

**C.L.A.S.S. Scoring Key & Variable
Information: Physical Education Related
School Policy Classification System
(PERSPCS)**

Updated March 2016

Table of Contents

C.L.A.S.S. PERSPCS (PE) Scoring Key & Variable Information	3
Physical Education (PE) Time Requirements	6
Physical Activity (PA) Time Requirements	10
Physical Education (PE) Staffing Requirements	13
Physical Education (PE) Curriculum Standards	16
Physical Education (PE) Assessment of Health-Related Fitness	19
Recess Time	22
MVPA Time Requirements	23
Joint Use Agreement Requirement	26
Physical Education (PE) Proficiency Requirement	29
Physical Education (PE) Teacher Requirement	32

C.L.A.S.S. PERSPCS (PE) Scoring Key & Variable Information

The Classification of Laws Associated with School Students (C.L.A.S.S.) incorporates a policy classification system to score state-level codified laws for physical education (PE) and physical activity (PA) in schools. The scoring criteria for these systems are based on public health research and national standards for PE developed by the National Association for Sport and Physical Education (NASPE) and reflect the Centers for Disease Control and Prevention School Health Guidelines to promote healthy eating and physical activity:

http://www.cdc.gov/mmwr/preview/mmwrhtml/rr6005a1.htm?s_cid=rr6005a1_e&source=govdelivery.

The PERSPCS Scoring Key and Variable Information document provides C.L.A.S.S. data users a quick reference to the criteria used to score state law for a specific policy area and associated enhancing or inhibiting factors* for a given policy area. This document complements the Data Set and Code Book and provides more detail on scoring criteria. It can be used in conjunction with the EXCEL and SPSS PERSPCS data files.

Description of the C.L.A.S.S. Data Set and Related Documents

The Data Set includes:

1. C.L.A.S.S. scores in EXCEL and SPSS formats for each policy area organized by year (2003 -08, 2010, 2012, 2013, 2014) and grade level for each state.
 - a. Note: A second, enhanced data set has been compiled for 2008-14 (referred to as “Physical Education Enhanced Data File.” This set also includes state-level codified statutes and administrative regulations. In addition, this data set incorporates any state physical education or health education standards that are incorporated by reference into the law using more general language (e.g. “Instruction in health education shall be aligned with the standards adopted by the Board of Education). For PERSPCS, the following variables are included in this enhanced and precise data set: TimeBonus; TimePen; PATIME; STAF; STAN; stanref; ASSE; RECESS; MVPA; PEPROF; PETEACH. Researchers interested in the most detailed coding of state law and standards may want to consider using this data set; however, these data were only able to be compiled starting in 2008. Researchers interested in comparing change pre-2008 to present should use the standard PERSPCS dataset.
 - b. Note:
 - i. The PETIME variable for each grade level is coded to include any reference (specific or general) to state physical education standards for all years in both data sets in order to provide the most accurate picture of how many states address physical education time requirements for all students.
 - ii. C.L.A.S.S. website Maps and Profiles display scores using standard scoring criteria, not the enhanced scoring.
2. Variables in the data set that are not part of the C.L.A.S.S. scoring system but provide contextual information (e.g., YEAR, State abbreviation, State FIPS code [STFIPS] the 5 digit Federal Information Processing Standard code which uniquely identifies counties and county equivalents).

The Policy Citation File includes:

1. Excel worksheet indicating the citation for the relevant state statute or regulation used for coding.
3. Excel worksheet denoting when a particular law will go into effect. If it did not go into effect, the year it was created is noted.

The Scoring Key includes:

1. Variable names for each policy area in the data set (noted in *italics* next to policy area and grade level).
2. Description of each variable and accompanying descriptions of each score.
3. Description of the enhancing or inhibiting factors associated with each policy area.

The Code Book includes:

1. The variable names and labels for each variable used in a C.L.A.S.S. scoring system (i.e. Nutrition & PE).
2. Variables in the data set that are not part of the C.L.A.S.S. scoring system but provide contextual information (e.g., YEAR, State FIPS code [STFIPS], state abbreviation).

Notes on the C.L.A.S.S. Data Set and Related Documents:

1. The C.L.A.S.S. data set is compiled using codified statutes and regulations in all 50 states and the District of Columbia. Non-codified board policies, education standards, and other related documents are not included here, except as specified below.
 - a. Note. The PETIME variable coding is generated using codified statutes and regulations, as well as any physical education standards that are incorporated by reference into the law. Historical data was compiled by utilizing the Bridging the Gap data set, which tracks the time required for PE through codified laws and embedded policies beginning in 2006. The time for PE established in any standards prior to 2006 that were no longer available (Alabama) was verified using secondary sources.
2. Over time, new policy areas have been added to the C.L.A.S.S. scoring system. When a new variable has been added, scores are not available for prior years.
3. In addition to the primary scores, there are features in the codified law that may enhance or inhibit the implementation of a law. These factors are listed for the policy area to which they apply.
4. Generally scores are provided for policy area variables by grade level (i.e., elementary, middle, and high school).

*Enhancing and inhibiting factors are features in the codified law that may enhance or inhibit implementation of law. The enhancing and inhibiting factors are listed for the policy area to which it applies.

