



**A Report on K-12 Students' Experience with Physical Education in  
Minnesota Schools**

**Fiscal Year 2015**

**Report to the  
Legislature**

**As required by:**

**Laws of Minnesota 2014, Chapter 312, Article 16, section 14**

**COMMISSIONER:**

**Brenda Cassellius, Ed. D.**

**A Report on K-12 Students' Experience**

**with Physical Education in Minnesota**

**January 15, 2015**

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**2015**

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## **Cost of Report Preparation**

The total cost for the Minnesota Department of Education (MDE) to prepare this report was approximately \$ 19,000. Most of these costs involved staff time in analyzing data from surveys and preparing the written report. Incidental costs include paper, copying, and other office supplies.

Estimated costs are provided in accordance with Minnesota Statutes 2011, section 3.197, which requires that at the beginning of a report to the Legislature, the cost of preparing the report must be provided.

## Introduction

Consistent with the Laws of Minnesota 2014, chapter 312, article 16, section 14, the commissioner is to report on “K-12 students’ experience with physical education.” This report provides the findings from a survey conducted of Minnesota schools to gather information about the duration and frequency at which students receive physical education; physical education requirements in high school; fitness testing measures used; educational preparation of physical education teachers; duration and frequency of recess for students in grades K-6; substitution of credits practices for high school students; earning physical education credits online; before and after school physical activity opportunities provided; and practices of coordination with developmentally adaptive physical education specialists. See Appendix A for Minnesota Laws 2014, chapter 312, article 16, section 14.

The Minnesota K-12 Academic Standards define expectations for the educational achievement of public school students across the state in grades K-12. The state requires that children between seven and 17 receive instruction in required subject areas (Minn. Stat. § 120B.021, Subd. 5) and physical education is identified as a required subject (Minn. Stat. § 120B.021, Subd. 9). In 2004, the Minnesota Department of Education sent a memorandum to local districts clarifying that, based on these statutes, physical education must be taught to all grade levels at the elementary, middle school or junior high levels, and at least once during high school. (See Appendix B for memo text.) Minnesota adopted the National Standards for Physical Education, which were developed by the National Association for Sport and Physical Education (now called SHAPE America), and Minnesota school districts were required to adopt these standards, starting with the 2012-13 school year. Local districts determine the duration and frequency of that instruction in order to meet these standards.

## Methodology

Data for the physical education and physical activity study were collected through a statewide survey of principals. The survey was designed as a stratified random sample rather than a census<sup>1</sup>. This means that a random subset of the whole population was invited to respond to the survey rather than the entire population of Minnesota schools. In this particular instance, all schools classified as elementary, middle schools, junior high schools, senior high schools, secondary schools, or alternative learning centers were included in the population. Based on the legislation, these classifications were consolidated into elementary schools, middle schools (also including junior high schools), and high schools (also including secondary schools). Alternative learning centers were included in the category that best aligned with the grade levels included in the school. In order to follow procedures for stratification, a random sample was drawn from each of the three identified school types (elementary school, middle school, and high school) so that results could be generalized to each category, where requested.

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<sup>1</sup> Sample surveys are much more affordable and less time-consuming than a full census survey. When good sampling techniques are followed, the results can be very representative of the actual population.

The sample was drawn from 1,760 Minnesota schools that met the criteria identified above. Principals from 1,099 schools received electronic invitations to participate in the survey, and responses were gathered from 722 of these schools. As stated above, the stratified random sample allows the data to be generalized by elementary, middle school, and high school categories. In addition, the final sample showed a proportionate percentage of responses across district types and economic regions when compared to the whole population of schools. This indicates that the results are likely to be representative of schools in these categories as well. Appendix D includes tables with the distribution of responses for the population and sample groups by school type, district type, and economic development region.

The survey instrument was developed and refined through a rigorous process that involved physical education and evaluation experts at the Minnesota Department of Education. Questions were written in direct alignment with the state legislation requirements. Additional questions regarding graduation requirements, physical education standards, and active classroom activities were added to provide data for future analysis. The draft questions were reviewed by external organizations to gather feedback. Then, the final questions were pilot tested with physical education teachers and principals who were not included in the final sample. The survey was administered through an online software program called Survey Gizmo. The complete list of questions and response options is included in Appendix C.

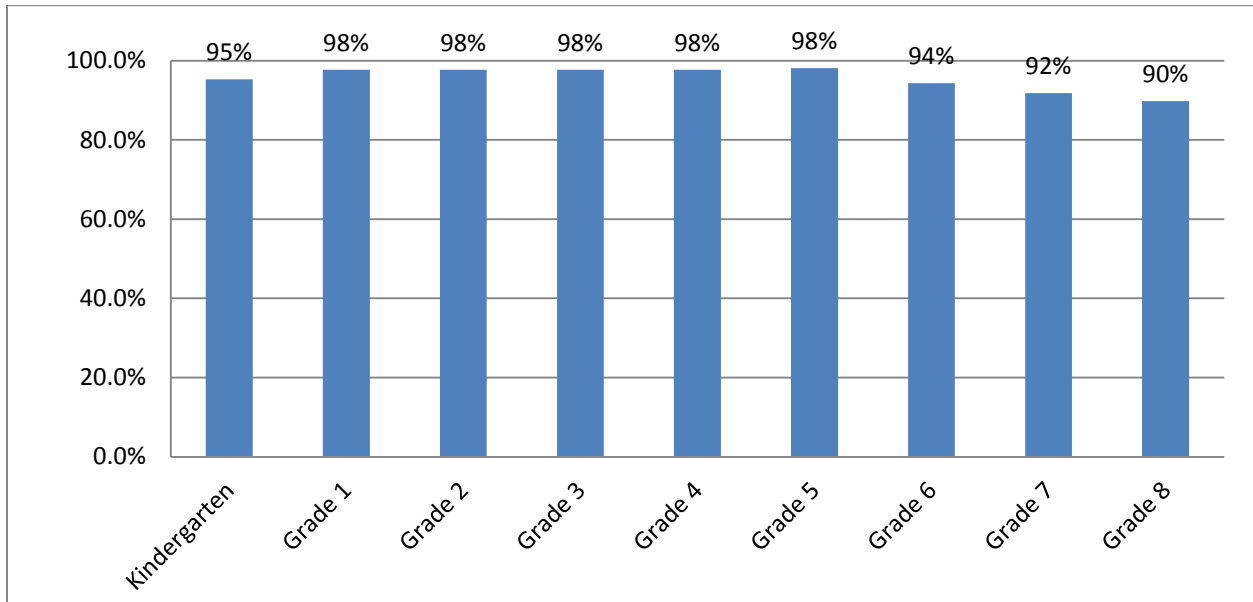
Some limitations exist in analyzing and interpreting these data. First, due to multiple grade configurations, there is wide variability in grade levels included in the various study categories. For example, some schools classified as elementary schools have a K-2 configuration or a K-8 configuration. Second, there are large differences between schools in their scheduling which made it challenging to collect the information in a standard way. For example, some schools offer physical education on a fixed weekly schedule, while others offer it on a rotating schedule with a different number of days each week committed to physical education. Efforts were made to compare different schedules using a common standard, but in many cases this was only accomplished through estimates. In order to be transparent, data tables are provided in the appendix where appropriate.

## **Physical Education and Physical Activity Results**

### **Physical education requirements**

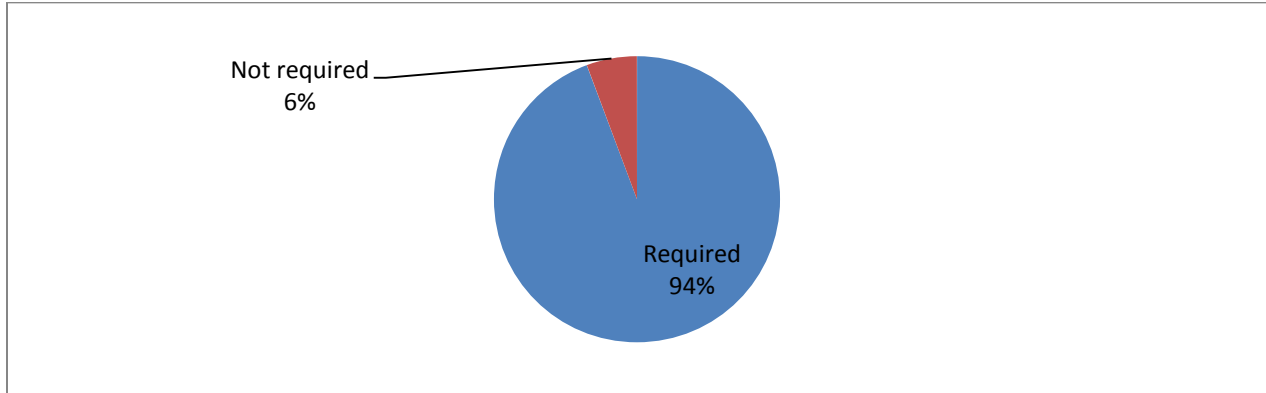
***Kindergarten and middle school.*** Schools are required to provide physical education (PE) to all grade levels at the elementary, middle school or junior high levels. In this study, between 90 and 98 percent of schools serving students in any grade between kindergarten and grade eight have a PE requirement for the respective grade level. (See Figure 1.) The percentages are highest for schools with first, second, third, fourth, or fifth grade classes with approximately 98 percent of the schools with those grade levels requiring PE. Schools with kindergarten and sixth grade classes are slightly lower at 95 percent and 94 percent, respectively. The lowest rates are identified for schools with seventh grade classes at 92 percent and eighth grade classes at 90 percent. (See Appendix E for a table of these results.)

