K-5 schools are receiving less physical activity in school than is recommended by the CDC. Concerns about physical activity and children's health may be especially relevant in the one-third of schools whose principals reported on OEA's survey that all or almost all of their students have limited access to safe outdoor space or organized physical activities after school.

Parent And Community Outreach

OEA survey data indicate that physical activity is more likely to be a priority among students and school staff than it is among parents.

Principal and teacher survey data indicate that physical activity is more likely to be a priority among students and school staff than it is among parents. For example, the percentage of principals reporting that physical activity is a priority for most or all was 61 percent for students, 57 percent for school staff and 27 percent for parents. Some survey comments indicated frustration by teachers that physical activity is not encouraged at home. They reported students who are so used to being inactive and playing video games at home that they are reluctant to go outside for recess. One teacher expressed extreme frustration that educators are expected to address problems with physical activity when many parents appear unconcerned.

As reported in Chapter 2, KDE is encouraging schools to adopt Comprehensive School Physical Activity Plans that include ways to encourage out-of-school physical activity. Principal and teacher survey comments provided many examples of ways in which schools are reaching out to parents and other community members to encourage physical activity and health. These include walkathons, activity fairs, and healthy cooking nights. Many schools collaborate with local health departments or after-school programs to encourage students to be physically active after school.

Before-School Activities

Approximately 25 percent of schools offer some before-school opportunities for physical activity.

Approximately 25 percent of schools offer some (up to 5) before-school opportunities for physical activity. The most common activities reported were walking clubs and free play in the gym before class. One school held “Fitness Friday” every other Friday, during which students exercised in the gym before going to class. Organized before-school activities are less common, though a few schools reported cheer and dance clubs.

After-School Activities

After-school activities are more common, with 69 percent reporting at least one type of activity.

After-school activities are more common; 69 percent of schools reported some (up to 5) after-school activities, and 19 percent reported between 6 and 10. Survey comments indicated that dance, running, and walking clubs are the most common. Some schools offer organized sports, such as basketball, football, cheerleading, and archery.

Chapter Conclusion

Data reported in this chapter show that almost all schools provide regular recess, but approximately one-third do not provide the 20 minutes per day recommended by CDC.

Data reported in this chapter show that almost all schools provide regular recess and physical activity for students, but approximately one-third do not provide the 20 minutes of recess per day recommended by the CDC, and most (95 percent) do not provide the 150 minutes per week recommended by the CDC for PE. Based on the last available national data (2005), it is likely that, on average, Kentucky elementary school students are receiving fewer minutes of recess and PE than are students in the nation. These data are notable, given that obesity rates for Kentucky children are among the highest in the nation.

Of the factors that educators report as limiting time for physical activity in K-5 schools, the need for instructional time in academic areas is greatest. Principals, especially, believe that increasing time for physical activity will come at the expense of instruction in other areas. Challenges that are strong factors in a minority of schools include space and recess time lost to inclement weather.

The relatively low number of minutes provided for physical activity is perhaps not surprising given the absence of state requirements related to time for physical activity.

The relatively low number of minutes provided for physical activity in Kentucky K-5 schools is perhaps not surprising given the absence of state requirements related to time for physical activity. However, there does not appear to be broad support among Kentucky educators for increasing physical activity requirements. Although one-third or more of principals and PE teachers do not believe enough recess or PE is provided in their schools, few suggested that state requirements be increased. As reported in Chapter 2, superintendents are especially concerned that requirements not be increased in the absence of other measures such as increases in funding or decreases in other requirements affecting the use of time in K-5 schools.

More could be done to encourage increased physical activity in K-5 schools.

More could be done to encourage increased physical activity in K-5 schools. Chapter 2 offers recommendations about incentivizing physical activity by linking PLCS program review ratings in some characteristics with minutes of physical activity provided. Given the concern of many educators about the preservation of instructional time during the day, principals and teachers may be more willing to increase physical activity by incorporating more frequent classroom activity breaks than by reallocating time in the schedule. Data presented in this chapter shows potential for many more schools to incorporate these breaks, which may support learning as well as health.

