

**C.L.A.S.S. Scoring Key & Variable**  
**Information: Physical Education Related School**  
**Policy Classification System (PERSPCS)**  
(updated: January 2018)

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## **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](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, providing more detail on scoring criteria, and can be used in conjunction with both 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 -2008, 2010, 2012, 2013, 2014, 2015, 2016, 2017, 2018) and grade level for each state.
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.

#### **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.

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 amount of time required for PE through codified laws and embedded policies beginning in 2006. The amount of 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 and noted in the Scoring Key.
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

## Physical Education (PE) Time Requirements

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

### Physical Education (PE) Time Requirements – Elementary School (ES)

*Variable name in data set: (TIMEES2)*

<b>Score</b>	<b>Description:</b> 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.
<b>Enhancing/ Inhibiting Factors</b>	<p><b>Description:</b> 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 (TimeBonusES):</u> Applies if state specifies <i>daily</i> participation in PE</p> <p><u>Potential Inhibiting factor (TimePenES):</u> Applies if state permits substitution for PE based on a course or activity; <i>or</i> 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>

**\*FOR PE TIME REQUIREMENT VARIABLE (ALL GRADES):** 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.

*Decision rules:*

**Physical Activity v. Physical Education:** PE and PA time requirements should be coded individually.

**Combination Physical Activity/Physical Education Time Requirements:** Provisions that combine time requirements for PA and PE (e.g., Mississippi, Virginia, and Texas) are “weaker” than express time requirements for either PE or PA. The ComboPen PE time requirement inhibiting factor was created to distinguish this situation from a straight time requirement provision in order to allow qualification of combined PE and PA time requirement laws at the modeling and data analysis phase.

It is possible for a state to require PA as part of the PE time requirement. In these cases, both the PE and PA time requirements are coded separately, and the ComboPen is coded. (See, e.g., West's F.S.A. § 1003.455)

**Non-Conventional Time Requirements:** Provisions that specify a certain number of days a week that PE must meet are coded as a level 3 if the number of days is significant. Such provisions provide for greater specificity in the amount of time that PE will be held, without stating a determinable amount of minutes. Example: 8 NYCRR 135.4. All secondary pupils shall have the opportunity for regular physical education, but not less than three times per week in one semester and two times per week in the other semester. (3/24/2015)

**Substitutions:** Exemptions for medical or religious purposes will not be considered equivalent to a substitution.

A provision that allows for substitutions may include the following:

- Interscholastic, Olympic, or other competitive athletics
- Cheerleading
- Marching band
- Junior ROTC
- Commercially-sponsored physical activity programs
- Passing the physical fitness assessment and waiving the PE requirement

**Note on TimePen** (added April 2015):

Laws that allow waiver of *any* school board requirements (see IL example below), or else generally allow students to pass *any* course by demonstrating proficiency, are not included here. This inhibiting factor captures whether or not the state specifically allows for substitution of PE.

Example: 23 Ill. Adm. Code 5/2-3.25g: (b) Notwithstanding any other provisions of this School Code or any other law of this State to the contrary, eligible applicants may petition the State Board of Education for the waiver or modification of the mandates of this School Code or of the administrative rules and regulations promulgated by the State Board of Education.

## Physical Education (PE) Time Requirements – Middle School (MS)

Variable name in data set: (TIMEMS2)

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

**\*FOR PE TIME REQUIREMENT VARIABLE (ALL GRADES):** 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.

*Decision rules:*

**Physical Activity v. Physical Education:** PE and PA time requirements should be coded individually.

**Combination Physical Activity/Physical Education Time Requirements:** Provisions that combine time requirements for PA and PE (e.g., Mississippi, Virginia, and Texas) are “weaker” than express time requirements for either PE or PA. The ComboPen PE time requirement inhibiting factor was created to distinguish this situation from a straight time requirement provision in order to allow qualification of combined PE and PA time requirement laws at the modeling and data analysis phase.

It is possible for a state to require PA as part of the PE time requirement. In these cases, both the PE and PA time requirements are coded separately, and the ComboPen is coded. (See, e.g., West's F.S.A. § 1003.455)

**Non-Conventional Time Requirements:** Provisions that specify a certain number of days a week that PE must meet are coded as a level 3 if the number of days is significant. Such provisions provide for greater specificity in the amount of time that PE will be held, without stating a determinable amount of minutes. Example: 8 NYCRR 135.4. All secondary pupils shall have the opportunity for regular physical education, but not less than three times per week in one semester and two times per week in the other semester. (3/24/2015)

**Substitutions:** Exemptions for medical or religious purposes will not be considered equivalent to a substitution.

A provision that allows for substitutions may include the following:

- Interscholastic, Olympic, or other competitive athletics
- Cheerleading
- Marching band
- Junior ROTC
- Commercially-sponsored physical activity programs
- Passing the physical fitness assessment and waiving the PE requirement

**Note on TimePen** (added April 2015):

Laws that allow waiver of *any* school board requirements (see IL example below), or else generally allow students to pass *any* course by demonstrating proficiency, are not included here. This inhibiting factor captures whether or not the state specifically allows for substitution of PE.

Example: 23 Ill. Adm. Code 5/2-3.25g: (b) Notwithstanding any other provisions of this School Code or any other law of this State to the contrary, eligible applicants may petition the State Board of Education for the waiver or modification of the mandates of this School Code or of the administrative rules and regulations promulgated by the State Board of Education.



## Physical Education (PE) Time Requirements – High School (HS)

Variable name in data set: (TIMEHS2)

<b>Score</b>	<b>Description:</b> 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.
<b>Enhancing/ Inhibiting Factors</b>	<p><b>Description:</b> 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 (TimeBonusHS):</u> Applies if state specifies <i>daily</i> participation in PE.</p> <p><u>Potential Inhibiting factor (TimePenHS):</u> Applies if state permits substitution for PE based on a course or activity; <i>or</i> if state specifies that PE instruction is not required for the full school year.</p> <p><u>Potential Inhibiting Factor (ComboPenHS):</u> Applies if state allows for a combination of Physical Activity (PA) and PE to meet PE time requirement.</p>

**\*FOR PE TIME REQUIREMENT VARIABLE (ALL GRADES):** 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.

*Decision rules:*

**Physical Activity v. Physical Education:** PE and PA time requirements should be coded individually.

**Combination Physical Activity/Physical Education Time Requirements:** Provisions that combine time requirements for PA and PE (e.g., Mississippi, Virginia, and Texas) are “weaker” than express time requirements for either PE or PA. The ComboPen PE time requirement inhibiting factor was created to distinguish this situation from a straight time requirement provision in order to allow qualification of combined PE and PA time requirement laws at the modeling and data analysis phase.