**Figure 1: Percentage of schools that require physical education in kindergarten through grade eight**



**High school.** In addition to the elementary and middle school PE requirement, schools are required to provide PE to students at least once during high school. (See Figure 2.) Nearly all (94 percent) of the schools in this study that serve grades nine, 10, 11 or 12 require at least some PE during the four years of high school. (See Appendix E for a table of these results.)

**Figure 2: Percentage of schools that require physical education in high school**



### **K-8 Duration and frequency**

Minnesota schools in this study vary widely in their PE practices. This variability makes it challenging to provide exact figures regarding the amount of time spent in PE classes each week. For example, about 58 percent of schools serving students in any grade between

kindergarten and grade eight provide PE on a fixed schedule<sup>2</sup> (i.e., same days every week). The remaining 42 percent offer PE on a rotating schedule<sup>3</sup> (e.g., once every four days).

Another challenge exists in the annual PE schedule. While 94 to 96 percent of schools that require PE provide a full year for kindergarten through fifth grade students, only 57 to 58 percent provide a full year to seventh and eighth grade students. Schools with sixth grade classes fall in the middle with 80 percent of them providing full year PE. (See Appendix F for tables of these results.) The following sections will explain how these challenges were addressed, where relevant.

**Average minutes per class period.** School principals reported the number of minutes designated for PE per class period for each grade in their school. This number varied across schools and grade levels. Since some schools provide a full year of PE and others provide only part of a year, the results are separated into two tables. (See Table 1 and Table 2.)

In general, the percentage of schools that provide a full year of PE for at least 30 minutes per class period increases each year between kindergarten and grade five. About 65 percent of schools with kindergarten classrooms provide a minimum of 30 minutes per PE class period.<sup>4</sup> There is a steady increase with each grade level until the peak of 79 percent for schools with grade five classrooms. (Note: These results only include schools that require PE.) Very few schools that serve students in any grade between kindergarten and grade five provide a partial year of PE. The results for schools in that category are reported in table 2, but the percentages should be interpreted cautiously as they may give a skewed perspective.

About half of schools (54 percent) that deliver a full year of PE for grade six students and 88 percent of those that deliver a full year for grades seven or eight students provide at least 45 minutes per class period.<sup>5</sup> For schools that offer a partial year of PE, the percentage offering 45 minutes increases to 84 percent for grade six and 94 percent for grades seven and eight.

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<sup>2</sup> Schools on a fixed schedule responded to the survey with the number of days per *week* in which students in each grade participate in physical education.

<sup>3</sup> Schools on a rotating schedule responded with the number of days per *month* (i.e., four-week period).

<sup>4</sup> SHAPE America recommends 30 minutes of PE each day for kindergarten through grade five students.

<sup>5</sup> SHAPE America recommends 45 minutes of PE each day for grade six through eight students.

**Table 1: Number of minutes provided for PE at schools with a full year PE requirement**

Grade	Less than 30 minutes (number)	Less than 30 minutes (percentage)	30-44 minutes (number)	30-44 minutes (percentage)	45 minutes or more (number)	45 minutes or more (percentage)
Kindergarten	96	35.3%	104	38.2%	72	26.5%
Grade 1	88	30.8%	109	38.1%	89	31.1%
Grade 2	84	29.1%	107	37.0%	98	33.9%
Grade 3	75	26.4%	106	37.3%	103	36.3%
Grade 4	73	25.9%	100	35.5%	109	38.7%
Grade 5	59	20.8%	91	32.2%	133	47.0%
Grade 6	45	20.3%	57	25.7%	120	54.1%
Grade 7	3	1.9%	15	9.7%	136	88.3%
Grade 8	3	1.9%	15	9.7%	136	88.3%

**Table 2: Number of minutes provided for PE at schools with a partial year requirement**

Grade	Less than 30 minutes (number)	Less than 30 minutes (percentage)	30-44 minutes (number)	30-44 minutes (percentage)	45 minutes or more (number)	45 minutes or more (percentage)
Kindergarten*	4	28.6%	3	21.4%	7	50.0%
Grade 1*	3	25.0%	3	25.0%	6	50.0%
Grade 2*	3	25.0%	3	25.0%	6	50.0%
Grade 3*	3	27.3%	1	9.1%	7	63.6%
Grade 4*	3	25.0%	2	16.7%	7	58.3%
Grade 5*	4	21.1%	2	10.5%	13	68.4%
Grade 6	2	3.6%	7	12.5%	47	83.9%
Grade 7	0	0.0%	7	6.1%	108	93.9%
Grade 8	0	0.0%	7	6.3%	104	93.7%

\*\* Findings are based on fewer than 10 out of 722 respondents; should be interpreted cautiously

**Average number of days per week.** Average days per week was calculated by merging the number of days reported on a fixed PE schedule with the number of days reported on a rotating PE schedule. The number of days per month identified on the rotating schedule was divided by four to create an average number of days per week. This number is an estimate that relies on rounding, but it provides the best measure possible for comparing these two types of schedules.<sup>6</sup> (See Appendix G for separate tables on rotating and fixed schedules.) Similar to the minutes per class period reported above, the results vary depending on full or partial year

<sup>6</sup> SHAPE America recommends five days of PE for all students.



schedules. In order to account for these differences, two tables are provided below. (See Table 3 and Table 4.)

Between 28 and 37 percent of schools with full year PE provide an average of five days per week to kindergarten through eighth grade students. When using data from schools that provide a partial year of PE, the number increases to about half of schools with seventh or eighth grade classes. The sample sizes for schools that provide a partial year of PE to kindergarten through grade eight are very small. The percentages should be interpreted cautiously as they may give a skewed perspective.

**Table 3: Average number of days per week for PE at schools with a full year PE requirement**

Grade	Two days per week or less (number)	Two days per week or less (percentage)	Three to four days per week (number)	Three to four days per week (percentage)	Five days per week (number)	Five days per week (percentage)
Kindergarten	102	37.5%	70	25.7%	99	36.4%
Grade 1	112	39.3%	74	26.0%	98	34.4%
Grade 2	121	42.0%	72	25.0%	95	33.0%
Grade 3	120	42.4%	71	25.1%	92	32.5%
Grade 4	120	42.7%	72	25.6%	89	31.7%
Grade 5	117	41.5%	86	30.5%	79	28.0%
Grade 6	38	17.1%	10	45.5%	83	37.4%
Grade 7	18	11.7%	86	55.8%	50	32.5%
Grade 8	19	12.3%	79	51.3%	56	36.4%

**Table 4: Average number of days per week for PE at schools with a partial year PE requirement**

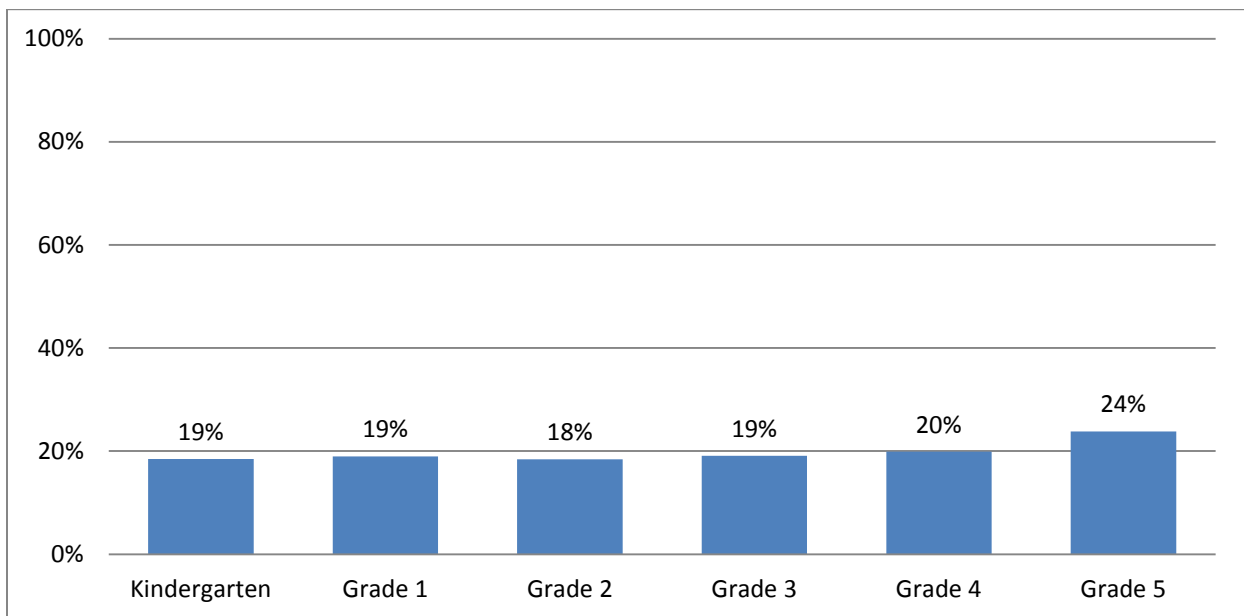
Grade	Two days per week or less (number)	Two days per week or less (percentage)	Three to four days per week (number)	Three to four days per week (percentage)	Five days per week (number)	Five days per week (percentage)
Kindergarten*	5	35.7%	8	57.1%	1	7.1%
Grade 1*	3	25.0%	9	75.0%	0	0.0%
Grade 2*	3	25.0%	9	75.0%	0	0.0%
Grade 3*	4	36.4%	7	63.6%	0	0.0%
Grade 4*	5	41.7%	7	58.3%	0	0.0%
Grade 5*	6	31.6%	8	42.1%	5	26.3%
Grade 6	6	10.7%	32	57.1%	18	32.1%
Grade 7	9	7.9%	48	42.1%	57	50.0%
Grade 8	12	11.0%	41	37.6%	56	51.4%

\*\* Findings are based on fewer than 10 out of 722 respondents; should be interpreted cautiously

**Average minutes per week.** The number of minutes per class period and the number of days per week by themselves do not fully reveal the time in which students spend engaged in PE classes. Therefore, these data were linked to create an additional variable for number of minutes per week. (Note: Since some schools are on a rotating schedule, their average number of days per week is an estimate based on the total days per month.) SHAPE America recommends a total of 150 minutes per week of physical education for kindergarten through grade five students. This is equivalent to 30 minutes per day for five days. The number increases to 225 minutes per week for grade six through eight students, which is equivalent to 45 minutes per day for five days.