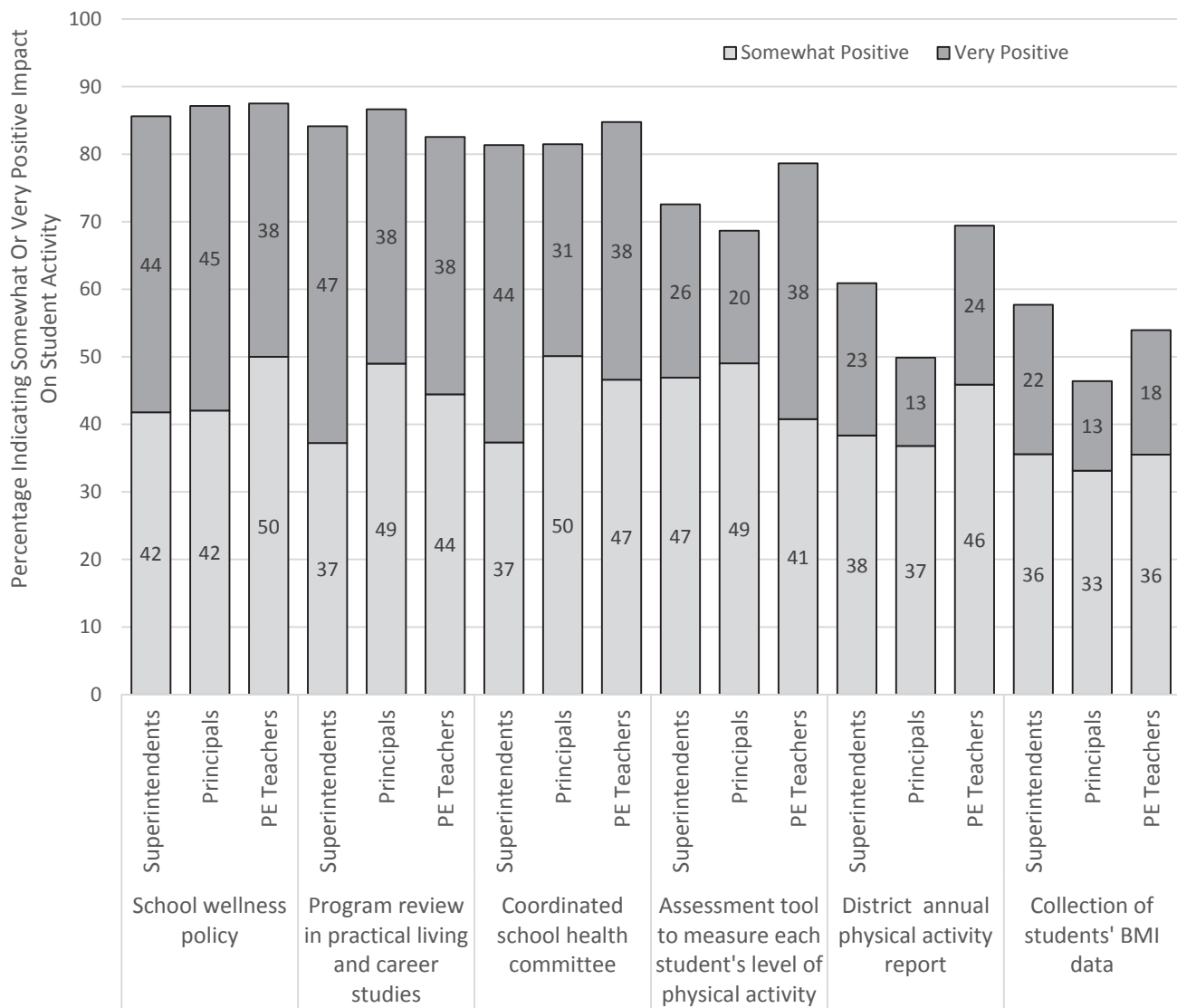
Appendix A

Survey Sampling Methodology

Respondent Type	Sampling Approach
District superintendent	All 173 district superintendents were invited to participate in the survey.
School principal	All 746 principals of schools offering elementary-level classes were invited to participate in the survey.
Physical education teacher	Physical education teachers in a representative stratified random sample of 244 schools were invited to participate in the sample. To ensure that the sample included representative proportions of high-minority and high-poverty schools, the list of schools was stratified by the percentage of nonwhite students and the percentage of students eligible for free and reduced-price lunch.
Lead teacher in 1 st or 5 th grade	Survey invitations were sent to 1 st - and 5 th -grade teachers whose contact information was provided by principals when they responded to the survey of principals. The 505 principals who responded provide 798 lead teacher contact names and email addresses.

Appendix B

Stated Impact Of Selected Requirements On Students' Physical Activity Levels, 2014-2015



Note: Superintendents were allowed to answer "don't know"; these "don't know" responses were excluded from the percentages shown in this figure. Approximately one-fourth of superintendents answered "don't know" regarding the impact of the collection of students' BMI data and the assessment tool to measure each student's level of physical activity; few responded "don't know" to other items.

Source: Staff survey of district superintendents, school principals, and physical education teachers.

Appendix C

Percentage Of Districts And Schools Reporting Activities That Fulfill Requirements, FY 2015

District Policy Requirement	Percent Of Districts (Self-Reported)
District has wellness policy	97%
District evaluated physical activity environment	82
District physical activity report released to public	75
District evaluated school nutrition in district	93
School nutrition report released to public	87
School board discussed findings of nutrition report	78