C.L.A.S.S. PERSPCS SCORING KEY

Definition of terms that are used throughout the PERSPCS	
Terminology	Definition
MVPA	moderate-to-vigorous physical activity
Carnegie unit	A system developed in the late nineteenth and early twentieth centuries that based the awarding of academic credit on how much time students spent in direct contact with a classroom teacher. The standard Carnegie unit is defined as 120 hours of contact time with an instructor—i.e., one hour of instruction a day, five days a week, for 24 weeks, or 7,200 minutes of instructional time over the course of an academic year. (http://edglossary.org/carnegie-unit/)
NASPE	National Association for Sport and Physical Education

Physical Education (PE) Time Requirements

Physical Education (PE) Time Requirements – Elementary School

Note: This policy applies to elementary school (ES) only. The italicized text below corresponds to the variable name in the C.L.A.S.S. Data Set.

Variable name in data set: TIMEES2

**For all grades, PE TIME REQUIREMENT VARIABLE: If state does not specify the value of a credit, 1.0 credit unit of PE instruction is equivalent to 120 hour/year of PE instruction.*

Score	Description: The Physical Education (PE) Time Requirements score reflects the degree to which state law addresses the amount of PE instruction with respect to the National Association for Sport and Physical Education (NASPE) recommended standard at the ES grade level.
5	State requires public school districts to provide PE for a minimum of 150 minutes per week (or the equivalent in credit(s) based on the Carnegie unit).*
4	State requires public school districts to provide PE for a minimum of 90 minutes per week but less than 150 minutes per week (or the equivalent in credit(s) based on the Carnegie unit).*
3	State requires public school districts to provide PE for a minimum 60 minutes per week but less than 90 minutes per week (or the equivalent in credit(s) based on the Carnegie unit).*
2	State requires public school districts to provide PE for less than 60 minutes per week or state requires PE without a specified time requirement.
1	State only recommends a PE time requirement for public school districts or state requirement for physical activity includes an option for PE.
0	No PE time requirement or recommendation.
Enhancing/ Inhibiting Factors	<p>Description: These are features in the codified law that may enhance or inhibit implementation of PE Time Requirement policies at the ES grade level and are coded as: “1” in data set if the factor applies “0” if it does not apply “999” if it was not scored for that particular year</p> <p><u>Potential Enhancement factor (<i>TimeBonusES</i>):</u> Applies if state specifies <i>daily</i> participation in PE</p> <p><u>Potential Inhibiting factor (<i>TimePenES</i>):</u> Applies if state permits substitution for PE based</p>

	<p>on a course or activity <u>or</u> if state specifies that PE instruction is not required for the full school year.</p> <p><u>Potential Inhibiting Factor (ComboPenES)</u>: Applies if state allows for a combination of Physical Activity (PA) and PE to meet PE time requirement.</p>
--	---

Physical Education (PE) Time Requirements – Middle School

Note: This policy applies to middle school (MS) only. The italicized text below corresponds to the variable name in the C.L.A.S.S. Data Set.

Variable name in data set: TIMEMS2

*Note. *For all grades, PE TIME REQUIREMENT VARIABLE: If state does not specify the value of a credit, 1.0 credit unit of PE instruction is equivalent to 120 hour/year of PE instruction.*

Score	Description: The Physical Education (PE) Time Requirements score reflects the degree to which state law addresses the amount of PE instruction with respect to the National Association for Sport and Physical Education (NASPE) recommended standard at the MS grade level.
5	State requires school districts to provide PE for a minimum of 225 minutes per week (or the equivalent in credit(s) based on the Carnegie unit).*
4	State requires public school districts to provide PE for a minimum 150 minutes per week but less than 225 minutes per week (or the equivalent in credit(s) based on the Carnegie unit).*
3	State requires public school districts to provide PE for a minimum of 90 minutes per week but less than 150 minutes per week (or the equivalent in credit(s) based on the Carnegie unit).*
2	State requires public school districts to provide PE for less than 90 minutes per week or state requires PE without a specified time requirement.
1	State only recommends a PE time requirement for public school districts or state requirement for physical activity includes an option for PE.
0	No PE time requirement or recommendation.
Enhancing/ Inhibiting Factors	Description: These are features in the codified law that may enhance or inhibit implementation of PE Time Requirement policies at the MS grade level and are coded as: “1” in data set if the factor applies “0” if it does not apply “999” if it was not scored for that particular year

	<p><u>Potential Enhancement factor (<i>TimeBonusMS</i>):</u> Applies if state specifies <i>daily</i> participation in PE.</p> <p><u>Potential Inhibiting factor (<i>TimePenMS</i>):</u> Applies if state permits substitution for PE based on a course or activity <u>or</u> if state specifies that PE instruction is not required for the full school year.</p> <p><u>Potential Inhibiting Factor (<i>ComboPenMS</i>):</u> Applies if state allows for a combination of Physical Activity (PA) and PE to meet PE time requirement.</p>
--	--

Physical Education (PE) Time Requirements – High School

Note: This policy applies to high school (HS) only. The italicized text below corresponds to the variable name in the C.L.A.S.S. Data Set.

Variable name in data set: *TIMEHS2*

*Note. *For all grades, PE TIME REQUIREMENT VARIABLE:* If state does not specify the value of a credit, 1.0 credit unit of PE instruction is equivalent to 120 hour/year of PE instruction.

