**Abstract**

This quasi-experimental action research analyzed the connection between purposeful movement in the classroom and student achievement. The purposeful movement was a part of the daily lessons and was integrated into the activities and assignments on 75 high school students from a large Midwestern city. This allowed for movement to take place without taking away from instruction time. Three different forms of data were collected during this research using quantitative and qualitative methods: an observation checklist noting distractions/off-task behavior, student surveys which gauged their perceptions and impressions, and examination of the physical work by using grades recorded in the official grade book. The results indicated that there was a positive connection between the incorporation of purposeful movement and student achievement. This was highly noted in the observation checklist that tracked distractions/off-task behavior. The raw data of grades the students procured during this action research did not show conclusive results. However, when smaller samples unaffected by late work penalties were taken, the grades did suggest a positive association between movement and achievement. The overall results indicated that purposeful movement had a positive effect on student achievement socially, perceptively, and academically.

*Keywords: physical activity, purposeful movement, student achievement*