It is possible for a state to require PA as part of the PE time requirement. In these cases, both the PE and PA time requirements are coded separately, and the ComboPen is coded. (See, e.g., West's F.S.A. § 1003.455)

**Non-Conventional Time Requirements:** Provisions that specify a certain number of days a week that PE must meet are coded as a level 3 if the number of days is significant. Such provisions provide for greater specificity in the amount of time that PE will be held, without stating a determinable amount of minutes. Example: 8 NYCRR 135.4. All secondary pupils shall have the opportunity for regular physical education, but not less than three times per week in one semester and two times per week in the other semester. (3/24/2015)

**Substitutions:** Exemptions for medical or religious purposes will not be considered equivalent to a substitution.

A provision that allows for substitutions may include the following:

- Interscholastic, Olympic, or other competitive athletics
- Cheerleading
- Marching band
- Junior ROTC
- Commercially-sponsored physical activity programs
- Passing the physical fitness assessment and waiving the PE requirement

**Converting Time Units:** SPCS coding is based on a 36-week school year. If total minutes/hours are not given in weekly amounts, then calculate the total minutes/hours to convert to weekly amounts. For example, if 200 minutes is required for every 10 school days, divide the 10 school days in half to get 100 minutes per week. If 8,100 minutes is required for a year, divide by 36 weeks to get 225 minutes per week. For situations where one credit of Physical Education is assigned for the entire four years of high school the total minutes per week need to then be divided by four.

**Converting Credits to Time Units:** The conversion of credits to minutes per week using the Carnegie definition applies to laws that specify credits without any reference to time units. If a state has a law that indicates a time unit for PE and another law that indicates number of credits, then the law with the time unit prevails for rating purposes.

**1/2 Carnegie Unit** (\*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, so  $\frac{1}{2}$  credit=60 hours/year).  $60 \text{ hrs/yr}=3600 \text{ min/yr}=3600/36 \text{ weeks}=\mathbf{100 \text{ minutes/week}}$

**High School Requirements:** The amount and unit of measurement (credits, periods, hours, minutes) as it appears in the law will be recorded on the rating sheet. Conversion to a standard unit of measurement will be conducted later.

**Physical Education/Health Combined:** If the credit or time requirement for PE is combined with health and there is no further breakdown, then the total credit or time requirement is divided in half for PE. For example, if 1.5 credits in PE/Health are required for high school graduation, then the credit requirement for PE is .75 credits. (4/21/05)

## Physical Activity (PA) Time Requirements

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

### Physical Activity (PA) Time Requirements – Elementary School (ES)

*Variable name in data set: (PATIMEES)*

<b>Score</b>	<b>Description:</b> 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 2003-2007
<b>Enhancing/ Inhibiting Factors</b>	<p><b>Description:</b> 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 (PATimeBonES):</u> Applies if state specifies daily participation in PA.  <u>Potential Enhancement factor (CSPSP):</u> Applies if state references the CDC Comprehensive School Physical Activity Program *new 2016 data</p>

*Decision rules:*

**Physical Activity v. Physical Education:** PE and PA time requirements should be coded individually.

**Combination Physical Activity/Physical Education Time Requirements:** Provisions that combine time requirements for PA and PE (e.g., Mississippi, Virginia, and Texas) are “weaker” than express time requirements for either PE or PA. The ComboPen PE time requirement inhibiting factor was created to distinguish this situation from a straight time requirement provision in order to allow qualification of combined PE and PA time requirement laws at the modeling and data analysis phase.

It is possible for a state to require PA as part of the PE time requirement. In these cases, both the PE and PA time requirements are coded separately, and the ComboPen is coded. (See, e.g., West’s F.S.A. § 1003.455)

**Types of physical activity provisions seen.** Laws that encourage PA knowledge, skills, and abilities, but do not meet the threshold for recommended/encouraged time requirement (e.g., New York) are not coded. Provisions that name PA as an education benchmark receive credit as a recommendation (e.g., Montana).

**Physical activity provisions included in wellness council/committee laws.** Not coded as PA time requirements unless they clearly recommend/require committee to address participation in PA during the school day. (See, e.g., RI Gen.Laws 1956, § 16-21-28)

**Physical Activity (PA) Time Requirements – Middle School (MS)**

*Variable name in data set: (PATIMEMS)*

<b>Score</b>	<b>Description:</b> 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 2003-2007
<b>Enhancing/ Inhibiting Factors</b>	<p><b>Description:</b> 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 (PATimeBonMS):</u> Applies if state specifies daily participation in PA.</p>

*Decision rules:*

**Physical Activity v. Physical Education:** PE and PA time requirements should be coded individually.

**Combination Physical Activity/Physical Education Time Requirements:** Provisions that combine time requirements for PA and PE (e.g., Mississippi, Virginia, and Texas) are “weaker” than express time requirements for either PE or PA. The ComboPen PE time requirement inhibiting factor was created to distinguish this situation from a straight time requirement provision in order to allow qualification of combined PE and PA time requirement laws at the modeling and data analysis phase.

It is possible for a state to require PA as part of the PE time requirement. In these cases, both the PE and PA time requirements are coded separately, and the ComboPen is coded. (See, e.g., West’s F.S.A. § 1003.455)

**Types of physical activity provisions seen.** Laws that encourage PA knowledge, skills, and abilities, but do not meet the threshold for recommended/encouraged time requirement (e.g., New York) are not coded. Provisions that name PA as an education benchmark receive credit as a recommendation (e.g., Montana).

**Physical activity provisions included in wellness council/committee laws.** Not coded as PA time requirements unless they clearly recommend/require committee to address participation in PA during the school day. (See, e.g., RI Gen. Laws 1956, § 16-21-28)

**Physical Activity (PA) Time Requirements – High School (HS)**

*Variable name in data set: (PATIMEHS)*

<b>Score</b>	<b>Description:</b> 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 2003-2007
<b>Enhancing/ Inhibiting Factors</b>	<p><b>Description:</b> 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 (PA<sub>TimeBonHS</sub>):</u> Applies if state specifies daily participation in PA.</p>

*Decision rules:*

**Physical Activity v. Physical Education:** PE and PA time requirements should be coded individually.

**Combination Physical Activity/Physical Education Time Requirements:** Provisions that combine time requirements for PA and PE (e.g., Mississippi, Virginia, and Texas) are “weaker” than express time requirements for either PE or PA. The ComboPen PE time requirement inhibiting factor was created to distinguish this situation from a straight time requirement provision in order to allow qualification of combined PE and PA time requirement laws at the modeling and data analysis phase.