Score	Description: The Physical Education (PE) Time Requirements score reflects the degree to which state law addresses the amount of PE instruction with respect to the National Association for Sport and Physical Education (NASPE) recommended standard at the HS grade level.
5	State requires school districts to provide PE for a minimum of 225 minutes per week (or the equivalent in credit(s) based on the Carnegie unit).*
4	State requires public school districts to provide PE for a minimum 150 minutes per week but less than 225 minutes per week (or the equivalent in credit(s) based on the Carnegie unit).*
3	State requires public school districts to provide PE for a minimum of 90 minutes per week but less than 150 minutes per week (or the equivalent in credit(s) based on the Carnegie unit).*
2	State requires public school districts to provide PE for less than 90 minutes per week or state requires PE without a specified time requirement.
1	State only recommends a PE time requirement for public school districts or state requirement for physical activity includes an option for PE.
0	No PE time requirement or recommendation.

<p>Enhancing/ Inhibiting Factors</p>	<p>Description: These are features in the codified law that may enhance or inhibit implementation of PE Time Requirement policies at the HS grade level and are coded as: “1” in data set if the factor applies “0” if it does not apply “999” if it was not scored for that particular year</p> <p><u>Potential Enhancement factor (<i>TimeBonusHS</i>):</u> Applies if state specifies <i>daily</i> participation in PE.</p> <p><u>Potential Inhibiting factor (<i>TimePenHS</i>):</u> Applies if state permits substitution for PE based on a course or activity <u>or</u> if state specifies that PE instruction is not required for the full school year.</p> <p><u>Potential Inhibiting Factor (<i>ComboPenHS</i>):</u> Applies if state allows for a combination of Physical Activity (PA) and PE to meet PE time requirement.</p>
---	---

Physical Activity (PA) Time Requirements

Physical Activity (PA) Time Requirements – Elementary School

Note: This policy applies to Elementary School (ES) only. The italicized text below corresponds to the variable name in the C.L.A.S.S. Data Set.

Variable name in data set: PATIMEES

Score	Description: The Physical Activity (PA) Time Requirements score reflects the degree to which state law addresses the amount of PA occurring in schools and may or may not include time allocated for PE and other activities during the school day at the ES grade level.
5	State requires school districts provide PA for a minimum of 150 minutes per week.
4	State requires school districts provide PA for a minimum of 90 minutes per week but less than 150 minutes per week.
3	State requires school districts provide PA for a minimum 60 minutes per week but less than 90 minutes per week.
2	State requires school districts provide PA for less than 60 minutes per week or state requires PA without a specified time requirement.
1	State only recommends a PA time requirement.
0	No PA requirement or recommendation.
999	State law not scored for years 2003-07
Enhancing/ Inhibiting Factors	<p>Description: These are features in the codified law that may enhance or inhibit implementation of PA Time Requirement policies at the ES grade level and are coded as: “1” in data set if the factor applies “0” if it does not apply “999” if it was not scored for that particular year</p> <p><u>Potential Enhancement factor (<i>PATimeBonES</i>):</u> Applies if state specifies daily participation in PA.</p>

Physical Activity (PA) Time Requirements – Middle School

Note: This policy applies to middle school (MS) only. The italicized text below corresponds to the variable name in the C.L.A.S.S. Data Set.

Variable name in data set: *PATIMEMS*

Score	Description: The Physical Activity (PA) Time Requirements score reflects the degree to which state law addresses the amount of PA occurring in schools and may or may not include time allocated for PE and other activities during the school day at the MS grade level.
5	State requires school districts provide PA for a minimum of 225 minutes per week.
4	State requires school districts provide PA for a minimum of 150 minutes per week but less than 225 minutes per week.
3	State requires school districts provide PA for a minimum 90 minutes per week but less than 150 minutes per week.
2	State requires school districts provide PA for less than 90 minutes per week or state requires PA without a specified time requirement.
1	State only recommends a PA time requirement.
0	No PA time requirement or recommendation.
999	State law not scored for years 2003-07
Enhancing/ Inhibiting Factors	<p>Description: These are features in the codified law that may enhance or inhibit implementation of PA Time Requirement policies at the MS grade level and are coded as: “1” in data set if the factor applies “0” if it does not apply “999” if it was not scored for that particular year</p> <p><u>Potential Enhancement factor (<i>PATimeBonMS</i>):</u> Applies if state specifies daily participation in PA.</p>

Physical Activity (PA) Time Requirements – High School

Note: This policy applies to high school (HS) only. The italicized text below corresponds to the variable name in the C.L.A.S.S. Data Set.

Variable name in data set: PATIMEHS

Score	Description: The Physical Activity (PA) Time Requirements score reflects the degree to which state law addresses the amount of PA occurring in schools and may or may not include time allocated for PE and other activities during the school day at the HS grade level.
5	State requires school districts provide PA for a minimum of 225 minutes per week.
4	State requires school districts provide PA for a minimum of 150 minutes per week but less than 225 minutes per week.
3	State requires school districts provide PA for a minimum 90 minutes per week but less than 150 minutes per week.
2	State requires school districts provide PA for less than 90 minutes per week or state requires PA without a specified time requirement.
1	State only recommends a PA time requirement.
0	No PA time requirement or recommendation.
999	State law not scored for years 2003-07
Enhancing/ Inhibiting Factors	<p>Description: These are features in the codified law that may enhance or inhibit implementation of PA Time Requirement policies at the HS grade level and are coded as: “1” in data set if the factor applies “0” if it does not apply “999” if it was not scored for that particular year</p> <p><u>Potential Enhancement factor (<i>PATimeBonHS</i>):</u> Applies if state specifies daily participation in PA.</p>

Physical Education (PE) Staffing Requirements

Physical Education (PE) Staffing Requirements – Elementary School

Note: This policy applies to elementary school (ES) only. The italicized text below corresponds to the variable name in the C.L.A.S.S. Data Set.

