



EVALUATION OF PHYSICAL ACTIVITY PROGRAMMING



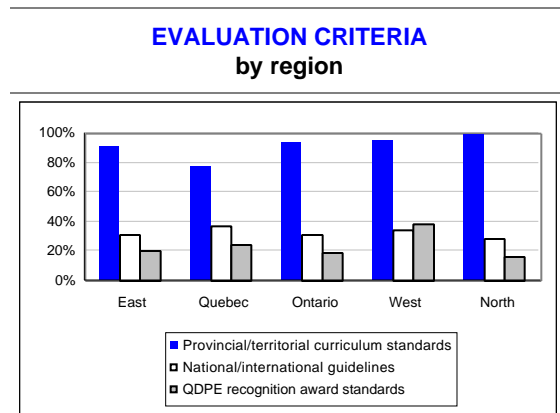
Evaluation criteria

The criteria most often used to evaluate physical activity programs are provincial or territorial curriculum standards: 91% of all schools use these. One-third of all schools use national or international guidelines, and slightly more than one-quarter use Quality Daily Physical Education (QDPE) recognition award standards.

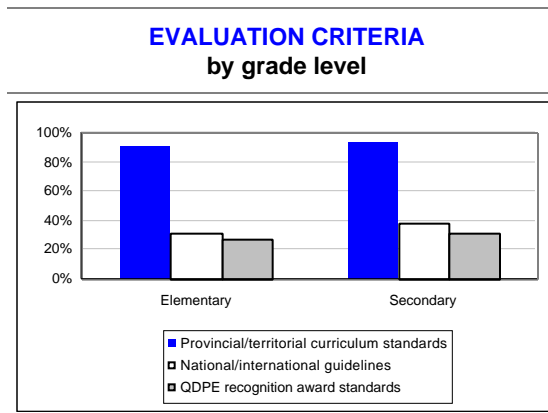
Province Schools in Quebec and New Brunswick are less likely and those in the North are more likely to use provincial or territorial curriculum standards for program evaluation. Schools in Alberta are more likely, and those in British Columbia are less likely to use national or international guidelines to evaluate physical activity programs. Schools in the East and in Ontario are less likely, and those in Manitoba, Saskatchewan and Alberta more likely to use QDPE recognition award standards for program evaluation.

School type Public schools more likely than non-public schools to use QDPE award standards, and are equally likely to use provincial/territorial or national/international guidelines when evaluating physical activity programs.

Implications Almost all schools base their evaluation criteria of their physical activity programming on set provincial and territorial curriculum standards. Therefore, it becomes essential to ensure that these provincial and territorial standards are based on evidence-based research and recognized guidelines for determining sufficient physical activity standards for children and youth. It is important that the provinces and territories provide schools with a comprehensive tool for properly evaluating their physical activity programs, identifying strengths and deficiencies in their programming, providing effective options and alternatives for overcoming barriers in programming; and supporting these endeavours financially.



2001 Survey of physical activity in Canadian schools, CFLRI



2001 Survey of physical activity in Canadian schools, CFLRI

Frequency of physical activity resource evaluation

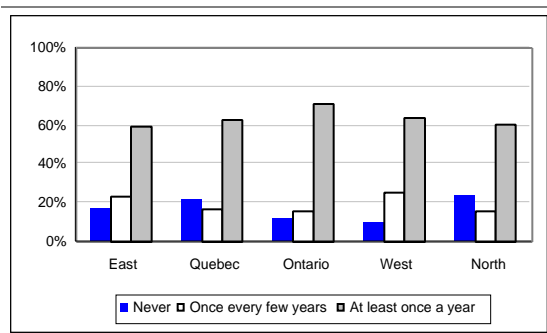
Most schools (66%) undertake an evaluation of their physical activity programs, facilities, and program instruction at least once a year. An additional 20% conduct an evaluation once every few years, and more than one in ten (13%) never evaluate their physical activity resources. Program evaluation occurs more frequently for secondary schools than for elementary schools, with 70% of secondary schools conducting an evaluation at least once a year, compared with 64% of elementary schools.