It is possible for a state to require PA as part of the PE time requirement. In these cases, both the PE and PA time requirements are coded separately, and the ComboPen is coded. (See, e.g., West's

**Types of physical activity provisions seen.** Laws that encourage PA knowledge, skills, and abilities, but do not meet the threshold for recommended/encouraged time requirement (e.g., New York) are not coded. Provisions that name PA as an education benchmark receive credit as a recommendation (e.g., Montana).

**Physical activity provisions included in wellness council/committee laws.** Not coded as PA time requirements unless they clearly recommend/require committee to address participation in PA during the school day. (See, e.g., RI Gen. Laws 1956, § 16-21-28)

## Physical Education (PE) Staffing Requirements

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

### Physical Education (PE) Staffing Requirements – Elementary School (ES)

*Variable name in data set: (STAFES2)*

<b>Score</b>	<b>Description:</b> 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.
<b>Enhancing/ Inhibiting Factors</b>	<p><b>Description:</b> 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 (StafPenES):</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>

#### *Decision rules:*

**Major in PE:** If a provision indicates a minimum of 30 credits in a PE-related subject is required, then it is equivalent to a major in PE. Less than 30 credits would be considered less than a major in PE. If it is unclear as to what, if any, PE-related education is required, then it may be necessary to browse the surrounding sections of regulations addressing teacher qualifications.

**Minor in PE:** If a provision indicates a minimum of 15 credits in a PE-related subject is required, then it is equivalent to a minor in PE. Less than 15 credits would be considered less than a minor in PE.

**Unspecified Education:** If a provision requires a teacher preparation program for PE licensing but does not specify any number of credits, then the rating assigned would be rated as less than a minor.



**All-Grade PE Credential:** A license that is required to teach PE across all grade levels (e.g., K-12) means that a teacher who wishes to teach PE in both elementary school and high school during the same school year is required to have the all-grade PE credential. An elementary teacher is not required to have a PE credential if the elementary grade level (e.g., K-5) is not indicated under the PE credentialing requirements. If the state addresses only the all-grade requirement for PE credentialing, and not each grade level individually, then the all-grade requirement will be rated. (4/14/05)

**Universal Requirement:** If a provision states that all teachers in the state must hold a valid certification to teach but does not specify requirements for PE, then the provision will be rated as required and less than a minor in PE. (4/20/05)

**Initial vs. Add-On:** If a state addresses requirements for both an initial and an add-on PE credential, then the initial requirements will be rated. If a state addresses requirements for only an add-on credential, and not an initial credential, then the add-on credential will be rated. (5/11/05)

**Majority of Teaching is PE:** If a provision states that all personnel who teach PE for the majority of their class assignments (e.g., 3 out of 5 classes) must have the PE endorsement, then the provision will be rated as required and the number of credits will be determined. (05/11/05)

If the law requires the major “or its equivalent” without reference to a number of credit hours, it is coded as requiring the major. “Or its equivalent” will not require a downgrade. (2014)

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

Variable name in data set: (STAFMS2)

<b>Score</b>	<b>Description:</b> 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.
<b>Enhancing/ Inhibiting Factors</b>	<p><b>Description:</b> 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:  “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>

### Decision rules:

**Major in PE:** If a provision indicates a minimum of 30 credits in a PE-related subject is required, then it is equivalent to a major in PE. Less than 30 credits would be considered less than a major in PE. If it is unclear as to what, if any, PE-related education is required, then it may be necessary to browse the surrounding sections of regulations addressing teacher qualifications.

**Minor in PE:** If a provision indicates a minimum of 15 credits in a PE-related subject is required, then it is equivalent to a minor in PE. Less than 15 credits would be considered less than a minor in PE.

**Unspecified Education:** If a provision requires a teacher preparation program for PE licensing but does not specify any number of credits, then the rating assigned would be rated as less than a minor.

**All-Grade PE Credential:** A license that is required to teach PE across all grade levels (e.g., K-12) means that a teacher who wishes to teach PE in both elementary school and high school during the same school year is required to have the all-grade PE credential. An elementary teacher is not required to have a PE credential if the elementary grade level (e.g., K-5) is not indicated under the PE credentialing requirements.

If the state addresses only the all-grade requirement for PE credentialing, and not each grade level individually, then the all-grade requirement will be rated. (4/14/05)

**Universal Requirement:** If a provision states that all teachers in the state must hold a valid certification to teach but does not specify requirements for PE, then the provision will be rated as required and less than a minor in PE. (4/20/05)

**Initial vs. Add-On:** If a state addresses requirements for both an initial and an add-on PE credential, then the initial requirements will be rated. If a state addresses requirements for only an add-on credential, and not an initial credential, then the add-on credential will be rated. (5/11/05)

**Majority of Teaching is PE:** If a provision states that all personnel who teach PE for the majority of their class assignments (e.g., 3 out of 5 classes) must have the PE endorsement, then the provision will be rated as required and the number of credits will be determined. (05/11/05)

If the law requires the major “or its equivalent” without reference to a number of credit hours, it is coded as requiring the major. “Or its equivalent” will not require a downgrade. (2014)

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

Variable name in data set: (STAFHS2)

<b>Score</b>	<b>Description:</b> 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.
<b>Enhancing/ Inhibiting Factors</b>	<p><b>Description:</b> 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:  “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>

### Decision rules:

**Major in PE:** If a provision indicates a minimum of 30 credits in a PE-related subject is required, then it is equivalent to a major in PE. Less than 30 credits would be considered less than a major in PE. If it is unclear as to what, if any, PE-related education is required, then it may be necessary to browse the surrounding sections of regulations addressing teacher qualifications.

**Minor in PE:** If a provision indicates a minimum of 15 credits in a PE-related subject is required, then it is equivalent to a minor in PE. Less than 15 credits would be considered less than a minor in PE.

**Unspecified Education:** If a provision requires a teacher preparation program for PE licensing but does not specify any number of credits, then the rating assigned would be rated as less than a minor.

**All-Grade PE Credential:** A license that is required to teach PE across all grade levels (e.g., K-12) means that a teacher who wishes to teach PE in both elementary school and high school during the same school year is required to have the all-grade PE credential. An elementary teacher is not required to have a PE credential if the elementary grade level (e.g., K-5) is not indicated under the PE credentialing requirements.