While a majority of schools serving students in any grades between kindergarten and grade five allocate at least 30 minutes per PE class period, a much smaller percentage (18 to 24 percent) achieve the recommended weekly goal of 150 minutes. For kindergarten through grade four, about one out of every five schools that offer PE for the full year provides 150 minutes each week. The rate increases slightly for grade five where approximately one out of every four schools provides this amount of physical education each week. Figure 3 shows the percentage of schools with kindergarten through grade five classrooms that provide an average of at least 150 minutes per week of PE. These results are only for schools that provide full year PE.<sup>7</sup> Schools that do not require PE are not included in these results. (See Appendix H for a table of these results.)

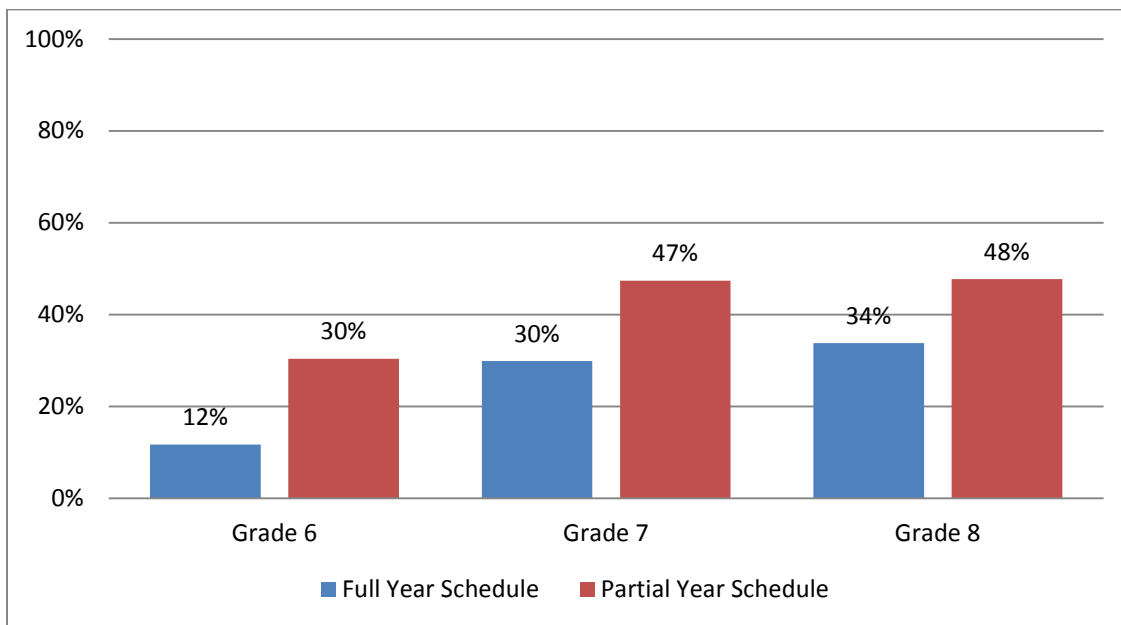
**Figure 3: Percentage of schools that provide PE for an average of at least 150 minutes per week, by grade level (kindergarten through grade five)**



<sup>7</sup> The percentage of schools with a partial year schedule is very low for kindergarten through grade five, so this data is not included in the graph. See Appendix H for table of all results.

SHAPE America recommends 225 minutes per week of PE for students in grades six through eight. Only about one out of every 10 schools that provide PE to sixth grade students for the full year meets this recommendation. This increases to three out of every 10 schools for schools that provide partial year physical education. For grades seven and eight, about three in ten schools that offer full year PE to these grades provide a minimum of 225 minutes per week. This increases to almost half of schools that provide PE for only part of the year. Figure 4 shows the percentage of schools serving any grades between six and eight that provide at least 225 minutes per week of physical education. The data is disaggregated to show results for schools that offer physical education for the full year and partial year. Only schools that require PE are included in these results. (See Appendix H for a table of these results.)

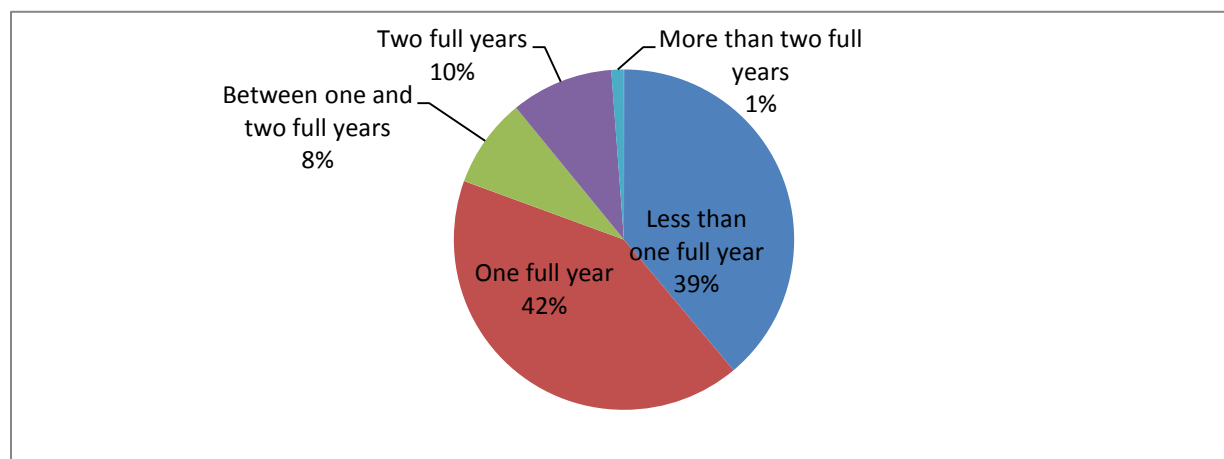
**Figure 4: Percentage of schools that provide PE for an average of at least 225 minutes per week, by grade level and type of schedule (grades five through eight)**



## High School Requirements

Of the schools that require PE and serve students in grades nine, 10, 11 and 12, there is great variability in the number of terms (i.e., quarters, trimesters, or semesters) in which students must participate in PE. Given this wide variability, all responses were converted to school year equivalents in order to show the results on a standard scale. For example, one full school year equivalent could be two semesters, three trimesters, or four quarters. Figure 5 shows the percentage of schools that require PE in terms of full school year equivalents. About eight out of 10 schools serving high school students require PE for one full year or less throughout the four years. Only about one out of 10 require it for two full years or more. (See Appendix I for tables showing requirements by quarters, trimesters, and semesters.)

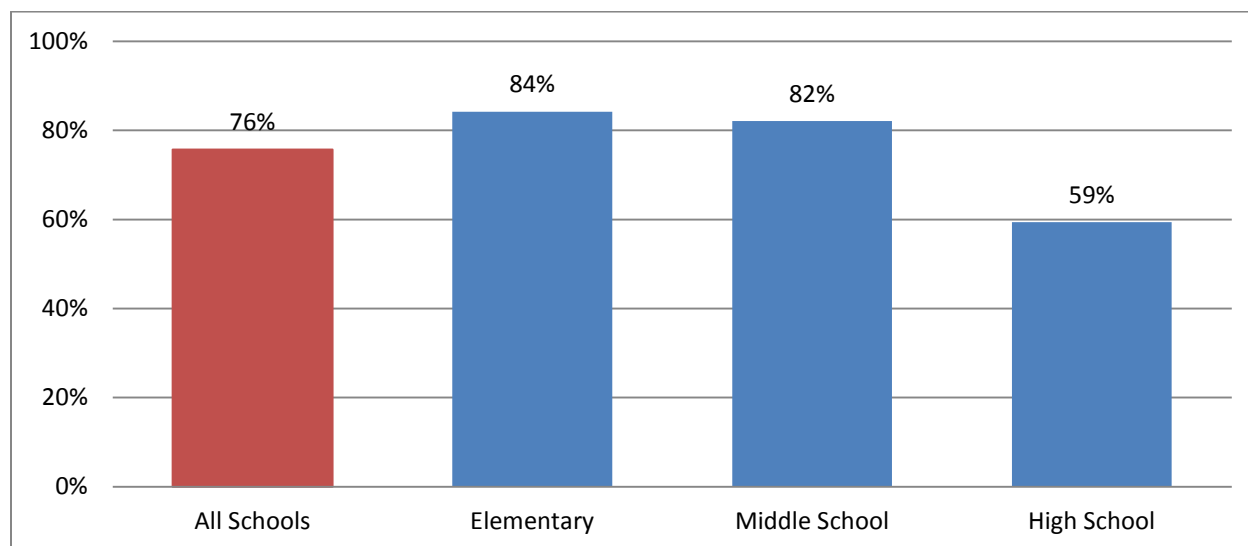
**Figure 5: Percentage of schools that require PE, by the number of school year equivalents required for high school students in PE**