Variable name in data set: STAFES2

Score	Description: The Physical Education (PE) Staffing Requirements score reflects the degree to which state law addresses the educational degree and certification requirements for PE teachers with respect to the National Association for Sport and Physical Education (NASPE) recommended standard at the ES grade level.
4	State offers certification/licensure /endorsement to teach PE and requires a college major (or a minimum of 30 credit hours) in PE (to fulfill certification/licensure/endorsement requirement or otherwise).
3	State offers certification/licensure/endorsement to teach PE and requires a college minor (or a minimum of 15 credit hours) in PE (to fulfill certification/licensure/endorsement requirement or otherwise).
2	State offers certification/licensure/endorsement to teach PE and requires preparation that is less rigorous than a college minor (e.g., less than 15 credit hours) in PE (to fulfill certification/licensure/endorsement requirement or otherwise).
1	State only recommends certification/licensure/endorsement) and an academic degree in PE to teach PE.
0	No requirement or recommendation for PE teachers.
Enhancing/ Inhibiting Factors	<p>Description: These are features in the codified law that may enhance or inhibit implementation of PE Staffing Requirement policies at the ES grade level and are coded as: “1” in data set if the factor applies “0” if it does not apply “999” if it was not scored for that particular year</p> <p><u>Inhibiting factor (<i>StafPenES</i>):</u> Applies if teacher qualifications apply to most but not all districts (e.g., not applicable to districts that regularly employ fewer than 20 teachers).</p>

Physical Education (PE) Staffing Requirements – Middle School (MS)

Variable name in data set: (STAFMS2)

Score	Description: The Physical Education (PE) Staffing Requirements score reflects the degree to which state law addresses the educational degree and certification requirements for PE teachers with respect to the National Association for Sport and Physical Education (NASPE) recommended standard at the MS grade level.
4	State offers certification/licensure/endorsement to teach PE and requires a college major (or a minimum of 30 credit hours) in PE (to fulfill certification/licensure/endorsement requirement or otherwise).
3	State offers certification/licensure/endorsement to teach PE and requires a college minor (or a minimum of 15 credit hours) in PE (to fulfill certification/licensure/endorsement requirement or otherwise).
2	State offers certification/licensure/endorsement to teach PE and requires preparation that is less rigorous than a college minor (e.g., less than 15 credit hours) in PE (to fulfill certification/licensure/endorsement requirement or otherwise).
1	State only recommends certification/licensure/endorsement) and an academic degree in PE to teach PE.
0	No requirement or recommendation for PE teachers.
Enhancing/ Inhibiting Factors	<p>Description: These are features in the codified law that may enhance or inhibit implementation of PE Staffing Requirement policies at the MS grade level and are coded as:</p> <p>“1” in data set if the factor applies “0” if it does not apply “999” if it was not scored for that particular year</p> <p><u>Inhibiting factor (StafPenMS):</u> Applies if teacher qualifications apply to most but not all districts (e.g., not applicable to districts that regularly employ fewer than 20 teachers).</p>

Physical Education (PE) Staffing Requirements – High School (HS)

Variable name in data set: (STAFHS2)

Score	Description: The Physical Education (PE) Staffing Requirements score reflects the degree to which state law addresses the educational degree and certification requirements for PE teachers with respect to the National Association for Sport and Physical Education (NASPE) recommended standard at the HS grade level.
4	State offers certification/licensure/endorsement to teach PE and requires a college major (or a minimum of 30 credit hours) in PE (to fulfill certification/licensure/endorsement requirement or otherwise).
3	State offers certification/licensure/endorsement to teach PE and requires a college minor (or a minimum of 15 credit hours) in PE (to fulfill certification/licensure/endorsement requirement or otherwise).
2	State offers certification/licensure/endorsement to teach PE and requires preparation that is less rigorous than a college minor (e.g., less than 15 credit hours) in PE (to fulfill certification/licensure/endorsement requirement or otherwise).
1	State only recommends certification/licensure/endorsement) and an academic degree in PE to teach PE.
0	No requirement or recommendation for PE teachers.
Enhancing/ Inhibiting Factors	<p>Description: These are features in the codified law that may enhance or inhibit implementation of PE Staffing Requirement policies at the HS grade level and are coded as:</p> <p>“1” in data set if the factor applies “0” if it does not apply “999” if it was not scored for that particular year</p> <p><u>Inhibiting factor (StafPenHS):</u> Applies if teacher qualifications apply to most but not all districts (e.g., not applicable to districts that regularly employ fewer than 20 teachers).</p>

Physical Education (PE) Curriculum Standards

Note: The italicized texts in parenthesis are the variable names in the C.L.A.S.S. Data Set.

