

2012 School Health Profiles Report
Elementary School Principal Survey

Using Your School Health Profiles Results (Elementary School)

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**USING YOUR SCHOOL HEALTH PROFILES RESULTS
(Elementary School)**

This booklet is designed to assist you with understanding the results in the elementary school version of the School Health Profiles (Profiles) report. It describes the content of the two major parts of your report binder—Results and Documentation. You might also wish to review the section on Reporting Your Results that appears in your secondary school binder report, as it is relevant to reporting results from your elementary school survey.

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Understanding Your Profiles Results

Effective reporting of your elementary school Profiles results enables you to provide a broad audience with factual information on school health policies and practices in the following areas: school health education; physical education; school health policies related to HIV infection/AIDS, tobacco-use prevention, and nutrition; asthma management activities; and family and community involvement in school health programs. The data contained in your report can be used to provide the support for concrete recommendations to education agencies, public health officials, parents, and those who assist in the development of your school health programs.

The first section of this booklet describes the contents of the report binder, which consists of two types of information—Results and Documentation.

Results

- Background
- School-Level Impact Measures (SLIMs) Results
- Trend Analysis Report
- Principal Results

Documentation

- Sample Description & Weighting Procedures
- Questionnaire
- Item Rationale
- Codebook
- Data User's Guide

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Results

Background

The Background provides a brief explanation of the purpose of Profiles and the topics covered by the survey. There is also a description of the schools included in the survey, the response rates, and the weight status. (The difference between weighted and unweighted data is explained on page 10 of this booklet.) A sample background page follows.

MEGATROPOLIS
2012 School Health Profiles Report
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Background

The School Health Profiles (Profiles) assists state and local education and health agencies in monitoring and assessing characteristics of school health education; physical education; school health policies related to HIV infection/AIDS, tobacco-use prevention, and nutrition; asthma management activities; and family and community involvement in school health programs. Data from Profiles can be used to improve school health programs.

One questionnaire for elementary school principals was used to collect data. The questionnaire was mailed to 140 regular public elementary schools containing any of grades K through 5 in Megatropolis during spring 2012. Usable questionnaires were received from 79% of principals. Because the response rate for this survey was greater than or equal to 70%, the results are weighted and are representative of all regular public elementary schools in Megatropolis having at least one of grades K through 5. Results from the principal survey are presented for all participating schools.

The Profiles elementary school principal questionnaire was developed by the Division of Adolescent and School Health, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention, Centers for Disease Control and Prevention in collaboration with representatives of state, local, and territorial departments of health and education.

SLIMs Results

Sites that received funding for Priorities 2, 3, or 4 of the CDC/DASH cooperative agreement (DP08-801) are required to “document the impact of their program activities by monitoring the percentage of schools in their jurisdiction that are implementing specific, effective...policies and practices.” The results from your 2010 Profiles elementary school survey can be used to help you choose which School-Level Impact Measures (SLIMs) you will focus on and future Profiles survey results can be used to monitor your progress.

In this section of the report, tables provide each SLIM and the percentage of schools meeting the requirements for the SLIM. The SLIMs results are organized by funding priorities—Part I corresponds to Human Immunodeficiency Virus (HIV) Prevention (Priority 2), Part II corresponds to Coordinated School Health and Promotion of Physical Activity, Nutrition, and Tobacco-Use Prevention (Priority 3), and Part III corresponds to Asthma Management (Priority 4). The funding priority for each table is identified at the top of the page. The example that follows presents the results for the Asthma Management SLIMs. Below the title are two or three columns, depending on weight status and whether a census or a sample was used. The column on the left identifies the SLIM. The second column provides the percentage of schools meeting the SLIM. The 95% confidence interval, if available, will be found in the third column on the far right. Because the elementary school Profiles includes only a principal survey,

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SLIMs that require data from the teacher survey cannot be calculated for elementary schools. These SLIMs are not included in the elementary school SLIMs report.

If your survey was unweighted, SLIMs will still be calculated and reported. However, interpretation of the SLIMs will be limited due to the unweighted status of the data (see page 10 for an explanation of unweighted data). To indicate unweighted data, the SLIM description and result will be shaded. Also, because the data are unweighted, 95% confidence intervals will not be provided.