### Fitness testing

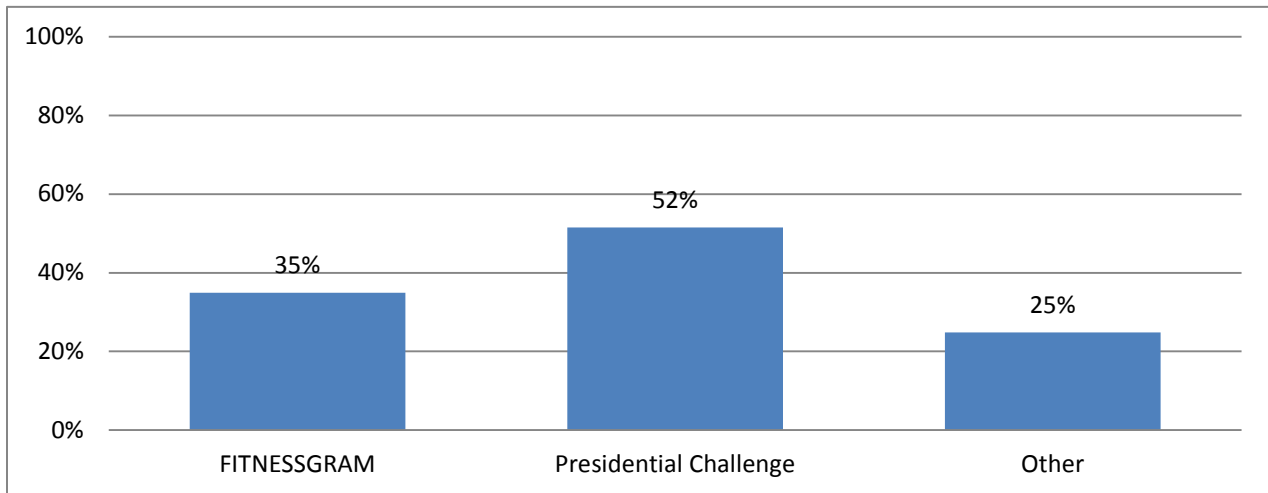
**Opportunities for fitness testing.** About three-quarters (76 percent) of all schools that responded to the survey reported that fitness testing is conducted in the school for at least one grade level. About 84 percent of schools serving elementary students conduct fitness testing. Middle schools and junior high schools follow closely with about 82 percent. The percentage drops to about 59 percent for high schools and secondary schools. (See Figure 6.)

**Figure 6: Percentage of schools that conduct fitness testing in at least one grade, by type of school**



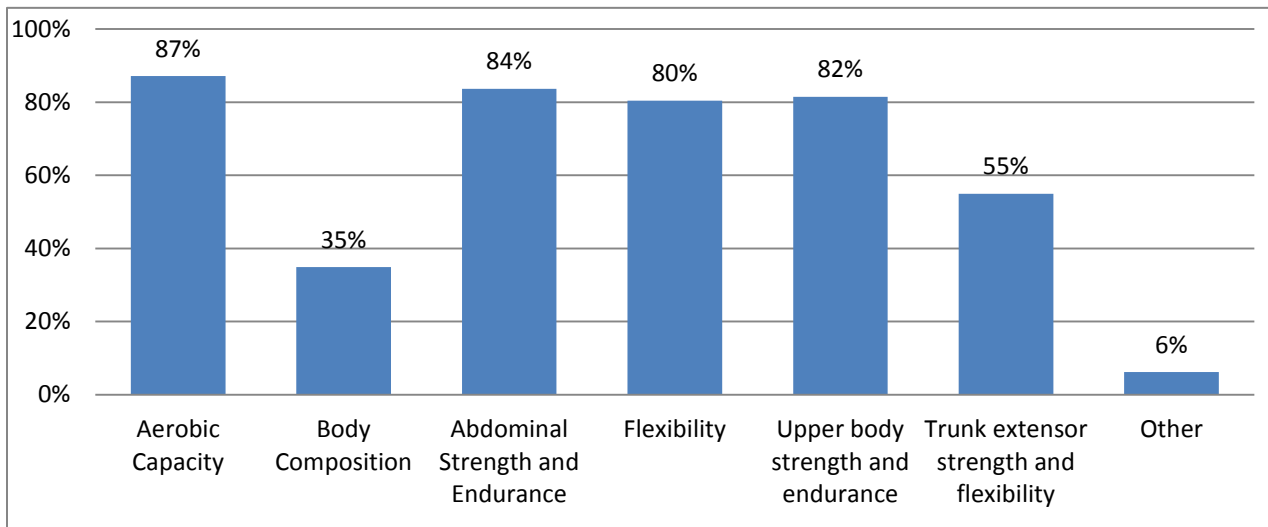
**Fitness test programs.** Slightly more than half (52 percent) of schools that conduct fitness testing use the Presidential Challenge program. About one-third (35 percent) reported using the FITNESSGRAM program. These numbers are not mutually exclusive; some schools reported using both programs. One-fourth (25 percent) of schools that conduct fitness testing reported using something other than these two programs. The most common other testing method reported was district-developed tests and the PACER program. (See Figure 7.)

**Figure 7: Percentage of schools that conduct fitness testing, by fitness test program**



**Fitness test components.** Schools that conduct fitness testing reported assessing various fitness components. Between 80 and 87 percent of these schools said they measure aerobic capacity, abdominal strength and endurance, upper body strength and endurance, and flexibility. Trunk extensor strength is less commonly included in fitness testing with just over half of schools (55 percent) reporting use of this component. Only about one-third (35 percent) of schools that conduct fitness testing include body composition in their assessments. A small number of schools reported additional components in their fitness testing, including agility and speed. (See Figure 8.)

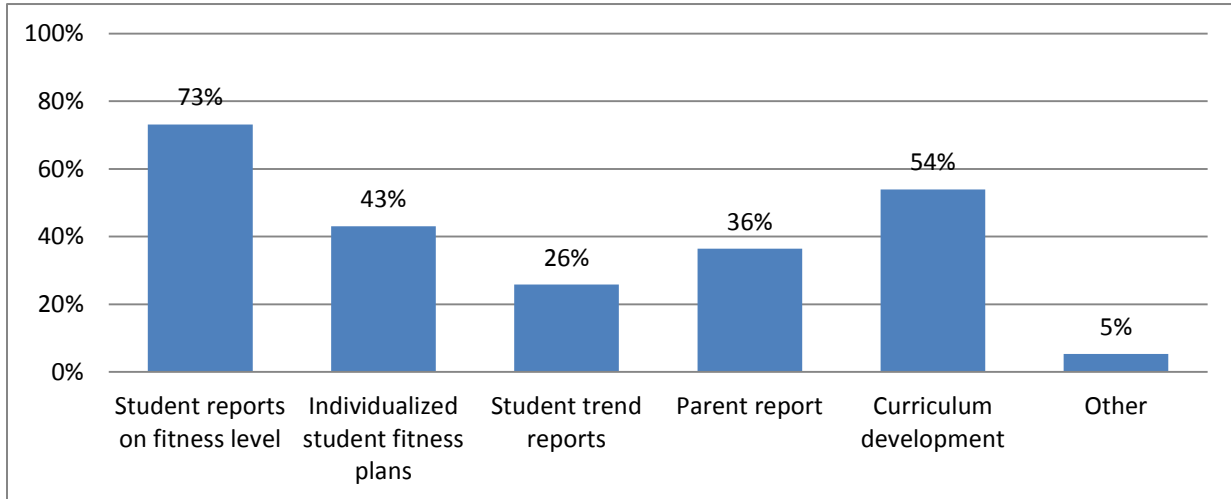
**Figure 8: Percentage of schools that conduct fitness testing, by fitness component**



**Utilization of fitness test results.** Fitness test results are utilized in a variety of ways across schools. Almost three-quarters (73 percent) of schools that conduct fitness testing reported creating student reports on fitness level. Just over half of schools (54 percent) said they use the fitness data for curriculum development. A smaller percentage of schools reported creating

individualized student fitness plans (43 percent), parent reports (36 percent), and student trend reports (26 percent). A few schools commented that fitness data is included on report cards or used as the basis for school awards. (See Figure 9.) (See Appendix J for tables with all fitness testing data.)

**Figure 9: Percentage of schools that conduct fitness testing, by specific data uses**

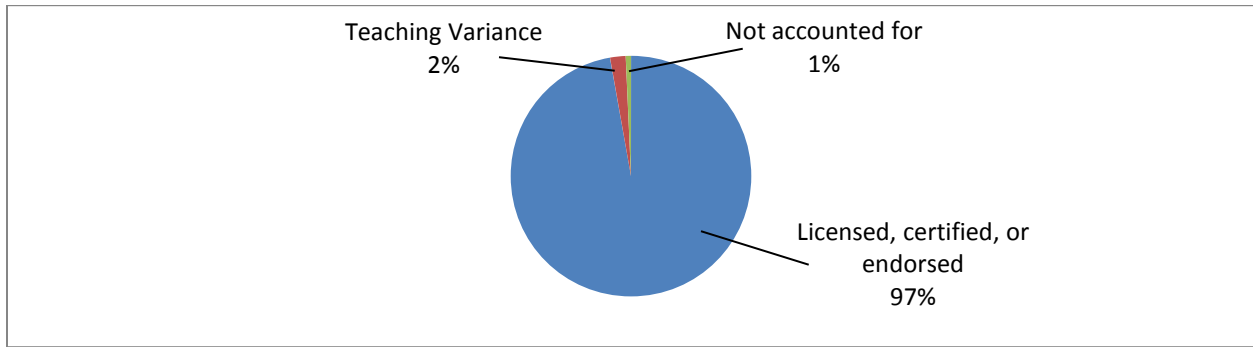


### **Educational preparation**

Principals were asked to report the number of PE teachers (not full-time equivalents) in their school, the number of PE teachers who are certified, licensed, or endorsed in PE by the state of Minnesota, and the number of PE teachers currently teaching on a PE variance. In some cases, principals entered this information as a full-time equivalent rather than the actual number of teachers, so these data were removed from the analysis. In other cases, the number of certified, licensed, or endorsed teachers was greater than the total number of teachers reported in the school. These data were removed from the analysis as well. In the end, data from 545 responding schools was included in the analysis of teacher educational preparation.