If the state addresses only the all-grade requirement for PE credentialing, and not each grade level individually, then the all-grade requirement will be rated. (4/14/05)

**Universal Requirement:** If a provision states that all teachers in the state must hold a valid certification to teach but does not specify requirements for PE, then the provision will be rated as required and less than a minor in PE. (4/20/05)

**Initial vs. Add-On:** If a state addresses requirements for both an initial and an add-on PE credential, then the initial requirements will be rated. If a state addresses requirements for only an add-on credential, and not an initial credential, then the add-on credential will be rated. (5/11/05)

**Majority of Teaching is PE:** If a provision states that all personnel who teach PE for the majority of their class assignments (e.g., 3 out of 5 classes) must have the PE endorsement, then the provision will be rated as required and the number of credits will be determined. (05/11/05)

If the law requires the major “or its equivalent” without reference to a number of credit hours, it is coded as requiring the major. “Or its equivalent” will not require a downgrade. (2014)

## 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)*

<b>Score</b>	<b>Description:</b> 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, but 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.
<b>Enhancing/ Inhibiting Factors</b>	<p><b>Description:</b> 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 (<i>stanref</i>):</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>

*Decision rules:*

**Related Terms:** Curriculum standards also are referred in the law as curriculum framework, curriculum manual, or curriculum guidelines.

**Curriculum Components:** In order to receive the highest rating in this category, the law must address all three components of PE curriculum: 1) knowledge of physical activity, 2) motor skills, and 3) health-related fitness.

**Existence of Standards:** When there is a complete articulation of the types of knowledge, skills, and fitness abilities that students will achieve or instruction will be provided, then curriculum standards exist. For example, CA is not completely articulated and WV is completely articulated.

**National Association for Sport and Physical Education (NASPE) Standards:** NASPE PE standards are considered the gold standard for PE policies. Therefore, if a state requires compliance with NASPE standards, the law is coded as a 4 for curriculum.

Because NASPE standards also require regular physical activity, where a state requires compliance with NASPE standards, it receives a (2) for an undefined PA time requirement.

**NASPE Standards are as follows:**

**Standard 1:**

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:**

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:**

Participates regularly in physical activity.

**Standard 4:**

Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:**

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:**

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

*(Moving into the Future: National Standards for Physical Education, 2nd Edition)*

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

Variable name in data set: (STANMS)

<b>Score</b>	<b>Description:</b> 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, but 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.
<b>Enhancing/ Inhibiting Factors</b>	<p><b>Description:</b> 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:  “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>

*Decision rules:*

**Related Terms:** Curriculum standards also are referred in the law as curriculum framework, curriculum manual, or curriculum guidelines.

**Curriculum Components:** In order to receive the highest rating in this category, the law must address all three components of PE curriculum: 1) knowledge of physical activity, 2) motor skills, and 3) health-related fitness.

**Existence of Standards:** When there is a complete articulation of the types of knowledge, skills, and fitness abilities that students will achieve or instruction will be provided, then curriculum standards exist. For example, CA is not completely articulated and WV is completely articulated.

**National Association for Sport and Physical Education (NASPE) Standards:** NASPE PE standards are considered the gold standard for PE policies. Therefore, if a state requires compliance with NASPE standards, the law is coded as a 4 for curriculum.

Because NASPE standards also require regular physical activity, where a state requires compliance with NASPE standards, it receives a (2) for an undefined PA time requirement.

**NASPE Standards are as follows:**



**Standard 1:**

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:**

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:**

Participates regularly in physical activity.

**Standard 4:**

Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:**

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:**

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

*(Moving into the Future: National Standards for Physical Education, 2nd Edition)*

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

Variable name in data set: (STANHS)

<b>Score</b>	<b>Description:</b> 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, but 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.
<b>Enhancing/ Inhibiting Factors</b>	<p><b>Description:</b> 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><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>

*Decision rules:*

**Related Terms:** Curriculum standards also are referred in the law as curriculum framework, curriculum manual, or curriculum guidelines.

**Curriculum Components:** In order to receive the highest rating in this category, the law must address all three components of PE curriculum: 1) knowledge of physical activity, 2) motor skills, and 3) health-related fitness.

**Existence of Standards:** When there is a complete articulation of the types of knowledge, skills, and fitness abilities that students will achieve or instruction will be provided, then curriculum standards exist. For example, CA is not completely articulated and WV is completely articulated.

**National Association for Sport and Physical Education (NASPE) Standards:** NASPE PE standards are considered the gold standard for PE policies. Therefore, if a state requires compliance with NASPE standards, the law is coded as a 4 for curriculum.

Because NASPE standards also require regular physical activity, where a state requires compliance with NASPE standards, it receives a (2) for an undefined PA time requirement.

**NASPE Standards are as follows:**

**Standard 1:**

Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

**Standard 2:**

Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.

**Standard 3:**

Participates regularly in physical activity.

**Standard 4:**

Achieves and maintains a health-enhancing level of physical fitness.

**Standard 5:**

Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

**Standard 6:**

Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

*(Moving into the Future: National Standards for Physical Education, 2nd Edition)*

## 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 (MS Excel, SPSS).

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

Variable name in data set: (*ASSEES2*)

<b>Score</b>	<b>Description:</b> 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.
<b>Enhancing/ Inhibiting Factors</b>	<p><b>Description:</b> 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>

*Decision rules:*

**Assessment Components:** If a provision specifies that the physical fitness assessment includes all of the following components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition, or specifies that the test to be administered is the Fitnessgram or the Presidential Physical Fitness Test, then the provision will be rated as including all of the necessary components.

State Specific (Wisconsin): only assess aerobic fitness, therefore only receives a score of (2).

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

*Variable name in data set: (ASSEMS2)*

<b>Score</b>	<b>Description:</b> 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.
<b>Enhancing/ Inhibiting Factors</b>	<p><b>Description:</b> 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>

*Decision rules:*

**Assessment Components:** If a provision specifies that the physical fitness assessment includes all of the following components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition, or specifies that the test to be administered is the Fitnessgram or the Presidential Physical Fitness Test, then the provision will be rated as including all of the necessary components.

State Specific (Wisconsin): only assess aerobic fitness, therefore only receives a score of (2).