MEGATROPOLIS		
2012 School-Level Impact Measures (SLIMs) Weighted Elementary School Principal Survey Results		
Part III: Asthma Management SLIMs		
	School-Level Impact Measure (SLIM)	Percentage of Schools Meeting SLIM
AS 1.	The percentage of schools that have ever assessed their asthma policies, activities, and programs by using the School Health Index or similar self-assessment tool.	46.9
AS 3.	The percentage of schools that have on file an asthma action plan for all students with known asthma.	61.9
AS 4.	The percentage of schools that implement a policy permitting students to carry and self administer asthma medications in both of the following ways: <ul style="list-style-type: none"> • Communicate the policy to students, parents, and families. • Designate an individual responsible for implementing the policy. 	42.7

SLIMs were introduced in 2008. Some changes to the SLIMs were made between 2008 and 2010, and, again between 2010 and 2012. For each SLIM that was affected by these changes, we report 2012 results for all versions of the SLIM.

Please contact your CDC/DASH Project Officer for more information on how to interpret SLIMs results as part of your cooperative agreement.

Trend Analysis Report

A Trend Analysis Report is generated for sites that have weighted Profiles data in 2010 and 2012. If you did not have weighted data in 2012, a Trend Analysis Report has not been included in your 2012 Profiles report.

The Trend Analysis Report describes whether school health policies and practices measured by Profiles have increased, decreased, or stayed the same over time. The report contains two parts: variables from the Principal Survey and the School-Level Impact Measures (SLIMs). Each page contains three sets of columns: the variable, the prevalence for each survey year, and the change over time.

The first column is the **Variable**, which lists every 2012 Profiles question that was included in the 2010 Profiles survey. The text reflects the response or responses of interest for the particular variable. The variables are organized by topic, such as School Health Coordination, HIV Infection and AIDS

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Prevention, Required Physical Education, Physical Education and Physical Activity, Tobacco-Use Prevention Policies, Nutrition-Related Policies and Practices, and Health Services.

The second set of columns provides the **Prevalence** estimate for each variable by year. The prevalence estimate is the percentage of schools that reported the response of interest described in the variable column. A blank for a given question or year signifies that weighted data were not obtained that year or that the question was not asked that year.

The third set of columns presents the results for **Changes Over Time**. This set of two columns indicates whether there was a significant linear change in prevalence over time. Unlike using the overlapping confidence intervals or the absolute change in percent mentioned previously, statistical analyses have been used to test for change over time. These analyses use all available years of data. They do not simply consider only the oldest and the most recent data points. If there was a statistically significant change over time, a “Yes” will appear in the column; no significant change is indicated by a “No” in the column. Further explanation of how to interpret the trend analysis results is provided in the Trend Analysis Report User Documentation included with the report.

Note: If a census was conducted, statistical tests are not needed to determine significant changes in prevalence over time. Prevalence estimates are exact and changes over time can be judged by the absolute differences between prevalence estimates. Therefore, there will be no results in the linear or quadratic change columns for sites conducting a census.

MEGATROPOLIS		
2012 School Health Profiles Report		
Trend Analysis Report - Elementary School Principal Survey		
	Prevalence	
	Survey Year	
	2010	2012
Physical Education		
Percentage of schools that required physical education for students in any of grades K through 6	97.2	97.2
Percentage of schools that taught a required physical education course in the following grades:		
Kindergarten	96.1	96.1
1st grade	96.2	96.2

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Principal Results

Tables

The report provides tables of all your results. These can be found behind the tab labeled “Principal Results.” Below is an example of a table presenting results from the survey.

MEGATROPOLIS			
2012 School Health Profiles Report Weighted Elementary School Principal Survey Results			
13. Percentage of schools that provide those who teach physical education with the following materials.	Elementary Schools		
	Percent	95% Confidence Interval	N
a. Goals, objectives, and expected outcomes for physical education	99.1	98.1 - 99.8	97
b. A chart describing the annual scope and sequence of instruction for physical education	92.7	90.6 - 95.4	96
c. Plans for how to assess student performance in physical education	92.6	90.5 - 95.3	95
d. A written physical education curriculum	96.0	92.2 - 98.8	96

The title of each table indicates whether the data are weighted or unweighted. The question number and a summary of the question appear under the title. Response options for the question or subparts of the question are listed on the far left of the table.

There will be two or three columns: Percent, 95% Confidence Interval (if applicable), and N. The **Percent** column shows the percentage of schools that responded as described in the question summary at the top of each table. If the data are weighted, it is a weighted percentage; if the data are unweighted, it is an unweighted percentage. In the example table above, 99.1% of elementary schools in the state provide those who teach physical education with goals, objectives, and expected outcomes for physical education.