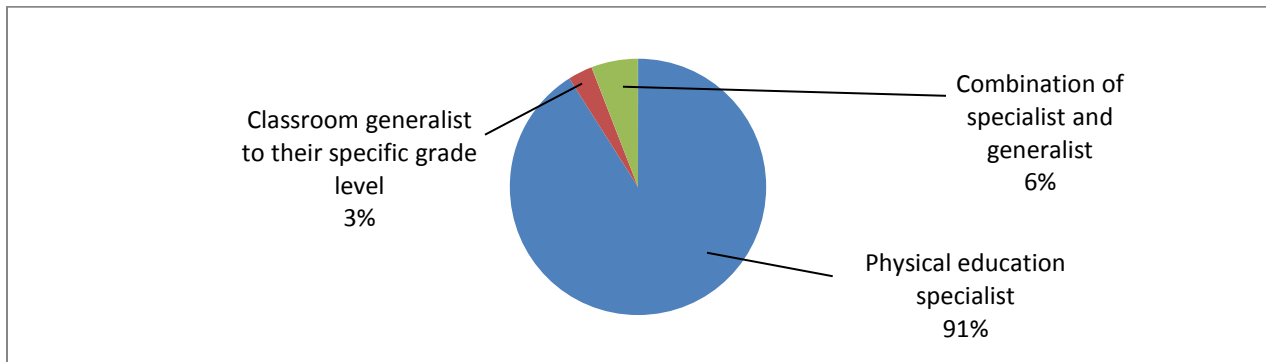
Out of 545 responding schools, there are 1,271 physical education teachers total. This represents an average of 2.3 teachers per school, and the actual number of PE teachers per school ranged from zero to nine. More than 97 percent of the total number of teachers are certified, licensed, or endorsed in PE by the state of Minnesota, and just over two percent are teaching on a variance. This leaves less than one percent who are not accounted for with either a license or waiver. (See Figure 10.)

**Figure 10: Percentage of teachers from responding schools, by educational preparation**



Principals of schools with any grades between kindergarten and fifth grade additionally reported the percentage of time in which PE classes are taught by a PE specialist rather than a classroom generalist. More than nine out of ten of these schools (91 percent) said the PE classes are taught exclusively by a PE specialist. About three percent said they are taught exclusively by a classroom generalist, while about six percent said they are taught by a combination of PE specialists and classroom generalists. (See Figure 11.) (See Appendix K for tables with all educational preparation data.)

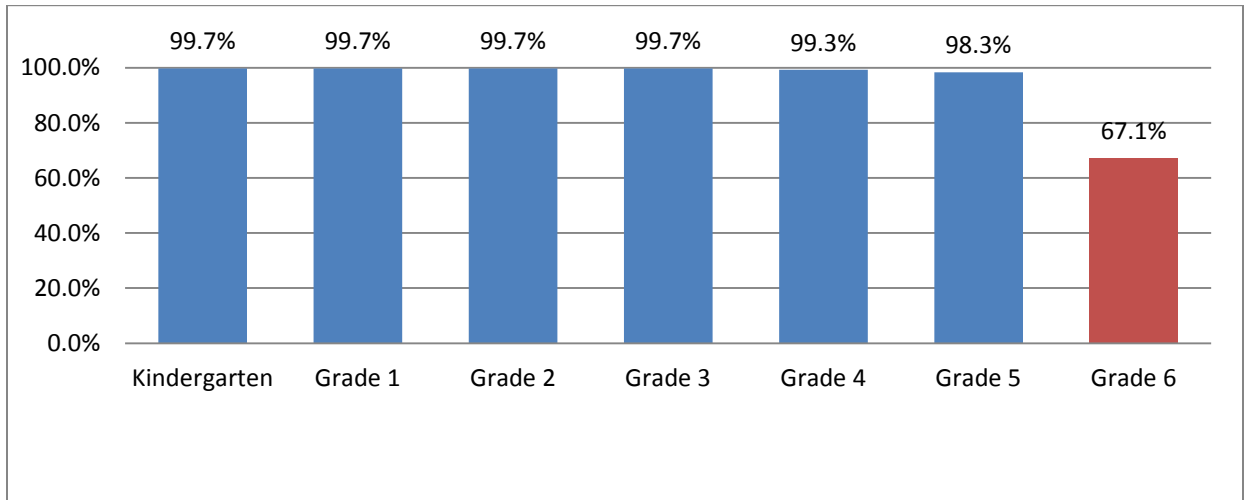
**Figure 11: Percentage of schools that provide PE, by type of teacher**



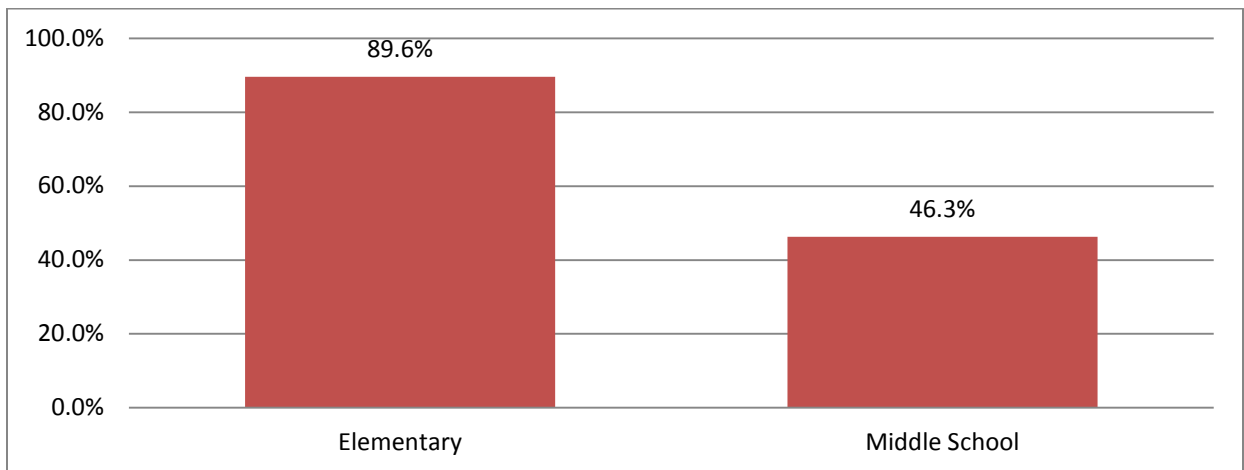
## Recess

**Opportunities for recess.** Nearly all schools (more than 98 percent) in this study provide recess to kindergarten through fifth grade students. About two-thirds of the schools (67 percent) provide recess to sixth grade students. (See Figure 12.) However, there are large differences between sixth grade recess rates between elementary and middle schools. Nearly 90 percent of elementary schools provide recess to sixth graders compared to only 46 percent of middle schools. This reveals that sixth grade students are nearly twice as likely to receive recess if they are enrolled in an elementary school rather than a middle school. (See Figure 13.)

**Figure 12: Percentage of schools that provide recess, by grade level (kindergarten through grade six)**



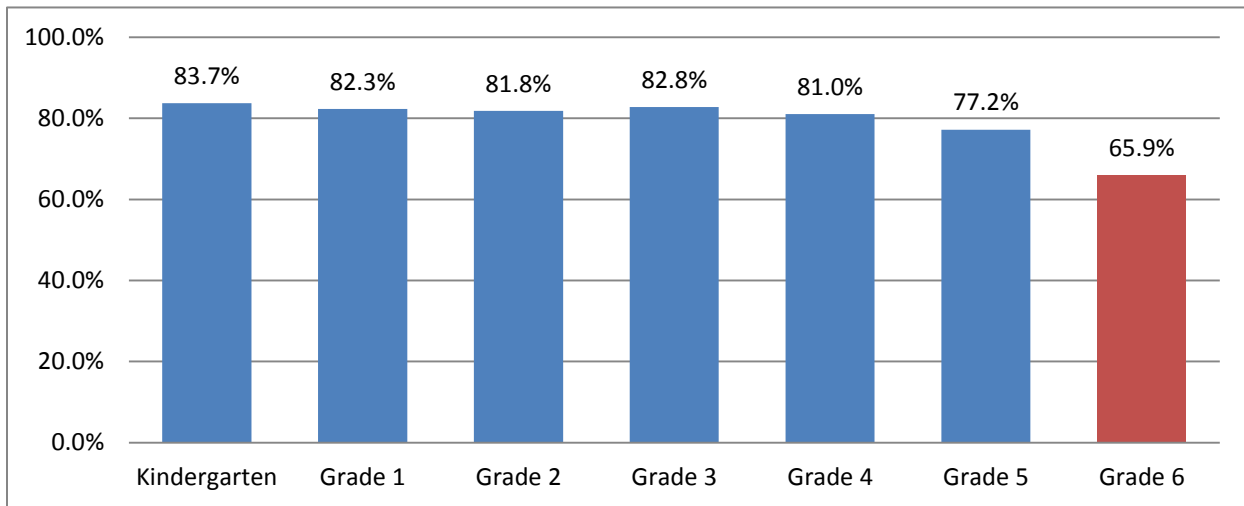
**Figure 13: Percentage of schools that provide recess to GRADE SIX students, by type of school**