School board held advertised public forum to present plan to improve nutrition and physical activities	59
Summary of findings and recommendations submitted to the Kentucky Department of Education	58
Superintendent not aware that above activities were required	44
District policies address physical education classes at elementary schools	78
District policies address recess	69
District policies address student body mass index data	20
District policies address other physical activity requirements	44
District has committee or person for coordinating physical activity issues	86
School Policy Requirement	Percent Of Schools (Self-Reported)
School has wellness policy	96%
School submitted data for district's FY 2015 physical activity report	60
School submitted physical activity data to district in past decade	82
School has adopted assessment tool to determine each student's level of physical activity	50
School has collected data on students' body mass index	23
Principal knows of district committee or person for coordinating physical activity issues	58
Principal reports that district is actively involved in helping schools promote physical activity	24
Principal reports that district reviews school's evidence for program review	95

Note: Percentages are based on survey responses of 153 districts and 505 schools (88 percent and 68 percent response rate, respectively).

Source: Staff survey of district superintendents and school principals.

Appendix D

Practical Living And Career Studies Program Reviews: Detailed Data

Table D.1
Practical Living And Career Studies
2012-2013 Counts And Percentages For Elementary Schools

Characteristic	(0)		(1) Needs		(2)		(3)		P/D
	Nonexistent		Improvement		Proficient		Distinguished		
	Count	%	Count	%	Count	%	Count	%	
1-2-a	5	1	92	12	564	75	92	12	87
1-2-b	10	0	94	12	524	70	125	17	87
1-2-c	9	1	108	14	466	62	170	23	85
1-2-d	205	27	270	36	237	31	41	5	36
1-2-e	15	2	227	30	438	58	73	10	68
4-1-h	172	23	204	27	278	37	99	13	50
4-1-i	56	7	222	29	427	57	48	6	63

Note: P/D=total proficient or distinguished. Percentages calculated on 753 schools. Percentages may not sum to 100 due to rounding.

Source: Kentucky Department of Education.