If you conducted a census of schools, the weighted percentage is considered the “true” value. If you have selected a sample of schools instead of a census and the data are weighted, the **95% Confidence Interval** for the percentage reported will be in the column following the percentage. The 95% confidence interval provides the range of values within which the “true” percentage lies. A 95% confidence interval means that if the survey were repeated many times, the “true” value would fall within the interval 95% of the time. In the example table above, the confidence interval is 98.1 to 99.8. This means you can be 95% confident that the “true” percentage of schools could be as low as 98.1% or as high as 99.8%.

When the confidence interval is relatively narrow, you have a more precise indication of the percentage of elementary schools that provide those who teach physical education with goals, objectives, and expected outcomes for physical education. Wider confidence intervals diminish the ability to report results with precision.

If you are interested in comparing two percentages, confidence intervals can also be used for comparisons. If the confidence intervals of two groups you are interested in comparing do NOT overlap, the results are considered significantly different. If the confidence intervals DO overlap, the two results are not considered significantly different. Using the results from the example table on page 7, we can

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compare the percentage of elementary schools (99.1%) that provide those who teach physical education with goals, objectives, and expected outcomes for physical education to the percentage of elementary schools (96.0%) that provide those who teach physical education with a written physical education curriculum. The confidence interval for elementary schools that provide those who teach physical education with goals, objectives, and expected outcomes for physical education is 98.1 to 99.8 and the confidence interval for elementary schools that provide those who teach physical education with a written physical education curriculum is 92.2 to 98.8. The two confidence intervals do overlap—therefore, the percentage of elementary schools that provide those who teach physical education with goals, objectives, and expected outcomes for physical education is NOT significantly different from the percentage of elementary schools that provide those who teach physical education with a written physical education curriculum.

If you conducted a census of schools, you will not have confidence intervals. If you are interested in comparing results from a census, one method that has been used to determine meaningful differences between two percentages is an absolute difference of 10 percentage points. For example, if the percentage of elementary schools with a certain requirement is 67% and the percentage of elementary schools with a different requirement is 92%, then that is a meaningful difference because the difference between 67 and 92 is greater than 10.

Statistical testing can also be used to determine significant differences between two percentages for both sample and census surveys. The CD-ROM included with this report binder contains copies of the data sets that can be used for this purpose. Please refer to the statistical software documentation for further guidance.

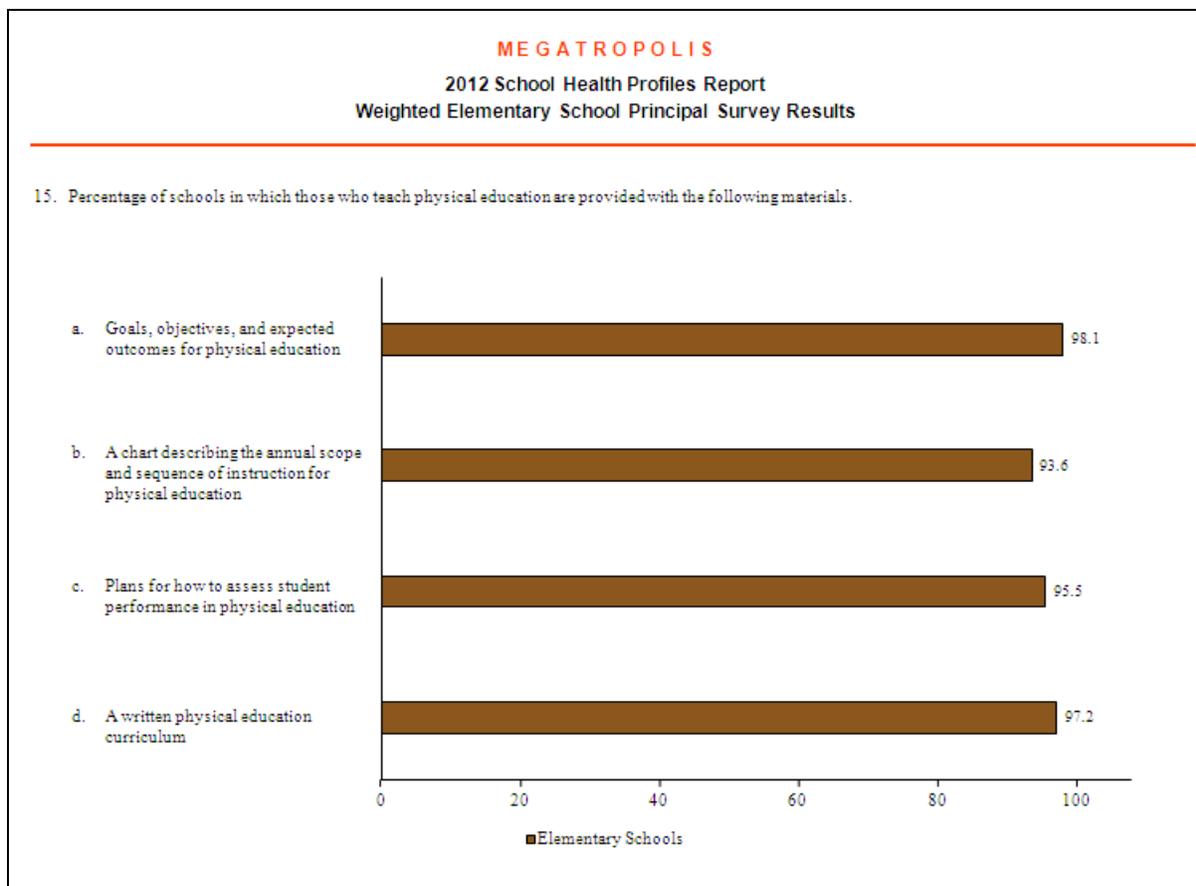
The **N** column shows the total unweighted number of observations. Stated another way, N is the number of schools that provided any response to the question or subparts of the question. For example, in the table on page 7, the principals in 97 elementary schools answered question 13a.