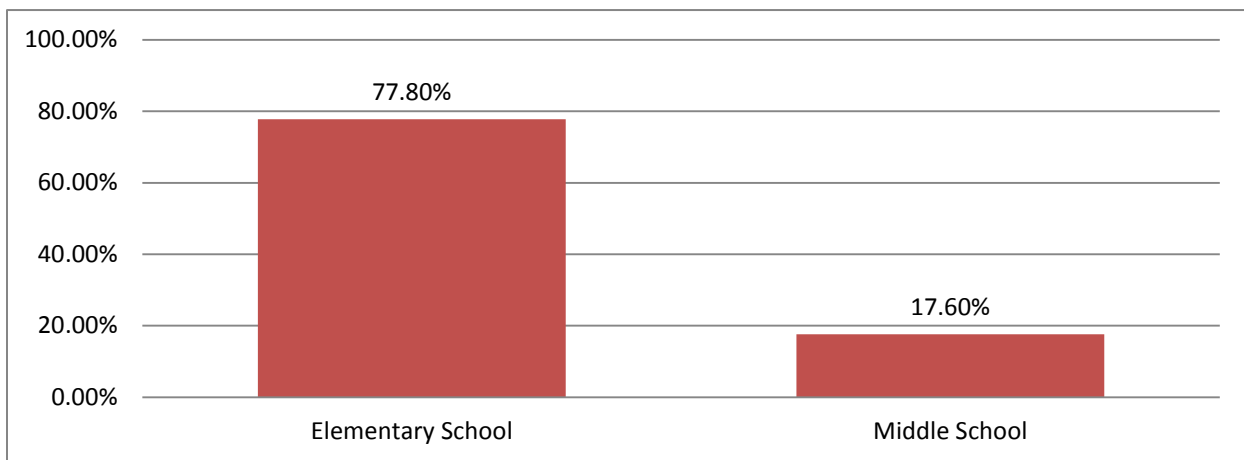
**Minutes per recess period.** A majority of schools serving any grades between kindergarten and grade five (77 to 84 percent) provide recess for 20 or more minutes per recess period. Only about two-thirds of schools provide at least 20 minutes of recess to grade six students. (See Figure 14.) Again, when sixth grade data is split out by elementary and middle school buildings, there is a large disparity. Sixth graders in an elementary school are more than four times as likely to receive 20 minutes of recess than sixth graders in a middle school. More than three-fourths of elementary schools (78 percent) provide 20 minutes of recess to sixth graders compared to only 18 percent of middle schools. (See Figure 15.)



**Figure 14: Percentage of schools that provide recess for 20 minutes or more per recess period, by grade level**

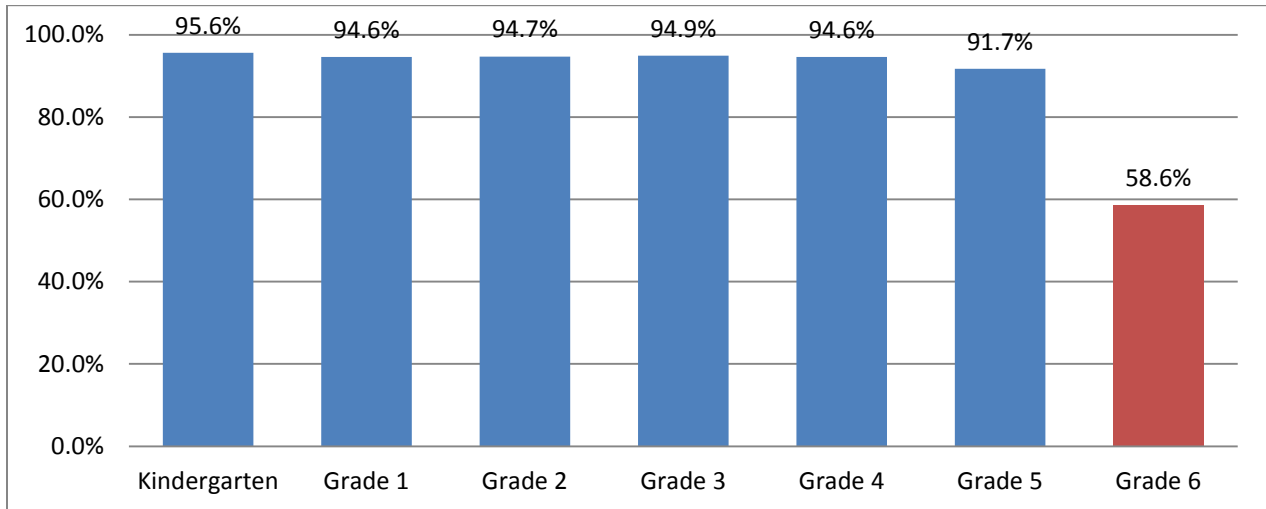


**Figure 15: Percentage of schools that provide recess to GRADE SIX students for 20 minutes or more per recess period, by type of school**

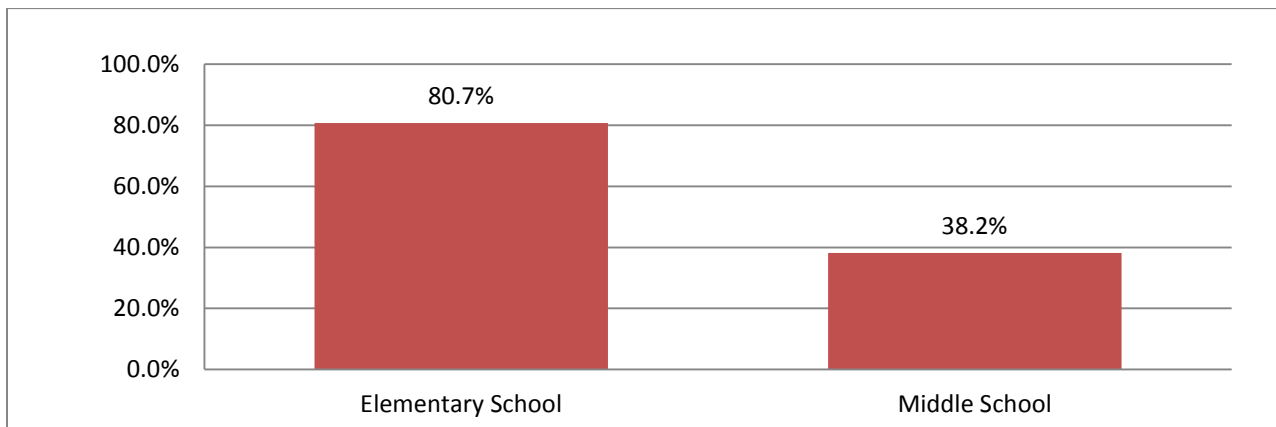


**Frequency per week.** More than 92 percent of schools provide recess to kindergarten through fifth grade students at least once per day each week. This drops to about 59 percent for schools with sixth grade students. (See Figure 16.) Once again, when sixth grade is split out by elementary and middle schools, a large difference surfaces. Almost 81 percent of elementary schools provide recess at least once per day to sixth graders, compared with 38 percent of middle schools. (See Figure 17.)