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

*Variable name in data set: (ASSEHS2)*

<b>Score</b>	<b>Description:</b> 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.
<b>Enhancing/ Inhibiting Factors</b>	<p><b>Description:</b> 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>

*Decision rules:*

**Assessment Components:** If a provision specifies that the physical fitness assessment includes all of the following components: cardiovascular endurance, muscular strength, muscular endurance, flexibility, and body composition, or specifies that the test to be administered is the Fitnessgram or the Presidential Physical Fitness Test, then the provision will be rated as including all of the necessary components.

State Specific (Wisconsin): only assess aerobic fitness, therefore only receives a score of (2).

## Recess Time

### Recess Time – Elementary School (ES)

Variable name in data set: (RECESS)

<b>Score</b>	<b>Description:</b> 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; <i>or</i> requires recess without a time and/or frequency requirement that does not substitute for PE.
1	State recommends recess.
0	No requirement or recommendation.
<b>Enhancing/ Inhibiting Factors</b>	There are no enhancing or inhibiting factors in the codified law for this policy area.

#### *Decision rules:*

In the case where recess may be a substitution for physical education time requirements (e.g. ND ADC 67-19-01-35):

Recess will be coded according the provision and PE Time must also receive the inhibiting factor:  
*Potential Inhibiting factor:* Applies if state permits substitution for PE based on a course or activity;  
 or if state specifies that PE instruction is not required for the full school year

## 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)*

<b>Score</b>	<b>Description:</b> 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% 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% 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.
<b>Enhancing/ Inhibiting Factors</b>	There are no enhancing or inhibiting factors in the codified law for this policy area.

*Decision rules:*

State either specifies minutes per week, or combines requirements for PE class time and for MVPA in PE class—this counts for time requirement. (Added July 20, 2012)

State Specific (Nevada): Nevada did not receive a score because the provisions only address 2<sup>nd</sup> and 3<sup>rd</sup> grade, which is not enough to code all elementary school.

Provisions that require a pilot program are not coded.



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

Variable name in data set: (MVPAMS)

<b>Score</b>	<b>Description:</b> 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% 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% 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.
<b>Enhancing/ Inhibiting Factors</b>	There are no enhancing or inhibiting factors in the codified law for this policy area.

### Decision rules:

State either specifies minutes per week, or combines requirements for PE class time and for MVPA in PE class—this counts for time requirement. (Added July 20, 2012)

Provisions that require a pilot program are not coded.

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

Variable name in data set: (MVPAHS)

<b>Score</b>	<b>Description:</b> 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% 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% 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.
<b>Enhancing/ Inhibiting Factors</b>	There are no enhancing or inhibiting factors in the codified law for this policy area.

### Decision rules:

State either specifies minutes per week, or combines requirements for PE class time and for MVPA in PE class—this counts for time requirement. (Added July 20, 2012)

Provisions that require a pilot program are not coded.

## 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)*

<b>Score</b>	<b>Description:</b> 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: -- 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: -- 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.
<b>Enhancing/ Inhibiting Factors</b>	There are no enhancing or inhibiting factors in the codified law for this policy area.

#### *Decision rules:*

Exclude laws that only discuss funding of joint use facilities (Added July 20, 2012)

Laws must specify recreational activities, not just opening up the facilities for civic duties or educational opportunities. (Added July 20, 2012)

Definitions: (Added July 20, 2012)

Formal Agreement: joint use agreement, or when the school must have a written agreement concerning access to schools' recreational facilities.

-This includes situations where a written application must be submitted along with the fee for use (Example: HI, OH) (Added October 2014)

Informal Agreement: when the state authorizes or requires schools to allow access to recreational facilities but does not specify that an agreement is required. (coded as 1)

Communities or Organizations: includes other schools, parks, for-profit or non-profit organizations; essentially any group that enters into an agreement with an elementary/middle/high school is included.

A fee, or lack thereof (i.e. allowing the property to be used for free) counts as one of the elements. (Added July 20, 2012)

Exclude laws that only discuss liability and not joint-use/access issues. (Added July 20, 2012)

State Specific (Mississippi): Provisions only addressing summer use of facilities coded as a recommendation.

If grades are not specified in the joint use variable, then we will assume that the provision applies to all grades.

## 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"><li>-- Contains provision regarding liability</li><li>-- Contains provision regarding fees for use</li><li>-- Contains provision regarding insurance coverage</li><li>-- Contains provisions regarding operations and management of the facility</li></ul>
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"><li>-- Contains provision regarding liability</li><li>-- Contains provision regarding fees for use</li><li>-- Contains provision regarding insurance coverage</li><li>-- Contains provisions regarding operations and management of the facility</li></ul>
0	No requirement or recommendation for a joint use agreement.
<b>Enhancing/ Inhibiting Factors</b>	There are no enhancing or inhibiting factors in the codified law for this policy area.

### Decision rules:

Exclude laws that only discuss funding of joint use facilities (Added July 20, 2012)

Laws must specify recreational activities, not just opening up the facilities for civic duties or educational opportunities. (Added July 20, 2012)

Definitions: (Added July 20, 2012)

Formal Agreement: joint use agreement, or when the school must have a written agreement concerning access to schools' recreational facilities.

-This includes situations where a written application must be submitted along with the fee for use (Example: HI, OH)

Informal Agreement: when the state authorizes or requires schools to allow access to recreational facilities but does not specify that an agreement is required. (coded as 1)  
Communities or Organizations: includes other schools, parks, for-profit or non-profit organizations; essentially any group that enters into an agreement with an elementary/middle/high school is included.

A fee, or lack thereof (i.e. allowing the property to be used for free) counts as one of the elements. (Added July 20, 2012)

Exclude laws that only discuss liability and not joint-use/access issues. (Added July 20, 2012)

State Specific (Mississippi): Provisions only addressing summer use of facilities coded as a recommendation.

If grades are not specified in the joint use variable, then we will assume that the provision applies to all grades.

## Joint Use Requirement– High School (HS)

Variable name in data set: (JNTUSEHS)

<b>Score</b>	<b>Description:</b> 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: -- 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: -- 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.
<b>Enhancing/ Inhibiting Factors</b>	There are no enhancing or inhibiting factors in the codified law for this policy area.

### *Decision rules:*

Exclude laws that only discuss funding of joint use facilities (Added July 20, 2012)

Laws must specify recreational activities, not just opening up the facilities for civic duties or educational opportunities. (Added July 20, 2012)

Definitions: (Added July 20, 2012)

Formal Agreement: joint use agreement, or when the school must have a written agreement concerning access to schools' recreational facilities.

-This includes situations where a written application must be submitted along with the fee for use (Example: HI, OH)

Informal Agreement: when the state authorizes or requires schools to allow access to recreational facilities but does not specify that an agreement is required.