Table D.2
Practical Living And Career Studies
2013-2014 Counts And Percentages For Elementary Schools

Characteristic	(0)		(1) Needs		(2)		(3)		P/D
	Nonexistent		Improvement		Proficient		Distinguished		
	Count	%	Count	%	Count	%	Count	%	
1-2-a	1	0	36	5	551	74	158	21	95
1-2-b	2	0	35	5	522	70	187	25	95
1-2-c	2	0	36	5	464	62	244	33	95
1-2-d	51	7	127	17	455	61	113	15	76
1-2-e	3	0	77	10	537	72	129	17	89
4-1-h	46	6	113	15	434	58	153	21	79
4-1-i	19	3	112	15	539	72	76	10	82

Note: P/D=total proficient or distinguished. Percentages calculated on 746 schools. Percentages may not sum to 100 due to rounding.

Source: Kentucky Department of Education.

Table D.3
Practical Living And Career Studies
2014-2015 Counts And Percentages For Elementary Schools

Characteristic	(0)		(1)		(2)		(3)		P/D
	Nonexistent		Needs		Proficient		Distinguished		
	Count	%	Count	%	Count	%	Count	%	%
1-2-a	0	0	17	2	560	74	175	23	98
1-2-b	1	0	9	1	506	67	236	31	99
1-2-c	0	0	12	2	441	59	299	40	98
1-2-d	20	3	124	17	500	67	107	14	81
1-2-e	0	0	38	5	553	74	161	21	95
4-1-h	14	2	65	9	461	62	206	28	89
4-1-i	3	0	68	9	571	76	109	15	91

Note: P/D=total proficient or distinguished. Percentages calculated on 753 schools. Percentages may not sum to 100 due to rounding.

Source: Kentucky Department of Education.

Appendix E

Inconsistent Coding Of PE Course Data

PE Classes Not Recorded In Some Schools

OEA compared data about PE provided by principals in OEA's survey to data about PE entered in KDE's Infinite Campus as it had been incorporated into the Education Professional Standards Board's Local Educator Assignment Data. IC requires schools to record detailed school schedule information that includes the content of each class offered during the school day. Staff identified 143 K-5 schools that did not report any PE for 2015. However, a majority of these had indicated on OEA's principal survey that the school did provide PE. In answering the survey, principals provided specific schedules and PE instructor contact information. OEA staff contacted the remaining schools (those that did not report PE in IC and did not answer OEA's survey) by phone or email and found that all but five of the nonresponding schools were providing PE.

Discrepancies may arise from the frequent practices of combining PE with other subjects—most often, practical living and career studies—or rotating PE with other subjects, such as library, music, and art. When setting up courses in Infinite Campus for a time slot for combined or rotating subjects, schools may be recording just one of the subjects in the content code.

Some Schools Recording Teacher-Led PE As PE Class

Staff analysis of LEAD data suggests that some schools (at least 25 in 2015) are recording in IC PE classes that are led not by a specifically designated instructor but by classroom teachers. It appears from comments submitted by principals on OEA's survey that this type of PE is called "teacher-led" PE.

It is unclear whether these teacher-led PE classes would be considered physical education as defined by the National Association for Sports and Physical Education. According to this definition, a PE class is defined not only by a class in which physical activity takes place, but by a class in which students are instructed on specific aspects of physical education. In the commonwealth, such a class does not have to be led by an instructor who has been specifically trained in physical education. However, in order to meet the criteria to be considered a PE class, the instructor should be following a physical education curriculum.

In connection with this study, staff visited one elementary school that was providing teacher-led PE. In this school, teacher-led PE occurred outside on the playground or adjoining field and included several classes in a particular grade level. The teacher-led PE began with a requirement that every child walk one-quarter of a mile on the track. After that, students were required to participate in one of several physical activity options such as "blob tag," kickball, or playground activity. Some, but not all, of the activities were organized by a classroom teacher. Staff observed all students participating in physical activity during some or all of the teacher-led PE period. OEA did not observe teachers instructing children on specific skills. In this school,

teacher-led PE was not a substitute for PE class; students participated in a PE class led by a PE instructor, in addition to teacher-led PE.

