

Encouraging Active Schools

2015 OPPORTUNITIES FOR PHYSICAL ACTIVITY AT SCHOOL SURVEY



Evaluation of school physical education or activity programs, facilities and instruction

The 2015 Opportunities for Physical Activity at School survey asked school administrators about how often their school evaluates physical education or activity programs, facilities, and instruction for meeting students' needs. Administrators were asked to identify the type of information assessed during the evaluation (e.g., changes in student's knowledge or skills and abilities). This bulletin summarizes the findings in this regard in relation to school and community characteristics.

According to administrators, 22% of schools evaluate physical education or activity programs at least twice a year, whereas one-third (35%) of schools do so once a year and 27% do so every few years. The remaining 16% of schools never evaluate their physical education or activity programs. There are generally very few differences with respect to the frequency of the evaluation of programs by school or community characteristics. Schools in the smallest communities are more likely to never evaluate their physical education or activity programs compared to schools located in the largest communities. A greater proportion of urban schools conduct frequent evaluations (twice a year or more) compared to suburban schools.

In addition to reporting on the frequency of the evaluation conducted at school, administrators were also asked about the type of information collected during this evaluation. According to school administrators, the following percentage of schools evaluate based on:

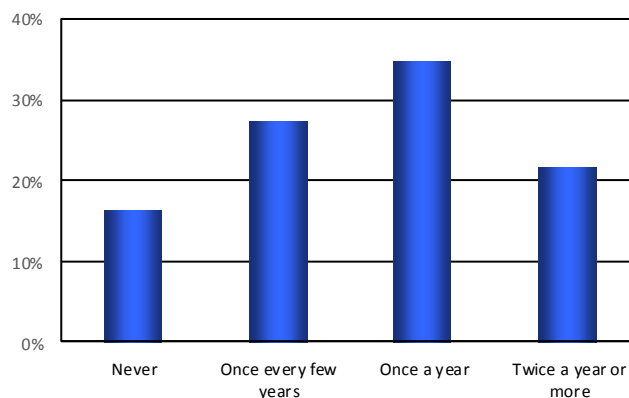
- basic movement skills (85%);
- student's knowledge of fair play and safety in sport (83%);
- fitness levels of students (71%);
- specialized movement skills of students (70%);
- student's knowledge of the recommended amount of physical activity (55%).

Region

There are no regional differences in the type of information collected during the evaluation of physical education and activity programs/facilities at school.

FIGURE 1

Frequency of evaluation of school physical education and activity programs

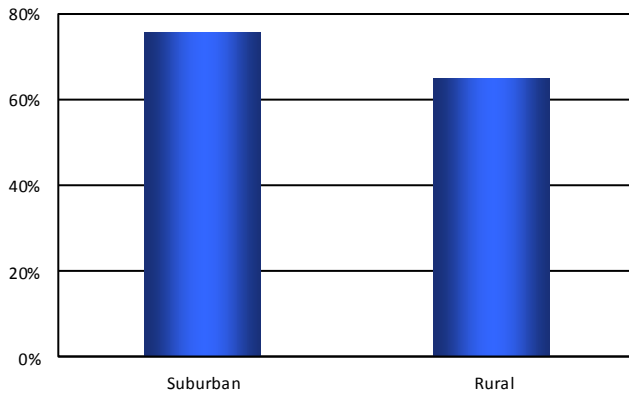


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School and community characteristics

Generally, the content of the evaluation did not differ significantly by school size, grade level, type of school board, and location of school (e.g., urban versus suburban), with several exceptions. Administrators from suburban schools are more likely than rural schools to state that changes in specialized movement skills of students are assessed (e.g., a swim stroke, a volleyball serve). Moreover, a greater proportion of schools in the largest communities (300,000 or more residents) evaluate changes in these specialized movement skills of students compared to those in some smaller communities. In addition, a greater percentage of schools in mid-sized communities (10,000 to 74,999 residents) evaluate using changes in fitness levels of students compared to those in the smallest communities (<1,000 residents).

FIGURE 2
Evaluation of school physical education and activity programs by school setting



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