Communities or Organizations: includes other schools, parks, for-profit or non-profit organizations; essentially any group that enters into an agreement with an elementary/middle/high school is included.

A fee, or lack thereof (i.e. allowing the property to be used for free) counts as one of the elements. (Added July 20, 2012)

Exclude laws that only discuss liability and not joint-use/access issues. (Added July 20, 2012)

State Specific (Mississippi): Provisions only addressing summer use of facilities coded as a recommendation.

If grades are not specified in the joint use variable, then we will assume that the provision applies to all grades.



## 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)*

<b>Score</b>	<b>Description:</b> 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.
<b>Enhancing/ Inhibiting Factors</b>	There are no enhancing or inhibiting factors in the codified law for this policy area.

#### *Decision rules:*

This variable is designed to capture whether students are graded and assessed on motor skills (proficiency). This is different from ASSE which is designed to capture fitness assessments.

Do not include assessments because it is already covered in the PE-Assessments variable. (Added July 20, 2012)

If the provision recommends or requires physical education curriculum standards, without detailing specific proficiency requirements, it will also receive a score of 1 for PE Proficiencies.

Tennessee: coded as a 2, because the provision sets out proficiencies standards but no specifics from 2006 onwards.

State Specific (Pennsylvania): Physical education proficiencies that focus on knowledge attainment only will receive a score of 1.

State Specific (Virginia): Virginia provisions made a distinction between gaining knowledge versus comprehending/understanding. The state received a score of 3 because it required proficiencies (understanding) of the classroom-based part of physical education.

If state requires National Association for Sport and Physical Education (NASPE) standards, then it receives a score of at least a 3.

Examples:

### **Score of 1**

Mass. Gen. Laws Ann. Ch.71, § 3 (Massachusetts) Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of such students. Instruction in physical education may include calisthenics, gymnastics and military drill;

### **Score of 2**

Fla. Stat. § 1003.41 (Florida) Establish the core curricular content for visual and performing arts, physical education, health, and foreign languages. Standards for these subjects must establish specific curricular content and include distinct grade level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 5. The standards for grades 6 through 12 may be organized by grade clusters of more than one grade level.

**Score of 3**—includes laws that list specific skills that students should be able to demonstrate, without saying how they will be evaluated on achievement

Alaska Admin. Code tit. 4, § 04.140 (Incorporated by reference Alaska Content Standards)

Grades 6-8 Objectives

**(Proficiency):** In middle school, grades 6-8, students further develop specialized skills within movement forms and enhance physical fitness through involvement in a variety of dual and individual modified sports and outdoor activities. Students participate in physical activities that lead to active lifestyles and lifetime wellness. Social and emotional development is enhanced through activities that require team building.

By the end of Grade 8, students will:

Standard A

**(Curriculum Standard):** Demonstrate competency in motor and movement skills needed to perform a variety of physical activities

1. **(Skills assessments)** Demonstrate competent skills for participation in modified team activities (e.g., basketball, volleyball, softball, ultimate Frisbee).
2. Demonstrate competent skills for participation in individual and dual activities (golf, Frisbee, bowling, racquet/paddle sports, Native Youth Olympics games)
3. Demonstrate competent skills for participation in non-competitive individual activities (e.g., weight training/resistance training, swimming, exercise).
4. Demonstrate competency for participation in rhythmic activities (e.g., social, folk, Native dances).
5. Demonstrate competency for participation in adventure/outdoor activities (e.g., orienteering, snowshoeing, skating).
6. Explore Alaskan cultural physical activities (e.g., Native Youth Olympics games and dances).

**Score of 4**—includes laws that list specific skills that students should be able to demonstrate, as well as how they will be evaluated on mastering the skill

Idaho Admin. Code r. 08.02.03.004 (Incorporated by reference, ID Content Standards for PE)

**Standard 3:** Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 5, students will:

3-5.PE.3.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (**e.g., time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute, etc.**).

3-5.PE.3.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (**e.g., activity logs, step count of at least 12000 steps per day, activity breaks, etc.**).

3-5.PE.3.1.3 Identify and/or make use of opportunities at school and within the community for regular participation in physical activity (**e.g., enroll in organized school activity, etc.**).

3-5.PE.3.1.4 Seek personally challenging experiences in physical activity (e.g., **sets realistic improvement goals for a greater challenge in existing activity, etc.**).

Standard 5: Personal and Social Responsibility

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 5, students will:

3-5.PE.5.1.1 Identify the purposes for and follow safe practices, rules, procedures, and etiquette (**e.g. help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, etc.**).

3-5.PE.5.1.2 Work independently and cooperatively in groups to complete tasks and challenges (**e.g. develop a creative game, practice to improve performance in and out of school, team building challenges, task cards, etc.**).

3-5.PE.5.1.3 Appreciate the diversity of others by cooperating with those of a different gender, race, ethnicity, and ability (**e.g. dancing with a peer of a different gender, modify an activity for inclusion; cultural games, etc.**)

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

Variable name in data set: (PEPROFMS)

<b>Score</b>	<b>Description:</b> 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.
<b>Enhancing/ Inhibiting Factors</b>	There are no enhancing or inhibiting factors in the codified law for this policy area.

### Decision rules:

This variable is designed to capture whether students are graded and assessed on motor skills (proficiency). This is different from ASSE which is designed to capture fitness assessments.

Do not include assessments because it is already covered in the PE-Assessments variable. (Added July 20, 2012)

If the provision recommends or requires physical education curriculum standards, without detailing proficiency specifics, it will also receive a score of 1 for PE Proficiencies.

Tennessee: coded as a 2, because the provision sets out proficiencies standards but no specifics from 2006 onwards.

State Specific (Pennsylvania): Physical education proficiencies that focus on knowledge attainment only will receive a score of 1.

State Specific (Virginia): Virginia provisions made a distinction between gaining knowledge versus comprehending/understanding. The state received a score of 3 because it required proficiencies (understanding) of the classroom-based part of physical education.

If state requires National Association for Sport and Physical Education (NASPE) standards, then it receives a score of at least a 3.

Examples:

### **Score of 1**

Mass. Gen. Laws Ann. Ch.71, § 3 (Massachusetts) Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of such students. Instruction in physical education may include calisthenics, gymnastics and military drill;

### **Score of 2**

Fla. Stat. § 1003.41 (Florida) Establish the core curricular content for visual and performing arts, physical education, health, and foreign languages. Standards for these subjects must establish specific curricular content and include distinct grade level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 5. The standards for grades 6 through 12 may be organized by grade clusters of more than one grade level.