Although the teacher-led PE observed in the school described above was more structured than the traditional recess period, it did not include systematic instruction and thus would not meet criteria for a physical education class. It is possible that teacher-led PE in some schools would meet the criteria to be considered a physical education class, but it is likely that many are recording as physical education, classroom teacher-led PE classes that are not equivalent to physical education classes.

Appendix F

Methods For Estimating Classroom Physical Activity

To estimate the total amount of school-based physical activity, the OEA survey of school principals addressed not only recess and physical education class time but also activity time in and between classes. Principals were asked the following questions:

Classroom Activity

36. About how many classroom teachers integrated physical activity into the classroom or during transitions for the specified times each day?

	Few or none	Some	Most	All	Not sure
5-9 minutes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 minutes or more	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

37. Which of the following strategies do teachers in your school use to integrate physical activity in the classroom or during transitions? (Mark all that apply.)

- Take 10
- Go Noodle
- Classroom energizers
- Teach Train Love
- SWARM
- Not sure what strategies they use
- Other (please specify)

Using responses to question 36, OEA calculated a conservative estimate of the average number of minutes of in- and between-class activity each week. For the first step of this calculation, weights were assigned to the proportion of teachers:

- 100% for “All”
- 70% for “Most”
- 20% for “Some”
- 0% for “Few or None,” “Not Sure,” or blank (no answer to an item)

Next, a response to the “5-9 minutes” row was given a weight of 5 minutes and a response to the “10 minutes or more” row was given a weight of 10 minutes.

Responses to the “5-9 minutes” row and “10 minutes or more” row were combined in the following way to estimate daily minutes of in- and between-class physical activity. Finally, the daily estimate was multiplied by 5 for a weekly estimate.

Proportion Of Teachers Integrating 10 Minutes Or More	Proportion Of Teachers Integrating 5-9 Minutes					
	Few Or None	Some	Most	All	Not Sure	Blank
Few or none	0	0.2 times 5 = 1	0.7 times 5 = 3.5	5	0	0
Some	0.2 times 10 = 2	0.2 times 5 plus 0.2 times 10 = 1 + 2 = 3	0.7 times 5 plus 0.2 times 5* = 2 + 3.5 = 5.5	5 plus 0.2 times 5* = 2 + 1 = 3	0.2 times 10 = 2	0.2 times 10 = 2
Most	0.7 times 10 = 7	0.2 times 5 plus 0.7 times 10 = 1 + 7 = 8	0.7 times 10 plus 0.2 times 5** = 7 + 1 = 8	5 plus 0.7 times 5* = 5 + 3.5 = 8.5	0.7 times 10 = 7	0.7 times 10 = 7
All	10***			10***		10***
Not sure	0	0.2 times 5 = 1	0.7 times 5 = 3.5	5	0	0
Blank	0	0.2 times 5 = 1	0.7 times 5 = 3.5	5	0	0

*When a principal indicated that all or most teachers integrated 5-9 minutes of activity and that some or most integrated 10 or more minutes, the combination of answers was interpreted as conveying that all or most students get at least 5 minutes, plus some or most get an additional 5 minutes, for a total of 10 per day.

**For this combination of answers, adding 0.7 times 5 to 0.7 times 10 would have yielded 10.5 minutes, which is unrealistically high compared to the other combinations. Instead, the algorithm to this calculation assigned a value in line with the adjacent combinations.

***The algorithm for these combinations takes into account two different ways in which respondents answered. Some assumed the two rows were redundant (if all teachers integrated 10 or more minutes, then all also integrated at least 5-9 minutes), while others assumed the rows were mutually exclusive (if all teachers integrated 10 minutes or more, none integrated less than 10 minutes).

Appendix G

Kentucky Department Of Education's Response To This Report

Steven L. Beshear
Governor



Stephen L. Pruitt, Ph.D.
Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

Capital Plaza Tower • 500 Mero Street • Frankfort, Kentucky 40601
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November 16, 2015

Ms. Karen Timmel
Acting Director
Office of Education Accountability
475 Coffee Tree Road
Frankfort, KY 40601

RE: Response to Office of Education Accountability (OEA) Draft Report: *Recess and Physical Education (K-5)*

Dear Ms. Timmel:

On behalf of the Kentucky Department of Education (KDE), please accept this letter in response to the draft report: *Recess and Physical Education (K-5)*. We appreciate the opportunity to provide feedback regarding the recommendations associated with the report.