Physical Education (PE) Curriculum Standards – Elementary School (ES)

Variable name in data set: (STANES)

Score	Description: The Physical Education (PE) Curriculum Standards Score reflects the degree to which state law addresses the PE curriculum requirements with respect to the National Association for Sport and Physical Education (NASPE) recommended standard at the ES grade level.
4	State standards are required for PE that address student knowledge of physical activity, behavioral and motor skills, and health-related fitness or state requires ES to meet national standards that include such components.
3	State standards are required for PE that address student knowledge of physical activity, behavioral and motor skills, or health-related fitness but not all such components.
2	State standards are required by reference to a curriculum framework (or the equivalent) only, but curriculum framework is not fully incorporated into codified law.
1	State only recommends curriculum standards/guidelines for PE.
0	No requirement or recommendation for PE curriculum.
Enhancing/ Inhibiting Factors	<p>Description: These are features in the codified law that may enhance or inhibit implementation of PE Curriculum Standard policies at the ES grade level and are coded as: “1” in data set if the factor applies “0” if it does not apply “999” if it was not scored for that particular year</p> <p><u>Potential enhancement factor (stanref):</u> Applies if state references and incorporates curriculum standards from either: 1. National Association for Sport and Physical Education (NASPE) or 2. A specific state agency or 3. Other organization curriculum standards.</p>

Physical Education (PE) Curriculum Standards – Middle School (MS)

Variable name in data set: (STANMS)

Score	Description: The Physical Education (PE) Curriculum Standards Score reflects the degree to which state law addresses the PE curriculum requirements with respect to the National Association for Sport and Physical Education (NASPE) recommended standards at the MS grade level.
4	State standards are required for PE that address student knowledge of physical activity, behavioral and motor skills, and health-related fitness or state requires MS to meet national standards that include such components.
3	State standards are required for PE that address student knowledge of physical activity, behavioral and motor skills, or health-related fitness but not all such components.
2	State standards are required by reference to a curriculum framework (or the equivalent) only.
1	State only recommends curriculum standards /guidelines for PE.
0	No requirement or recommendation for PE curriculum.
Enhancing/ Inhibiting Factors	<p>Description: These are features in the codified law that may enhance or inhibit implementation of PE Curriculum Standard policies at the MS grade level and are coded as:</p> <p>“1” in data set if the factor applies “0” if it does not apply “999” if it was not scored for that particular year</p> <p><u>Potential Enhancement Factor (stanref):</u> Applies if state references curriculum standards from either: 1. National Association for Sport and Physical Education (NASPE) or 2. A specific state agency or 3. Other organization curriculum standards.</p>

Physical Education (PE) Curriculum Standards –High School (HS)

Variable name in data set: (STANHS)

Score	Description: The Physical Education (PE) Curriculum Standards score reflects the degree to which state law addresses the PE curriculum requirements with respect to the National Association for Sport and Physical Education (NASPE) recommended standards at the HS grade level.
4	State standards are required for PE that address student knowledge of physical activity, behavioral and motor skills, and health-related fitness or state requires HS to meet national standards that include such components.
3	State standards are required for PE that address student knowledge of physical activity, behavioral and motor skills, or health-related fitness but not all such components.
2	State standards are required by reference to a curriculum framework (or the equivalent) only.
1	State only recommends curriculum standards /guidelines for PE.
0	No requirement or recommendation for PE curriculum.
Enhancing/ Inhibiting Factors	<p>Description: These are features in the codified law that may enhance or inhibit implementation of PE Curriculum Standard policies at the HS grade level and are Coded as: “1” in data set if the factor applies “0” if it does not apply “999” if it was not scored for that particular year</p> <p>Potential Enhancement Factor (<i>stanref</i>): Applies if state references curriculum standards from the National Association for Sport and Physical Education (NASPE) a specific state agency Or another organization curriculum standards.</p>

Physical Education (PE) Assessment of Health-Related Fitness

Note: The italicized texts in parenthesis are the variable names in the C.L.A.S.S. Data files (Excel, SPSS).

Physical Education (PE) Assessment of Health-Related Fitness – Elementary School (ES)

Variable name in data set: (*ASSEES2*)

Score	Description: The Physical Education (PE) Assessment of Health-Related Fitness score reflects the degree to which state law requires assessment of student fitness (i.e., cardiovascular endurance, muscle strength and endurance, flexibility, and body composition) with respect to the National Association for Sport and Physical Education (NASPE) recommended standard at the ES grade level.
4	State requires public school districts to have students participate in an annual (or more frequent) standardized fitness test that addresses cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
3	State requires public school districts to have students participate in a standardized fitness test more than once, but not annually, that addresses cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition.
2	State requires public school districts to have students participate in a standardized health-related fitness test at least once in ES, with or without specified fitness test components.
1	State only recommends health-related fitness testing.
0	No requirement or recommendation for health-related fitness assessment.
Enhancing/ Inhibiting Factors	<p>Description: These are features in the codified law that may enhance or inhibit implementation of Assessment of Health-Related Fitness policies at the ES grade level and are coded as: “1” in data set if the factor applies “0” if it does not apply “999” if it was not scored for that particular year</p> <p><u>Potential Enhancement factor (<i>AssBonusES</i>):</u> applies if state (e.g., state education agency) requires a report on results of such testing.</p> <p><u>Potential Inhibiting factor (<i>AsPenES</i>):</u> applies if fitness test is required for only a portion of students in appropriate grades.</p>

Physical Education (PE) Assessment of Health-Related Fitness – Middle School (MS)

Variable name in data set: (ASSEMS2)