Region Schools in the Eastern provinces and those in Quebec are more likely than schools in other regions to report that they never evaluate their physical activity resources.

Student population size Very large schools (those with at least 1,000 students) are more likely than other schools to evaluate their physical activity resources at least once a year (77%). Very small schools (those with less than 200 students) are more likely than other schools to report that they never evaluate their physical activity resources (17%).

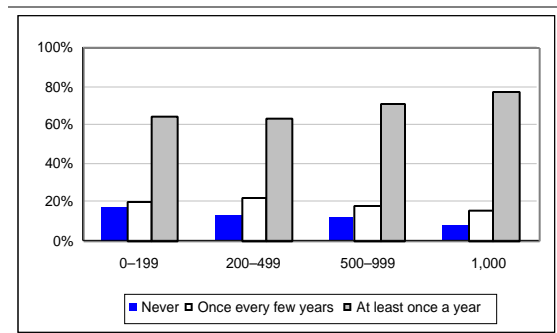
Implications The majority of schools evaluate their physical activity programs at least once a year. A regular and comprehensive evaluation of the quality and quantity of physical activity opportunities, including programming, facilities, instruction, training and development, as well as policies is important.¹⁸ Indeed, such evaluations may be useful in encouraging support for and participation in programs by students, faculty, and parents. Schools, especially those who do not currently evaluate their program, may consider using existing models, templates, and checklists for evaluation of physical activity opportunities and modifying these tools to suit their purposes.

**FREQUENCY OF EVALUATION
by region**



2001 Survey of physical activity in Canadian schools, CFLRI

**FREQUENCY OF EVALUATION
by student population size**



2001 Survey of physical activity in Canadian schools, CFLRI

Evaluation criteria

2001 Survey of Physical Activity in Canadian Schools

	Evaluation of physical activity programs is consistent with:		
	Provincial/territorial curriculum standards	National/international guidelines	QDPE recognition award standards
OVERALL	91%	34%	28%
Elementary	91	32	27
Secondary	93	38	31
REGION			
East	90	32	21
Newfoundland	94	37	32
Prince Edward Island	89	–	–
Nova Scotia	92	28	12
New Brunswick	84	33	22
Quebec	77	37	25
Ontario	93	31	19
West	95	34	39
Manitoba	96	37	39
Saskatchewan	95	39	56
Alberta	97	41	46
British Columbia	93	25	24
North	98	–	–
STUDENT POPULATION SIZE			
0–199	90	31	26
200–499	93	33	28
500–999	88	37	30
1,000	91	37	24
SCHOOL SETTING			
Urban	91	32	28
Suburban	91	35	30
Rural	92	34	28
SCHOOL TYPE			
Public	92	33	29
Other	90	36	23
ESTIMATED FAMILY INCOME			
More lower income	91	31	25
Even mix	91	34	28
More higher income	91	36	33
LANGUAGE			
English	94	33	28
French	79	38	27
Both	92	32	31

– Data unavailable because of insufficient sample size.

Frequency of physical activity resource evaluation

2001 Survey of Physical Activity in Canadian Schools

	Programs, facilities, and instruction are evaluated:				
	Never	Once every few years	Once a year	Twice a year	More than twice a year
OVERALL	13%	20%	40%	12%	14%
Elementary	15	21	39	11	13
Secondary	11	19	42	14	14
REGION					
East	17	23	36	12	12
Newfoundland	23	27	26	–	–
Prince Edward Island	–	–	–	–	–
Nova Scotia	12	19	45	10	14
New Brunswick	19	23	34	17	–
Quebec	21	17	40	11	12
Ontario	12	16	42	13	16
West	10	26	40	11	13
Manitoba	9	26	41	11	13
Saskatchewan	–	22	42	15	–
Alberta	9	18	44	13	17
British Columbia	10	36	36	9	10
North	–	–	37	–	–
STUDENT POPULATION SIZE					
0–199	17	20	42	11	11
200–499	13	23	39	11	13
500–999	12	18	41	14	16
1,000	–	16	42	15	20
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More lower income	15	20	39	12	13
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LANGUAGE					
English	12	22	40	12	14
French	20	17	40	12	12
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