Recommendation 2.2 The Kentucky Department of Education should ensure that districts are meeting the requirements of 702 KAR 6:090, Section 6. It should consider assisting districts by defining minimum data points for districts to use when measuring and reporting the amount of time and types of physical activity to ensure consistency.

KDE Response: KRS 160.345(11) requires local (school council) adoption of assessment tools to determine each child's level of physical activity. 702 KAR 6:090, Section 6 is consistent with this statutory requirement. 702 KAR 6:090, Section 6 requires a local district superintendent to evaluate and report upon the student physical activity environment, including the amount of time and types of physical activity provided in the elementary schools. The regulation also requires the superintendent to release this report each year.

KDE assists district by providing resources and best practices. Specifically, KDE provides the Comprehensive School Physical Activity Program. The Comprehensive School Physical Activity Program includes physical education class, classroom physical activity breaks, recess/activity breaks, before and after school PA programs, intramurals, activities including parents, and community based PA programs, etc. The program employs a Coordinated School Health approach, and is utilized for increasing physical activity/physical education in schools. The Comprehensive School Physical Activity Program is specifically included in the Practical Living/Career Studies (PLCS) Program Review as a best practice for all Kentucky schools.

Page 2

The Comprehensive School Physical Activity Program framework was developed by the National Association for Sport and Physical Education, an association of the American Alliance for Health, Physical Education, Recreation and Dance. The program is designed to help school district officials identify opportunities, during the school day, to enhance students' physical education and physical activity, and raise awareness of the benefits of physical activity and physical education.

Many elements of a comprehensive school physical activity program are a natural part of a school's Coordinated School Health program, and already exist in some form y in each school district. Little or no cost may be incurred in including new elements or increasing opportunities in existing programs. Local school districts can examine existing programs and determine how to further integrate physical activity. This may occur throughout the instructional day, in a before school setting or after school setting or at other times outside of the instructional day. Inclusion of comprehensive school physical activity program language in the local school wellness policy documents that the school district intends to provide increased physical activity opportunities for students.

Recommendation 2.3 The Kentucky Department of Education should revise the criteria associated with performance designations for PLCS formative and summative assessments to reflect the requirement of KRS 160.345 (11) that K-5 schools “adopt an assessment tool to determine each child’s level of physical activity on an annual basis.”

KDE Response: KDE currently makes available a list of resources that permit schools to satisfy the requirements of KRS 160.345(11.) Demonstrators and characteristics have been streamlined through updates to the Program Reviews. Recommendation 2.3 would require KDE to change or add language in the Formative/Summative Assessment standard of the PLCS Program Review.

Recommendation 2.4 The Kentucky Department of Education should include language in the PLCS program review to reflect the requirement of KRS 160.345 (11) that schools implement wellness policies that include moderate to vigorous physical activity each day.

KDE Response: The Practical Living/Career Studies Program Review (specifically Demonstrator 2, Characteristic A) addresses this recommendation. The Proficient cell states: A comprehensive physical education curriculum is sequential and aligned to the Kentucky Academic Standards for practical living; regular instructional time is planned within the school calendar. To assign a rating of proficient, schools must produce evidence that this is happening.

Recommendation 2.5 The Kentucky Department of Education should add additional guidance to the characteristics or performance descriptors of the PLCS program review in physical education to clarify the amount of physical activity required to merit ratings of proficient or distinguished.