Score	Description: The Physical Education (PE) Assessment of Health-Related Fitness Score reflects the degree to which state law requires assessment of student fitness (i.e., cardiovascular endurance, muscle strength and endurance, flexibility, and body composition) with respect to the National Association for Sport and Physical Education (NASPE) recommended standard at the MS grade level.
4	State requires public school districts to have students participate in an annual (or more frequent) standardized fitness test that addresses cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition (or a standard fitness test that includes such components).
3	State requires public school districts to have students participate in a standardized fitness test more than once, but not annually, that addresses cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition (or a standard fitness test that includes such components).
2	State requires public school districts to have students participate in a health-related standardized fitness test at least once in MS, with or without specified fitness test components.
1	State only recommends health-related fitness testing.
0	No requirement or recommendation for health-related fitness assessment.
Enhancing/ Inhibiting Factors	<p>Description: These are features in the codified law that may enhance or inhibit implementation of Assessment of Health-Related Fitness policies at the MS grade level, and are coded as: “1” in data set if the factor applies “0” if it does not apply “999” if it was not scored for that particular year</p> <p><u>Potential Enhancement factor (AssBonusMS):</u> applies if state (e.g., state education agency) requires a report on results of such testing.</p> <p><u>Potential Inhibiting factor (AsPenMS):</u> applies if fitness test is required for only a portion of students in appropriate grades.</p>

Physical Education (PE) Assessment of Health-Related Fitness – High School (HS)

Variable name in data set: (ASSEHS2)

Score	Description: The Physical Education (PE) Assessment of Health-Related Fitness Score reflects the degree to which state law requires assessment of student fitness (i.e., cardiovascular endurance, muscle strength and endurance, flexibility, and body composition) with respect to the National Association for Sport and Physical Education (NASPE) recommended standard at the HS grade level.
4	State requires public school districts to have students participate in an annual (or more frequent) standardized fitness test that addresses cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition (or a standard fitness test that includes such components).
3	State requires public school districts to have students participate in a standardized fitness test more than once, but not annually, that addresses cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition (or a standard fitness test that includes such components).
2	State requires public school districts to have students participate in a health-related standardized fitness test at least once in HS, with or without specified fitness test components.
1	State only recommends health-related fitness testing.
0	No requirement or recommendation for health-related fitness assessment.
Enhancing/ Inhibiting Factors	<p>Description: These are features in the codified law that may enhance or inhibit implementation of Assessment of Health-Related Fitness policies at the HS grade level and are coded as: “1” in data set if the factor applies “0” if it does not apply “999” if it was not scored for that particular year</p> <p><u>Potential Enhancement factor (AssBonusHS):</u> applies if state (e.g., state education agency) requires a report on results of such testing.</p> <p><u>Potential Inhibiting factor (AsPenHS):</u> applies if fitness test is required for only a portion of students in appropriate grades.</p>

Recess Time

Recess Time – Elementary School (ES)

Variable name in data set: (RECESS)

Score	Description: The Physical Education (PE) Recess Time Score reflects the degree to which state law requires recess time for physical activity outside of the PE realm with respect to the National Association for Sport and Physical Education (NASPE) recommended standard. This policy area applies only to the Elementary School (ES) grade level.
4	State requires public ES to provide a minimum of 30 minutes of daily recess that does not substitute for PE.
3	State requires public ES to provide a minimum of 20 minutes but less than 30 minutes of daily recess that does not substitute for PE.
2	State requires public ES to provide recess for less than 20 minutes per day or requires recess without a time and/or frequency requirement that does not substitute for PE.
1	State recommends recess.
0	No requirement or recommendation.
Enhancing/ Inhibiting Factors	There are no enhancing or inhibiting factors in the codified law for this policy area.

MVPA Time Requirements

Note: The italicized text in parenthesis is the variable names in the C.L.A.S.S. Data Set.

Moderate-to-Vigorous Physical Activity Time Requirements – Elementary School (ES)

Variable name in data set: (MVPAES)

Score	Description: The MVPA Time Requirements score reflects the degree to which state law addresses the amount of time spent in moderate-to-vigorous physical activity (MVPA) during physical education (PE) instruction with respect to the National Association for Sport and Physical Education (NASPE) recommended standard at the ES grade level and CDC School Health Guidelines and IOM report.
4	State requires at least 75 minutes of moderate-to-vigorous PA in PE class per week.
3	State requires that at least 50 percent PE class time is spent in moderate-to-vigorous PA.
2	State requires PA be of moderate-to-vigorous intensity in PE without time or percentage requirement is <50 percent or without specific definition.
1	State only recommends PA be of moderate-to-vigorous intensity specifically in PE or recommends or requires that MVPA be included in other school-based PA outside and not specifically inclusive of PE.
0	No MVPA time requirement or recommendation.
Enhancing/ Inhibiting Factors	There are no enhancing or inhibiting factors in the codified law for this policy area.

Moderate-to-Vigorous Physical Activity Time Requirements – Middle School (MS)

Variable name in data set: (MVPAMS)

Score	Description: The MVPA Time Requirements score reflects the degree to which state law addresses the amount of time spent in moderate-to-vigorous physical activity (MVPA) during physical education (PE) instruction with respect to the National Association for Sport and Physical Education (NASPE) recommended standard at the MS grade level and CDC School Health Guidelines and IOM report.
4	State requires at least 100 minutes of moderate-to-vigorous PA in PE class per week.
3	State requires that at least 50 percent PE class time is spent in moderate-to-vigorous PA.
2	State requires PA be of moderate-to-vigorous intensity in PE without time or percentage requirement is <50 percent or without specific definition.
1	State only recommends PA be of moderate-to-vigorous intensity specifically in PE <u>or</u> recommends or requires that MVPA be included in other school-based PA outside and not specifically inclusive of PE.
0	No MVPA time requirement or recommendation.
Enhancing/ Inhibiting Factors	There are no enhancing or inhibiting factors in the codified law for this policy area.