Charts

If the results are weighted, bar charts presenting the table results graphically are provided on the CD-ROM included with the report. The charts are in a PowerPoint file and are useful for creating presentations or adding to your own Profiles report.

A sample bar chart follows on the next page. The question number and summary of the question appear below the title. The response options or subparts of the question are listed down the left margin of the chart. Each bar represents the percentage of schools that responded to the question as described in the question summary at the top of each chart. The percent is located to the right of the bar.

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Documentation

The information provided in the Documentation section of the report is useful when incorporating the results into reports or presentations and when doing further data analysis. The documentation describes the sample and the population represented by the results; the weight status and the calculation of the response rate; how the data were edited and analyzed; and how the data files, which are included on the CD-ROM that comes with the report, are formatted.

Sample Description and Weighting Procedures

The Sample Description and Weighting Procedures document describes the type of schools surveyed (e.g., all regular public elementary schools having at least one of grades K through 5) and the method used to select the sample of schools. The number of principals in the sample, the number of eligible principals who returned the questionnaire, the response rate, and how the weight is calculated are also provided.

Being able to describe the population the results represent and provide support for generalizing the results to the population is important when presenting the results. Your ability to generalize the results of your Profiles is determined by whether your data are unweighted or weighted. If your survey response rate is

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less than 70%, your data are unweighted. If it is 70% or greater, you have used a scientifically selected sample, and you provided all necessary documentation, your data have been weighted.

If the data are **weighted**, the percentages refer to **all** elementary schools within your jurisdiction. For example, if the data are weighted and 30% of the elementary schools reported they provide those who teach physical education with a written physical education curriculum, you can report that 30% of elementary schools in your jurisdiction provide those who teach physical education with a written physical education curriculum.

If the data are **unweighted**, the data in the tables refer **only** to those schools whose principals actually participated in the survey. For example, if you have unweighted data and 30% of schools in the sample report they provide those who teach physical education with a written physical education curriculum, you can report that 30% of the schools that participated in the survey provide those who teach physical education with a written physical education curriculum.

Questionnaire and the Questionnaire Item Rationale

The questionnaire and Item Rationale have been included for your reference. The Item Rationale explains why each question was selected for inclusion and what the question can be used to assess. References are also provided as background for each question.

Codebook

The codebook contains information necessary when conducting secondary data analysis using the provided data file. This information includes the data locations, variable names, question codes, and labels.

Profiles Data User's Guide

The Profiles Data User's Guide describes how all variables in the report are calculated. This includes the standard variables and the SLIMs. The editing protocol applied to the data, including recoding the data and applying missing value codes, is described. A sample SUDAAN program is also provided. The information in the Data User's Guide is useful for anyone interested in secondary data analysis, or just interested in how the data are edited and the results are calculated.