Page 3

KDE Response: The Comprehensive School Physical Activity Program is included in the Practical Living/Career Studies Program Review language. To assign a proficient/distinguished rating, a school provides evidence to reflect specific time requirements for the various elements of a comprehensive school physical activity program (i.e., physical education, recess, during school physical activity). For additional information, please consult the Comprehensive School Physical Activity Program guide at:

<http://www.cdc.gov/healthyschools/physicalactivity/cspap.htm>

Recommendation 2.6 The Kentucky Board of Education should work with KDE to develop an assessment tool that districts may use when evaluating their physical activity environments as required by KRS 158.856(2).

KDE Response: Many districts utilize the Alliance for a Healthier Generation assessment. This tool is free and is aligned to expectations of the Practical Living/Career Studies Program Review. The use of this assessment is voluntary and is not mandated by statute or by KDE. Pursuant to KRS 160.345(11), the selection of a tool to assess physical activity is made locally.

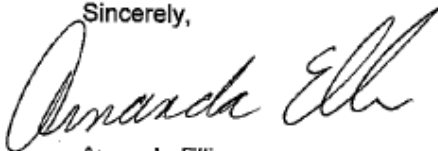
Recommendation 3.1 The Kentucky Department of Education should work with schools to ensure that the student information system (Infinite Campus) has schedules set up properly to reflect all classes taught in K-5 grades that include physical education content. Schools should only record as physical education classes those classes that provide instruction according to a physical education curriculum.

KDE Response: KDE maintains and updates course codes regularly to assist districts in tracking content delivery, including the delivery of physical education. The Practical Living/Career Studies Program Review allows districts to capture other physical activity opportunities provided locally.

Recommendation 3.2 The Kentucky Department of Education should incorporate language encouraging use of classroom physical activity during inclement weather days into performance descriptors in the Practical Living and Career Studies program review.

KDE Response: The Kentucky Board of Education Health Subcommittee will discuss this issue and make recommendations. While comprehensive school physical activity programs examine how to implement physical activity in a variety of ways throughout the school day, the programs do not specifically address inclement weather days, and instead encourage activity regardless of weather.

Sincerely,



Amanda Ellis
Associate Commissioner

Endnotes

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- ⁹ United States. Dept. of Health and Human Services. *Physical Activity Guidelines Advisory Committee Report*. Washington, DC: USHHS, 2008. Web.
- ¹⁰ US Dept. of Health and Human Services. *Physical Activity Guidelines for Americans Midcourse Report: Strategies to Increase Physical Activity Among Youth*. Washington, DC: USHHS, 2012. P. ix. Web. Sept. 4, 2015.
- ¹¹ Centers for Disease Control and Prevention. *Promoting better health for young people through physical activity and sports*: Atlanta: US Department of Health and Human Services; Fall 2000. Appendix 7.
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- ¹³ Ramstetter, Catherine, Robert Murray, and Andrew Garner. "The Crucial Role of Recess in Elementary Schools." *Journal of School Health*, 80 (Nov. 2010): 517-526.
- ¹⁴ American Academy of Pediatrics. "The Crucial Role of Recess in School (Policy Statement)." *Pediatrics*, Vol. 131, No. 1 (Jan. 1, 2013): 183-188.
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- ¹⁷ Ibid.
- ¹⁸ Staff analysis of data from National Association of School Boards of Education. State School Health Policy Database. Alexandria: NASBE.
- ¹⁹ United States. Dept. of Agriculture. Food and Nutrition Services. "Local School Wellness Policy Implementation under the Healthy, Hunger-Free Kids Act." Proposed Rule. Docket ID: FNS-2014-0010-0001. *Federal Register*. Washington: Feb. 26, 2014. Web. Oct. 14, 2015.
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- ²¹ Ibid.
- ²² Kentucky. Kentucky Department of Education. "Practical Living/Career Studies Program Review 2015-2016." Pg. 46. Web. Oct. 14, 2015.
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- ²⁴ Skala, Katherine, Andrew Springer, Shreela Sharma, Deanna Hoelscher, and Steven Kelder. "Environmental Characteristics and Student Physical Activity in PE Class: Findings From Two Large Urban Areas of Texas." *Journal of Physical ACT Health*. Web. May, 2011.
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