**Figure 16: Percentage of schools that provide recess at least once per day, by grade level**

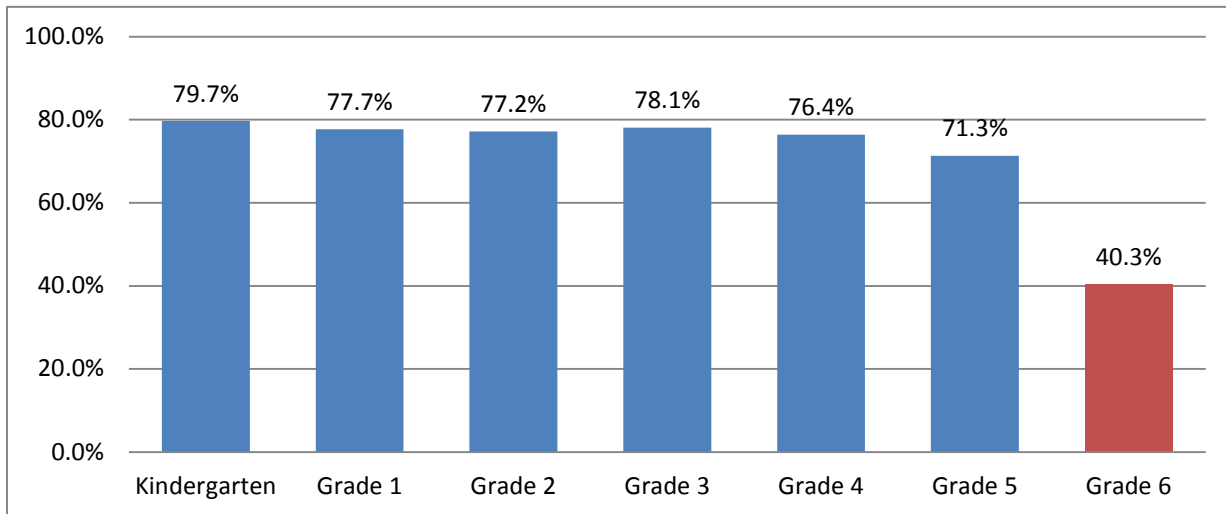


**Figure 17: Percentage of schools that provide recess at least once per day to GRADE SIX students, by type of school**

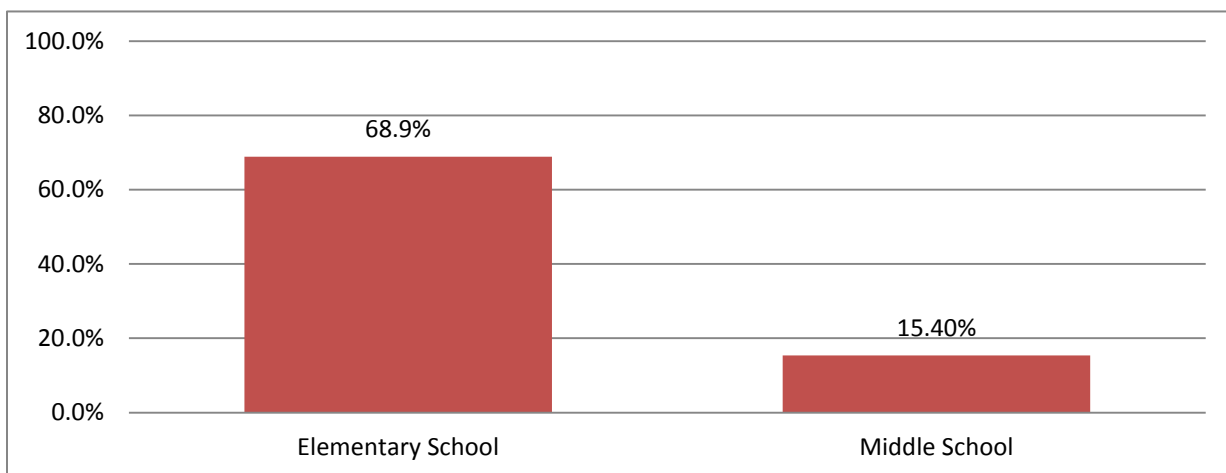


**Time and frequency recommendations.** SHAPE America recommends at least 20 minutes of recess per day each day of the week. More than 70 percent of schools met the recess recommendation for both time and frequency for kindergarten through grade five. In other words, they provided recess for at least 20 minutes per recess period and at least once per day. (See Figure 18.) Only 40 percent of schools met the recommendation for grade six students. As noted throughout this section of the report, when analyzed by type of school, there is a large difference in these percentages. About 69 percent of elementary schools provide the recommended time and frequency of recess to sixth graders compared to only 15 percent of middle schools. (See Figure 19.) (See Appendix L for tables on all recess results.)

**Figure 18: Percentage of schools that meet time and frequency recommendations for recess, by grade level**



**Figure 19: Percentage of schools that meet time and frequency recess recommendations for GRADE SIX, by type of school**

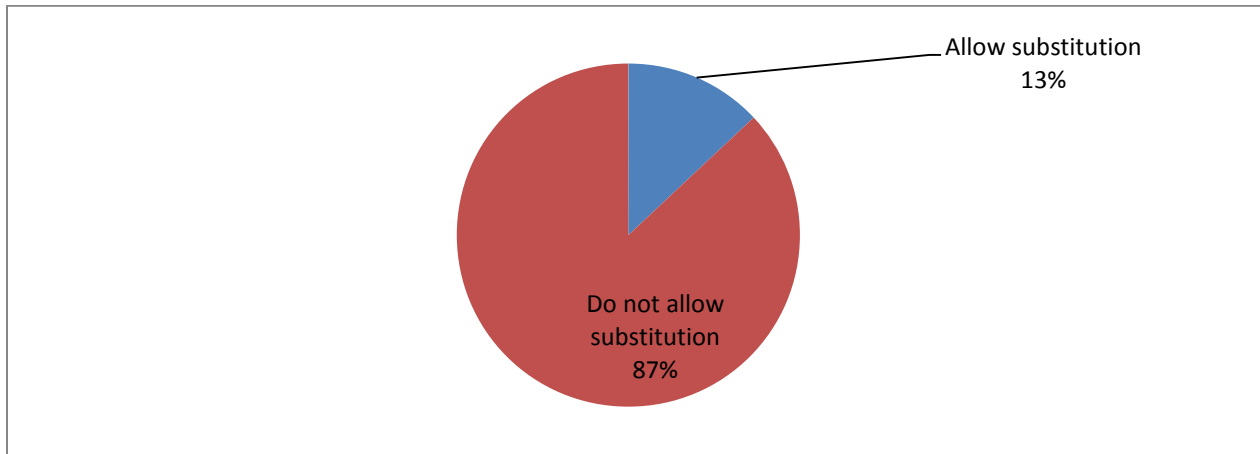


## **Substitution**

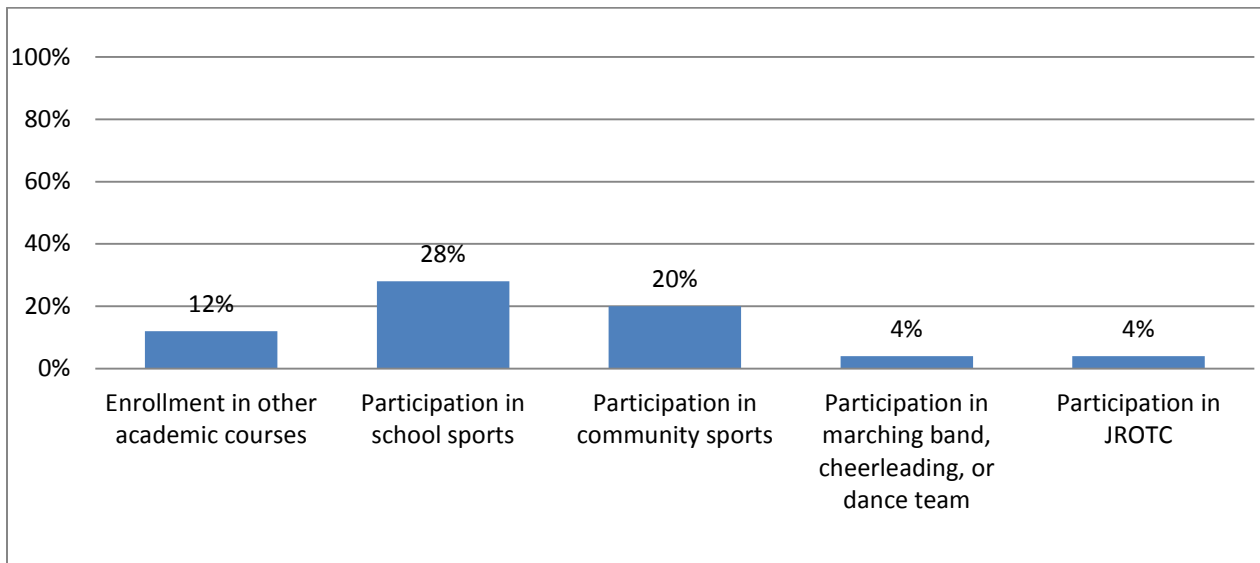
A strong majority (87 percent) of schools with ninth, tenth, eleventh, or twelfth grade responded that they did not allow substitution of other activities for physical education credit. In this sample, there were only 25 schools that allowed substitution. In general, it appears that schools that do allow substitution are most likely to allow it for participation in school or community sports.

Figure 20 depicts the percentage of schools that allow substitution of physical education credits. Figure 21 shows the reasons for substitution in the small number of schools that allow it. (See Appendix M for tables for all substitution results.)

**Figure 20: Percentage of schools that allow substitution of physical education credit (grades nine through 12)**



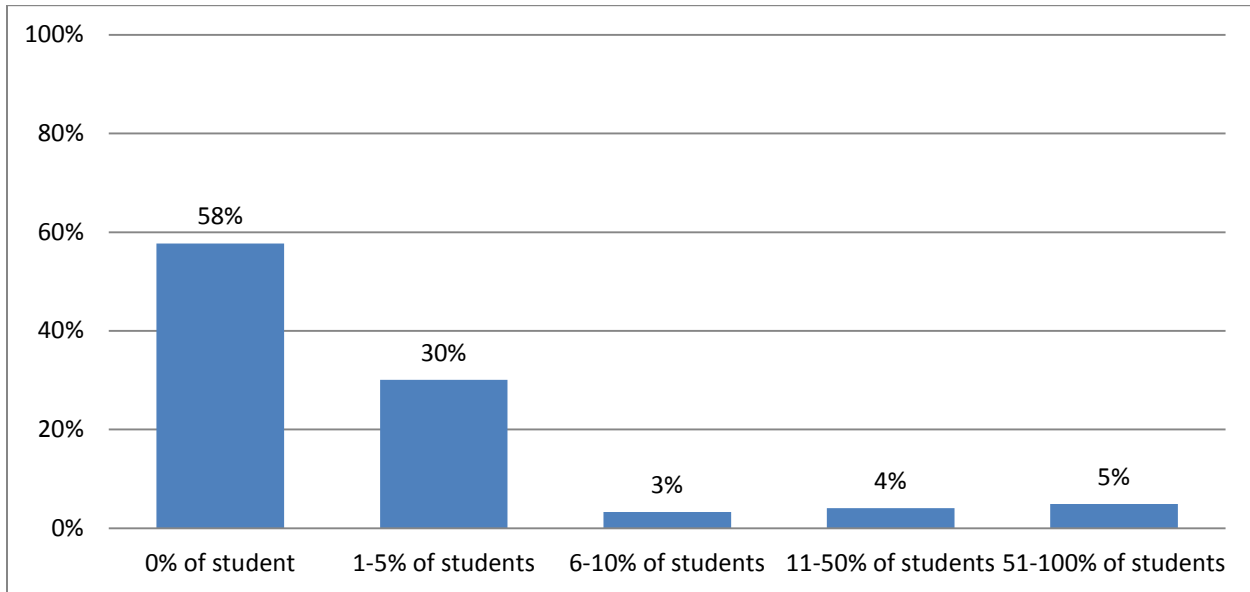
**Figure 21: Percentage of schools that allow substitution of PE credits, by activity (only includes schools that allow substitution)**



### Online credit

A majority (58 percent) of the schools serving high school students said that none of their students earn online physical education credit. About 30 percent of the schools reported that between one and 10 percent of students earn online PE credit. Only about five percent reported more than 50 percent of the students earning online physical education credit. Figure 22 depicts these percentages of online physical education credit earning. (See Appendix N for a table with the online credit results.)

