



U.S. Department of Education

**Grant Performance Report (ED 524B)
Project Status Chart**

PR/Award # (11 characters): _____

SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

One hundred schools will offer 60 minutes of daily physical activity through participation in the 30/20/10 initiative.

I.a. Performance Measure	Measure Type	Quantitative Data					
The percentage of students served by the grant who engage in 60 minutes or more of daily physical activity	3DPAR Pedometers	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		NA	/		72	72/394	18.3%

I.b. Performance Measure	Measure Type	Quantitative Data					
The percentage of students served by the grant who meet the standard of a healthy fitness zone as established by the assessment for the Presidential Youth Fitness Program (PYFP) in at least five of the six fitness areas of that assessment	PYFP measures	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		NA	/		142	142 /409	34.72%

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

For each wave of baseline data collection, data were collected in two visits to each of the 48 participating schools*. The first wave of data collection took place from April 21st to June 6th, 2014. The second wave of data collection took place in September 2014. Data presented are combined for the two data collection waves to present a singular baseline data point.

For each wave of data collection, at the first visit, selected students without a declination form on file in the office were called to the office. Next, a room where data collection could take place was located. Students, CPS personnel and evaluators gathered in the room for data collection.

* A total of 52 schools participated in the PEP program. However, 1 school refused participation and 3 additional schools were unable to facilitate participation in the evaluation (couldn't schedule data collection dates, did not distribute declination of consent forms so that students could be enrolled).

Project personnel then informed students about the evaluation and provided an opportunity for assenting to participate (written assent if aged 12 or older; declination of consent if aged 18 or older). Those that refused assent or declined to participate were dismissed back to class.

Next, remaining students were assigned a pedometer (Fitbug Orb, London, UK) and given instructions as to how and when to wear it. Instructions included: to wear on right hip using clip, and wear 24 hours a day except for bathing and watersports. Fitness testing was conducted by CPS personnel and results recorded by evaluator. Students were informed about the date of a return visit where they would complete one or two surveys (depending on grade), return the pedometer and complete any outstanding fitness testing.

At the return visit for each data collection time point, seven days later, students were called to the office and a room was located in the same manner as the first visit.

Pedometers were collected. Next surveys were completed individually by students. For students in K-8th grade the surveys were read aloud by CPS personnel. If any fitness testing was unable to be completed in the first visit it was completed at this time. After student fitness testing was completed, students were dismissed back to class.

Low response rate. The response rates were 31.0% and 32.2% respectively for performance measures 1a and 1b. We believe that these relatively low response rates are due to the way the sample is selected without regard to school and classroom grouping. Typically when classrooms within schools are selected for participation in an evaluation, we generally have much higher participation rates. For example, in the Healthy CPS project, which sampled on schools and classrooms we had a participation rate of 76%. Grouping in this way allows us to work with classroom teachers to plan for data collection so that students are available for the scheduled data collection vs. in testing or a field trip as we encountered with the PEP sample. Inter-class correlation adjustment allows us to account for the clustering by school and classroom and to retain the integrity of data. However, given the parameters required for this project's sample, these processes are not allowable and as a result we expect to continue the evaluation with response rates similar to these. We did propose introducing student incentives to encourage the return of pedometers (non-return of pedometers is a frequent reason for non-response). However these strategies were not approved by DOE.

High pedometer loss rate. 227 pedometers out of 544 deployed were lost to follow-up during the baseline data collection year (a loss rate of 42%). Lost to follow up means that students did not return the pedometer at the second data collection visit and staff was unable to retrieve the pedometers at subsequent follow up visits to schools. Many of the students were absent on the second visit and so were unable to turn in their pedometer. The majority of students who did not return their pedometer forgot it at home. A minority admitted to losing it during the week. We asked all students to bring their pedometer back to school in the following days and turn it in to the main office or their PE teacher. Research staff contacted the main offices and PE teachers to check to see if any pedometers were turned in. While some pedometers were able to be retrieved in this manner a large number remain missing and therefore pedometer data for those students is also missing. We think that the large number of unreturned pedometers was partially due to the structure of the sample, with individual students enrolled in the study there wasn't an efficient way to contact them to remind them to wear the pedometer and bring it back to school with them. Typically, when entire classrooms are enrolled the teacher can remind the group as a whole not to forget their pedometers and this was not possible with the sample structure of this project.

About a third (34.7%) of students had healthy habits and healthy fitness zone scores at baseline as demonstrated by the GRPA data reported above. This indicates room for improvement in the health habits measured including physical activity, fitness and healthy eating. The areas with the largest potential for improvement are physical activity – only 18.3% of participating students obtained 60 minutes or more of physical activity daily and healthy eating – only 18.2% of participating students met guidelines for this.

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

Five high schools will offer four years of physical education in school year 2013-2014.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

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

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.

CPS will develop and launch K-12 physical education curriculum maps.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

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1. Project Objective Check if this is a status update for the previous budget period.

CPS will develop and launch a fitness data tracking tool.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

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CPS will facilitate professional development to increase quality of physical education instruction.

1.a. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

1.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

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SECTION A - Performance Objectives Information and Related Performance Measures Data (See Instructions. Use as many pages as necessary.)

1. Project Objective Check if this is a status update for the previous budget period.
CPS will promote integration of health and nutrition through curriculum development and professional development

I.a. Performance Measure	Measure Type	Quantitative Data					
1. The percentage of students served by the grant who consume fruit two or more times per day and vegetables three or more times per day.	YRBS questions (HS students) Healthy CPS questions (elementary students)	Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
		NA	/		70	70 /396	17.7%

I.b. Performance Measure	Measure Type	Quantitative Data					
		Target			Actual Performance Data		
		Raw Number	Ratio	%	Raw Number	Ratio	%
			/			/	

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

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Low response rate. The response rate (31.2%) was less than anticipated. We believe that this is due to the way the sample is selected without regard to school and classroom grouping. Typically when classrooms within schools are selected for participation in an evaluation, we generally have much higher participation rates. For example, in the Healthy CPS project, which sampled on schools and classrooms we had a participation rate of 76%. Grouping in this way allows us to work with classroom teachers to plan for data collection so that students are available for the scheduled data collection vs. in testing or a field trip as we encountered with the PEP sample. Inter-class correlation adjustment allows us to account for the clustering by school and classroom and to retain the integrity of data.

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OMB No. 1894-0003
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SECTION B - Budget Information (See Instructions. Use as many pages as necessary.)

SECTION C - Additional Information (See Instructions. Use as many pages as necessary.)

Needed for an increased sample size. For the second baseline data collection (Sept 2014) we increased the sample size from 400 to 800 to increase the number of students for whom we have data. We used the same random selection methods outlined above to select the sample. This approach helped and we obtained complete data for GRPA 1.1. (394 students), GRPA 1.2 (409 students) and GPRA 1.3 (396 students) respectively. Additionally, CPS Office of Student Health and Wellness staff will continue to build relationships with PE teachers and Principals to encourage their evaluation participation, lower refusal rates and reduce non-participation due to school refusals and child non-availability during scheduled data collections.