Moderate-to-Vigorous Physical Activity Time Requirements – High School (HS)

Variable name in data set: (MVPAHS)

Score	Description: The MVPA Time Requirements score reflects the degree to which state law addresses the amount of time spent in moderate-to-vigorous physical activity (MVPA) during physical education (PE) instruction with respect to the National Association for Sport and Physical Education (NASPE) recommended standard at the HS grade level and CDC School Health Guidelines and IOM report.
4	State requires at least 100 minutes of moderate-to-vigorous PA in PE class per week.
3	State requires that at least 50 percent PE class time is spent in moderate-to-vigorous PA.
2	State requires PA be of moderate-to-vigorous intensity in PE without time or percentage requirement is <50 percent or without specific definition.
1	State only recommends PA be of moderate-to-vigorous intensity specifically in PE or recommends or requires that MVPA be included in other school-based PA outside and not specifically inclusive of PE.
0	No MVPA time requirement or recommendation.
Enhancing/ Inhibiting Factors	There are no enhancing or inhibiting factors in the codified law for this policy area.

Joint Use Agreement Requirement

Note: The italicized texts in parenthesis are the variable names in the C.L.A.S.S. Data Set.

Joint Use Requirement– Elementary School (ES)

Variable name in data set: (JNTUSEES)

Score	Description: The Joint Use Requirement score reflects the degree to which state law allows for joint use agreements between a school and a community partner with the aim of increasing access to school physical activity facilities as suggested in the CDC School Health Guidelines at the ES grade level.
4	State requires a formal written agreement between schools and communities or organizations that allows access to school's recreational facilities outside of school hours and contains 3 of the following 4 criteria: <ul style="list-style-type: none"> • Contains provision regarding liability • Contains provision regarding fees for use • Contains provision regarding insurance coverage • Contains provisions regarding operations and management of the facility
3	State requires a formal written agreement between schools and communities or organizations that allows access to school's recreational facilities outside of school hours without reference to liability, fees, insurance, or operations and management.
2	State requires schools to allow communities or organizations access to schools' recreational facilities outside of school hours, without a specific requirement for written agreements between the parties, or provisions regarding liability, fees, insurance, or operations and management.
1	State recommends informal cooperation between schools and communities or organizations that allow access to school's recreational facilities outside of school hours, or else authorizes such cooperation, and references one or more of the following 4 criteria: <ul style="list-style-type: none"> • Contains provision regarding liability • Contains provision regarding fees for use • Contains provision regarding insurance coverage • Contains provisions regarding operations and management of the facility
0	No requirement or recommendation for a joint use agreement.
Enhancing/ Inhibiting Factors	There are no enhancing or inhibiting factors in the codified law for this policy area.

Joint Use Requirement– Middle School (MS)

Variable name in data set: (JNTUSEMS)

Score	Description: The Joint Use Requirement score reflects the degree to which state law allows for joint use agreements between a school and a community partner with the aim of increasing access to school physical activity facilities as suggested in the CDC School Health Guidelines at the MS grade level.
4	State requires a formal written agreement between schools and communities or organizations that allows access to school's recreational facilities outside of school hours and contains 3 of the following 4 criteria: <ul style="list-style-type: none"> • Contains provision regarding liability • Contains provision regarding fees for use • Contains provision regarding insurance coverage • Contains provisions regarding operations and management of the facility
3	State requires a formal written agreement between schools and communities or organizations that allows access to school's recreational facilities outside of school hours without reference to liability, fees, insurance, or operations and management.
2	State requires schools to allow communities or organizations access to schools' recreational facilities outside of school hours, without a specific requirement for written agreements between the parties, or provisions regarding liability, fees, insurance, or operations and management.
1	State recommends informal cooperation between schools and communities or organizations that allow access to school's recreational facilities outside of school hours, or else authorizes such cooperation, and references one or more of the following 4 criteria: <ul style="list-style-type: none"> • Contains provision regarding liability • Contains provision regarding fees for use • Contains provision regarding insurance coverage • Contains provisions regarding operations and management of the facility
0	No requirement or recommendation for a joint use agreement.
Enhancing/ Inhibiting Factors	There are no enhancing or inhibiting factors in the codified law for this policy area.

Joint Use Requirement– High School (HS)

Variable name in data set: (JNTUSEHS)

Score	Description: The Joint Use Requirement score reflects the degree to which state law allows for joint use agreements between a school and a community partner with the aim of increasing access to school physical activity facilities as suggested in the CDC School Health Guidelines at the HS grade level.
4	State requires a formal written agreement between schools and communities or organizations that allows access to school's recreational facilities outside of school hours and contains 3 of the following 4 criteria: <ul style="list-style-type: none"> • Contains provision regarding liability • Contains provision regarding fees for use • Contains provision regarding insurance coverage • Contains provisions regarding operations and management of the facility
3	State requires a formal written agreement between schools and communities or organizations that allows access to school's recreational facilities outside of school hours without reference to liability, fees, insurance, or operations and management.
2	State requires schools to allow communities or organizations access to schools' recreational facilities outside of school hours, without a specific requirement for written agreements between the parties, or provisions regarding liability, fees, insurance, or operations and management.
1	State recommends informal cooperation between schools and communities or organizations that allow access to school's recreational facilities outside of school hours, or else authorizes such cooperation and references one or more of the following 4 criteria: <ul style="list-style-type: none"> • Contains provision regarding liability • Contains provision regarding fees for use • Contains provision regarding insurance coverage • Contains provisions regarding operations and management of the facility
0	No requirement or recommendation for a joint use agreement.
Enhancing/ Inhibiting Factors	There are no enhancing or inhibiting factors in the codified law for this policy area.