**Score of 3**—includes laws that list specific skills that students should be able to demonstrate, without saying how they will be evaluated on achievement

Alaska Admin. Code tit. 4, § 04.140 (Incorporated by reference Alaska Content Standards)

Grades 6-8 Objectives

**(Proficiency):** In middle school, grades 6-8, students further develop specialized skills within movement forms and enhance physical fitness through involvement in a variety of dual and individual modified sports and outdoor activities. Students participate in physical activities that lead to active lifestyles and lifetime wellness. Social and emotional development is enhanced through activities that require team building.

By the end of Grade 8, students will:

Standard A

**(Curriculum Standard):** Demonstrate competency in motor and movement skills needed to perform a variety of physical activities

1. **(Skills assessments)** Demonstrate competent skills for participation in modified team activities (e.g., basketball, volleyball, softball, ultimate Frisbee).
2. Demonstrate competent skills for participation in individual and dual activities (golf, Frisbee, bowling, racquet/paddle sports, Native Youth Olympics games)
3. Demonstrate competent skills for participation in non-competitive individual activities (e.g., weight training/resistance training, swimming, exercise).
4. Demonstrate competency for participation in rhythmic activities (e.g., social, folk, Native dances).
5. Demonstrate competency for participation in adventure/outdoor activities (e.g., orienteering, snowshoeing, skating).
6. Explore Alaskan cultural physical activities (e.g., Native Youth Olympics games and dances).

**Score of 4**—includes laws that list specific skills that students should be able to demonstrate, as well as how they will be evaluated on mastering the skill

Idaho Admin. Code r. 08.02.03.004 (Incorporated by reference, ID Content Standards for PE)

**Standard 3:** Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 5, students will:

- 3-5.PE.3.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., **time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute, etc.**).

3-5.PE.3.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., **activity logs, step count of at least 12000 steps per day, activity breaks, etc.**).

3-5.PE.3.1.3 Identify and/or make use of opportunities at school and within the community for regular participation in physical activity (e.g., **enroll in organized school activity, etc.**).

3-5.PE.3.1.4 Seek personally challenging experiences in physical activity (e.g., **sets realistic improvement goals for a greater challenge in existing activity, etc.**).

Standard 5: Personal and Social Responsibility

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 5, students will:

3-5.PE.5.1.1 Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g. **help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, etc.**).

3-5.PE.5.1.2 Work independently and cooperatively in groups to complete tasks and challenges (e.g. **develop a creative game, practice to improve performance in and out of school, team building challenges, task cards, etc.**).

3-5.PE.5.1.3 Appreciate the diversity of others by cooperating with those of a different gender, race, ethnicity, and ability (e.g. **dancing with a peer of a different gender, modify an activity for inclusion; cultural games, etc.**)

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

Variable name in data set: (PEPROFHS)

<b>Score</b>	<b>Description:</b> 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.
<b>Enhancing/ Inhibiting Factors</b>	There are no enhancing or inhibiting factors in the codified law for this policy area.

### *Decision rules:*

This variable is designed to capture whether students are graded and assessed on motor skills (proficiency). This is different from ASSE which is designed to capture fitness assessments.

Do not include assessments because it is already covered in the PE-Assessments variable. (Added July 20, 2012)

If the provision recommends or requires physical education curriculum standards, without detailing proficiency specifics, it will also receive a score of 1 for PE Proficiencies.

Tennessee: coded as a 2, because the provision sets out proficiencies standards but no specifics from 2006 onwards.

State Specific (Pennsylvania): Physical education proficiencies that focus on knowledge attainment only will receive a score of 1.

State Specific (Virginia): Virginia provisions made a distinction between gaining knowledge versus comprehending/understanding. The state received a score of 3 because it required proficiencies (understanding) of the classroom-based part of physical education.

If state requires National Association for Sport and Physical Education (NASPE) standards, then it receives a score of at least a 3.

Examples:

### **Score of 1**

Mass. Gen. Laws Ann. Ch.71, § 3 (Massachusetts) Physical education shall be taught as a required subject in all grades for all students in the public schools for the purpose of promoting the physical well-being of such students. Instruction in physical education may include calisthenics, gymnastics and military drill;

### **Score of 2**

Fla. Stat. § 1003.41 (Florida) Establish the core curricular content for visual and performing arts, physical education, health, and foreign languages. Standards for these subjects must establish specific curricular content and include distinct grade level expectations for the core content knowledge and skills that a student is expected to have acquired by each individual grade level from kindergarten through grade 5. The standards for grades 6 through 12 may be organized by grade clusters of more than one grade level.

**Score of 3**—includes laws that list specific skills that students should be able to demonstrate, without saying how they will be evaluated on achievement

Alaska Admin. Code tit. 4, § 04.140 (Incorporated by reference Alaska Content Standards)

Grades 6-8 Objectives

**(Proficiency):** In middle school, grades 6-8, students further develop specialized skills within movement forms and enhance physical fitness through involvement in a variety of dual and individual modified sports and outdoor activities. Students participate in physical activities that lead to active lifestyles and lifetime wellness. Social and emotional development is enhanced through activities that require team building.

By the end of Grade 8, students will:

Standard A

**(Curriculum Standard):** Demonstrate competency in motor and movement skills needed to perform a variety of physical activities

1. **(Skills assessments)** Demonstrate competent skills for participation in modified team activities (e.g., basketball, volleyball, softball, ultimate Frisbee).
2. Demonstrate competent skills for participation in individual and dual activities (golf, Frisbee, bowling, racquet/paddle sports, Native Youth Olympics games)
3. Demonstrate competent skills for participation in non-competitive individual activities (e.g., weight training/resistance training, swimming, exercise).
4. Demonstrate competency for participation in rhythmic activities (e.g., social, folk, Native dances).
5. Demonstrate competency for participation in adventure/outdoor activities (e.g., orienteering, snowshoeing, skating).
6. Explore Alaskan cultural physical activities (e.g., Native Youth Olympics games and dances).

**Score of 4**—includes laws that list specific skills that students should be able to demonstrate, as well as how they will be evaluated on mastering the skill

Idaho Admin. Code r. 08.02.03.004 (Incorporated by reference, ID Content Standards for PE)

**Standard 3:** Valuing a Physically Active Lifestyle

Goal 3.1: Participate daily in physical activity for health, enjoyment and/or satisfaction, challenge, self-expression and/or social interaction.