Physical Education (PE) Proficiency Requirement

Note: The italicized texts in parenthesis are the variable names in the C.L.A.S.S. Data Set.

Physical Education (PE) Proficiency Requirement – Elementary School (ES)

Variable name in data set: (PEPROFES)

Score	Description: The Physical Education (PE) Proficiency Requirement score reflects the degree to which state law requires PE proficiency with specific motor skills with respect to the CDC School Health Guidelines at the ES grade level.
4	State requires physical education performance or proficiencies with specified skills-based learning objectives and instruction based components (i.e. diagnostic (to form a baseline of where students are before they start a learning program), formative (an ongoing part of the learning process), or summative (to determine what students have gained as a result of the learning program) assessments).
3	State requires physical education performance or proficiencies with specified skills-based learning objectives
2	State requires physical education performance or proficiencies with a general mandate for skills-based learning objectives
1	State only recommends physical education performance or proficiencies or requires PE standards without a general mandate for skills-based learning objectives.
0	No requirement or recommendation for PE proficiency.
Enhancing/ Inhibiting Factors	There are no enhancing or inhibiting factors in the codified law for this policy area.

Physical Education (PE) Proficiency Requirement – Middle School (MS)

Variable name in data set: (PEPROFMS)

Score	Description: The Physical Education (PE) Proficiency Requirement score reflects the degree to which state law requires PE proficiency with specific motor skills with respect to the CDC School Health Guidelines at the MS grade level.
4	State requires physical education performance or proficiencies with specified skills-based learning objectives and instruction based components (i.e. diagnostic (to form a baseline of where students are before they start a learning program), formative (an ongoing part of the learning process), or summative (to determine what students have gained as a result of the learning program) assessments).
3	State requires physical education performance or proficiencies with specified skills-based learning objectives
2	State requires physical education performance or proficiencies with a general mandate for skills-based learning objectives
1	State only recommends physical education performance or proficiencies or requires PE standards without a general mandate for skills-based learning objectives.
0	No requirement or recommendation for PE proficiency.
Enhancing/ Inhibiting Factors	There are no enhancing or inhibiting factors in the codified law for this policy area.

Physical Education (PE) Proficiency Requirement – High School (HS)

Variable name in data set: (PEPROFHS)

Score	Description: The Physical Education (PE) Proficiency Requirement score reflects the degree to which state law requires PE proficiency with specific motor skills with respect to the CDC School Health Guidelines at the HS grade level.
4	State requires physical education performance or proficiencies with specified skills-based learning objectives and instruction based components (i.e. diagnostic (to form a baseline of where students are before they start a learning program), formative (an ongoing part of the learning process), or summative (to determine what students have gained as a result of the learning program) assessments).
3	State requires physical education performance or proficiencies with specified skills-based learning objectives
2	State requires physical education performance or proficiencies with a general mandate for skills-based learning objectives
1	State only recommends physical education performance or proficiencies or requires PE standards without a general mandate for skills-based learning objectives.
0	No requirement or recommendation for PE proficiency.
Enhancing/ Inhibiting Factors	There are no enhancing or inhibiting factors in the codified law for this policy area.

Physical Education (PE) Teacher Requirement

Note: The italicized texts in parenthesis are the variable names in the C.L.A.S.S. Data Set.

Physical Education (PE) Teacher Requirement– Elementary School (ES)

Variable name in data set: *(PETEACHES)* added in 2013

Score	Description: The PE Teacher Requirement score reflects the degree to which state law requires PE to be taught by a licensed/credentialed/endorsed physical education teacher.
3	State requires that <i>all</i> teachers be licensed/credentialed/endorsed in physical education in order to teach PE.
2	State requires that <i>newly hired</i> teachers be licensed/credentialed/endorsed in physical education in order to teach PE.
1	State recommends that teachers be licensed/credentialed/endorsed in physical education in order to teach PE.
0	No requirement or recommendation for who teaches PE classes.
Enhancing/ Inhibiting Factors	There are no enhancing or inhibiting factors for this variable.

Physical Education (PE) Teacher Requirement– Middle School (MS)

Variable name in data set: (PETEACHMS)*new 2013

Score	Description: The PE Teacher Requirement score reflects the degree to which state law requires PE to be taught by a licensed/credentialed/endorsed physical education teacher.
3	State requires that <i>all</i> teachers be licensed/credentialed/endorsed in physical education in order to teach PE.
2	State requires that <i>newly hired</i> teachers be licensed/credentialed/endorsed in physical education in order to teach PE.
1	State recommends that teachers be licensed/credentialed/endorsed in physical education in order to teach PE.
0	No requirement or recommendation for who teaches PE classes.
Enhancing/ Inhibiting Factors	There are no enhancing or inhibiting factors for this variable.

Physical Education (PE) Teacher Requirement– High School (HS)

Variable name in data set: (PETEACHHS)*new 2013

Score	Description: The PE Teacher Requirement score reflects the degree to which state law requires PE to be taught by a licensed/credentialed/endorsed physical education teacher.
3	State requires that <i>all</i> teachers be licensed/credentialed/endorsed in physical education in order to teach PE.
2	State requires that <i>newly hired</i> teachers be licensed/credentialed/endorsed in physical education in order to teach PE.
1	State recommends that teachers be licensed/credentialed/endorsed in physical education in order to teach PE.
0	No requirement or recommendation for who teaches PE classes.
Enhancing/ Inhibiting Factors	There are no enhancing or inhibiting factors for this variable.