Objective(s): By the end of grade 5, students will:

- 3-5.PE.3.1.1 Participate in developmentally appropriate moderate to vigorous physical activity a minimum of 33% of the lesson time (e.g., **time assessment, pedometer = 1800 steps in a 30 minute class or 60 steps per minute, etc.**).



3-5.PE.3.1.2 Participate daily in moderate to vigorous physical activity during and outside of class as recommended by NASPE, CDC, and USDHHS of at least 60 minutes or more per day (e.g., **activity logs, step count of at least 12000 steps per day, activity breaks, etc.**).

3-5.PE.3.1.3 Identify and/or make use of opportunities at school and within the community for regular participation in physical activity (e.g., **enroll in organized school activity, etc.**).

3-5.PE.3.1.4 Seek personally challenging experiences in physical activity (e.g., **sets realistic improvement goals for a greater challenge in existing activity, etc.**).

Standard 5: Personal and Social Responsibility

Goal 5.1: Exhibit responsible and social behavior that respects self and others in physical activity settings.

Objective(s): By the end of grade 5, students will:

3-5.PE.5.1.1 Identify the purposes for and follow safe practices, rules, procedures, and etiquette (e.g. **help a peer, use equipment appropriately, accept teacher decision regarding a rule infraction without blaming, etc.**).

3-5.PE.5.1.2 Work independently and cooperatively in groups to complete tasks and challenges (e.g. **develop a creative game, practice to improve performance in and out of school, team building challenges, task cards, etc.**).

3-5.PE.5.1.3 Appreciate the diversity of others by cooperating with those of a different gender, race, ethnicity, and ability (e.g. **dancing with a peer of a different gender, modify an activity for inclusion; cultural games, etc.**)

## 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) \*new 2013*

<b>Score</b>	<b>Description:</b> 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.
<b>Enhancing/ Inhibiting Factors</b>	There are no enhancing or inhibiting factors for this variable.

**DECISION RULES:**

PETEACHES aims to capture laws that prohibit PE classes from being taught by teachers licensed in other areas. For example, a law which makes it impossible for a math teacher to stand in as a PE teacher, instead requiring that the individual teaching the PE class is in fact licensed in that subject area.

**Score of 1: Arkansas 005 01 CARR 008**

7.10 Physical Education Instruction in Grades Kindergarten through Six (K-6):

7.10.1 For grades K-6, physical education classes will have a maximum student to adult ratio of 30:1.

7.10.1.1 At least one of the adults directly supervising the physical education classes must be a licensed physical education teacher or licensed elementary teacher. The licensed physical education teacher or elementary teacher will be responsible for the delivery of physical education instruction.

7.10.1.2 Non-licensed personnel may assist in filling the 30:1 student to adult ratio requirement if they are trained and assigned to supervise physical education classes.

**Score of 2: Ohio Rev. Stat. 3319.076**

No school district shall employ any classroom teacher initially hired on or after July 1, 2013, to provide instruction in physical education in any of grades kindergarten through twelve unless the teacher holds a valid license issued pursuant to section 3319.22 of the Revised Code for teaching physical education.

**Score of 3 (Includes provisions that require alignment with NASPE): Mo. Rev. Stat. 167.720**

(2) “Physical education”, instruction in healthy active living by a teacher certificated to teach physical education structured in such a way that it is a regularly scheduled class for students

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

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

<b>Score</b>	<b>Description:</b> 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.
<b>Enhancing/ Inhibiting Factors</b>	There are no enhancing or inhibiting factors for this variable.

**DECISION RULES:**

PETEACHES aims to capture laws that prohibit PE classes from being taught by teachers licensed in other areas. For example, a law which makes it impossible for a math teacher to stand in as a PE teacher, instead requiring that the individual teaching the PE class is in fact licensed in that subject area.

**Score of 1: Arkansas 005 01 CARR 008**

7.10 Physical Education Instruction in Grades Kindergarten through Six (K-6):

7.10.1 For grades K-6, physical education classes will have a maximum student to adult ratio of 30:1.

7.10.1.1 At least one of the adults directly supervising the physical education classes must be a licensed physical education teacher or licensed elementary teacher. The licensed physical education teacher or elementary teacher will be responsible for the delivery of physical education instruction.

7.10.1.2 Non-licensed personnel may assist in filling the 30:1 student to adult ratio requirement if they are trained and assigned to supervise physical education classes.

**Score of 2: Ohio Rev. Stat. 3319.076**

No school district shall employ any classroom teacher initially hired on or after July 1, 2013, to provide instruction in physical education in any of grades kindergarten through twelve unless the teacher holds a valid license issued pursuant to section 3319.22 of the Revised Code for teaching physical education.

**Score of 3 (Includes provisions that require alignment with NASPE): Mo. Rev. Stat. 167.720**

(2) “**Physical education**”, instruction in healthy active living by a teacher certificated to teach physical education structured in such a way that it is a regularly scheduled class for students

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

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

<b>Score</b>	<b>Description:</b> 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.
<b>Enhancing/ Inhibiting Factors</b>	There are no enhancing or inhibiting factors for this variable.

**DECISION RULES:**

PETEACHES aims to capture laws that prohibit PE classes from being taught by teachers licensed in other areas. For example, a law which makes it impossible for a math teacher to stand in as a PE teacher, instead requiring that the individual teaching the PE class is in fact licensed in that subject area.

**Score of 1: Arkansas 005 01 CARR 008**

7.10 Physical Education Instruction in Grades Kindergarten through Six (K-6):

7.10.1 For grades K-6, physical education classes will have a maximum student to adult ratio of 30:1.

7.10.1.1 At least one of the adults directly supervising the physical education classes must be a licensed physical education teacher or licensed elementary teacher. The licensed physical education teacher or elementary teacher will be responsible for the delivery of physical education instruction.

7.10.1.2 Non-licensed personnel may assist in filling the 30:1 student to adult ratio requirement if they are trained and assigned to supervise physical education classes.

**Score of 2: Ohio Rev. Stat. 3319.076**

No school district shall employ any classroom teacher initially hired on or after July 1, 2013, to provide instruction in physical education in any of grades kindergarten through twelve unless the teacher holds a valid license issued pursuant to section 3319.22 of the Revised Code for teaching physical education.

**Score of 3 (Includes provisions that require alignment with NASPE): Mo. Rev. Stat. 167.720**

(2) “Physical education”, instruction in healthy active living by a teacher certificated to teach physical education structured in such a way that it is a regularly scheduled class for students