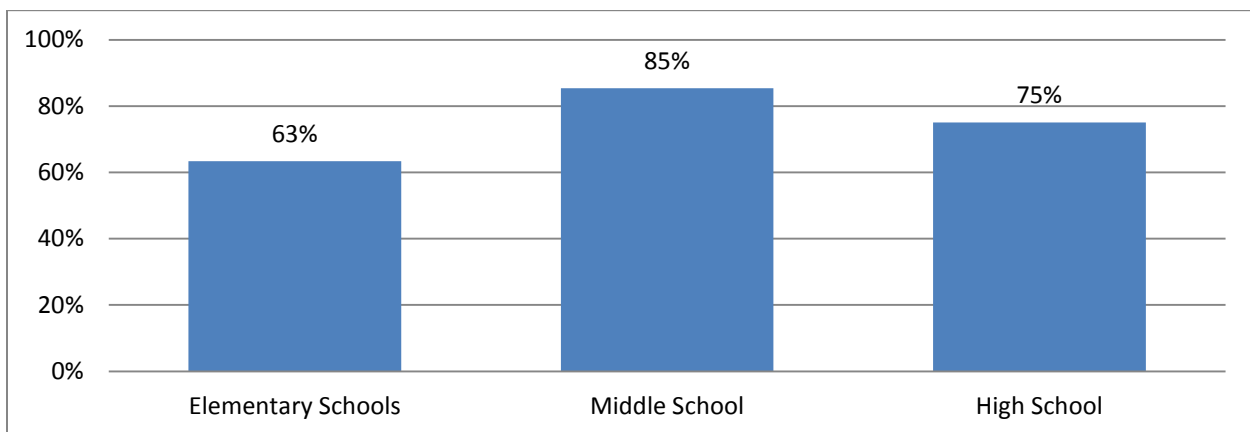
**Figure 22: Percentage of schools with students earning online PE credit, by percentage of students**



### **Before or after school physical activity opportunities**

Middle schools (including junior high schools) were more likely to report offering physical activity opportunities before or after school than elementary and high schools (including secondary schools). About 85 percent of schools categorized as middle schools reported physical activity opportunities compared with about 63 percent of elementary schools and about 75 percent of high schools / secondary schools. (See Figure 23.)

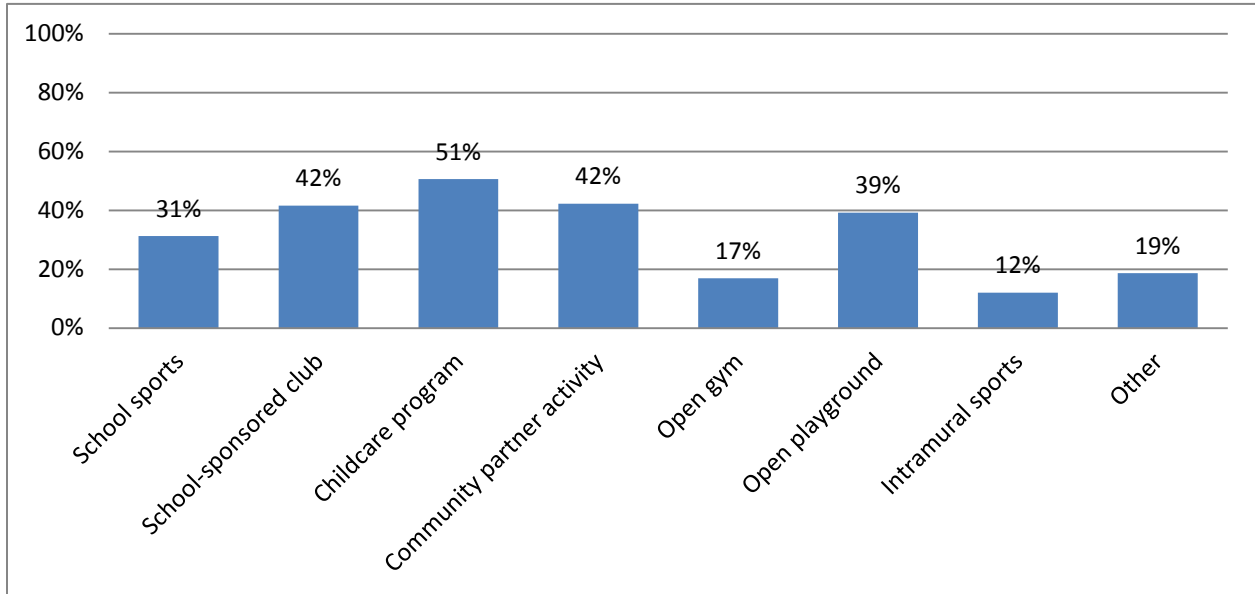
**Figure 23: Percentage of schools that offer before or after school physical activity opportunities, by type of school**



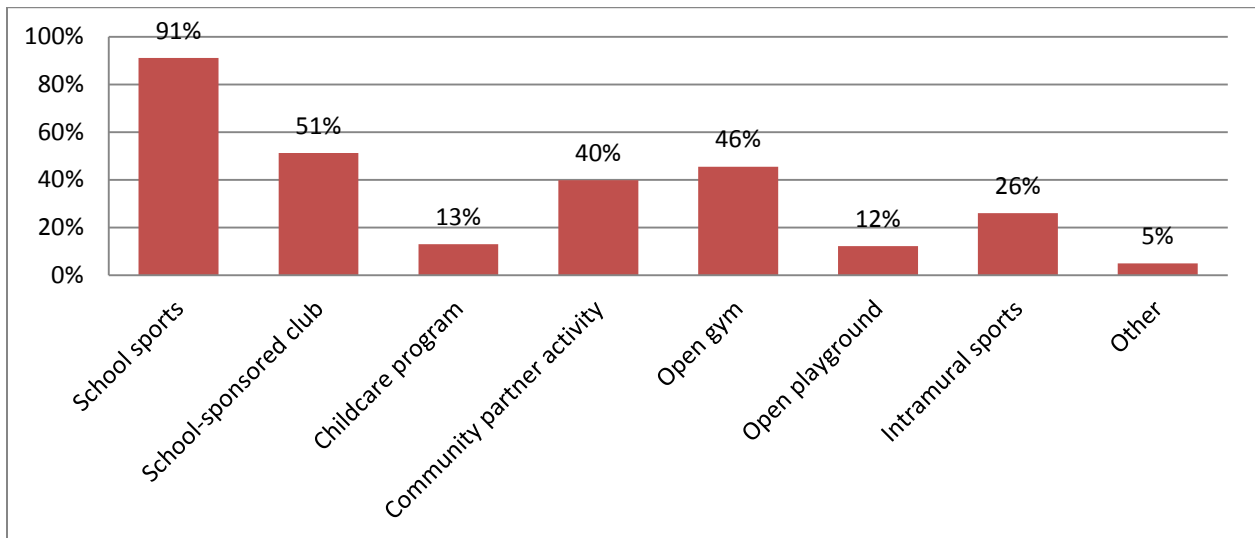
Schools that reported offering before or after school physical activity opportunities identified the types of activities available. School sports are available in more than 90 percent of middle schools and high schools, and in less than one-third of elementary schools (31 percent). Open gym is more common in the upper grade levels as well. About two-thirds of high schools reported having open gym while about 46 percent of middle schools and 28 percent of elementary schools reported open gym. Conversely, elementary schools were more likely to

report having open playgrounds (39 percent) before or after school compared with 12 percent of middle schools and 18 percent of high schools. (See Figures 24 through 26.) (See Appendix O for tables with all before or after school activity results.)

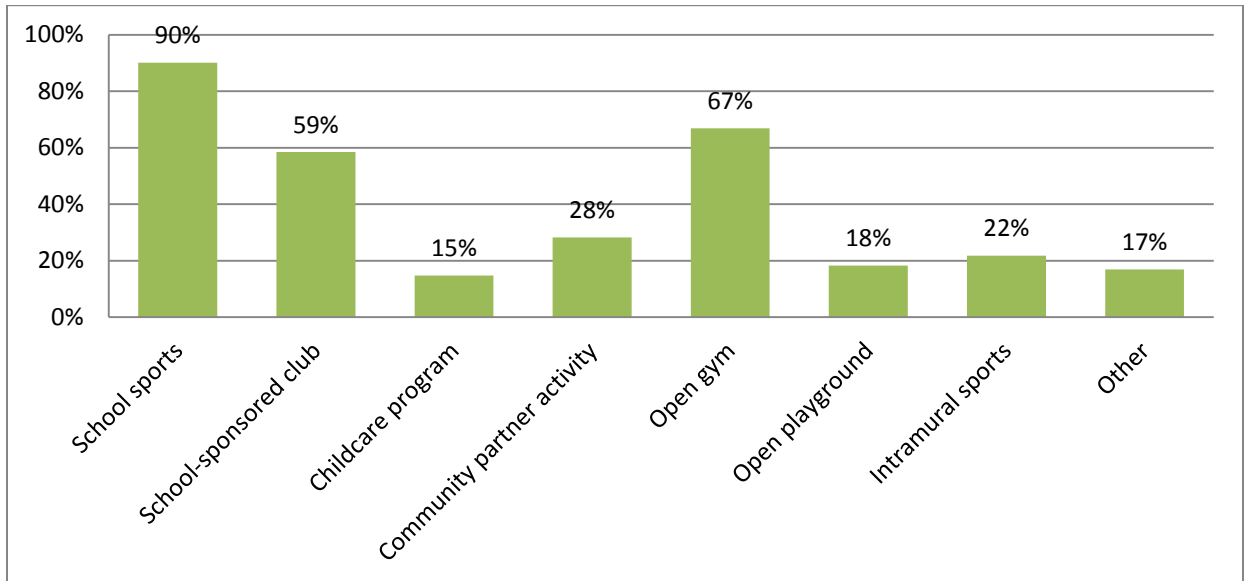
**Figure 24: Percentage of elementary schools that offer before or after school activities, by type of activity**



**Figure 25: Percentage of middle schools that offer before or after school activities, by type of activity**



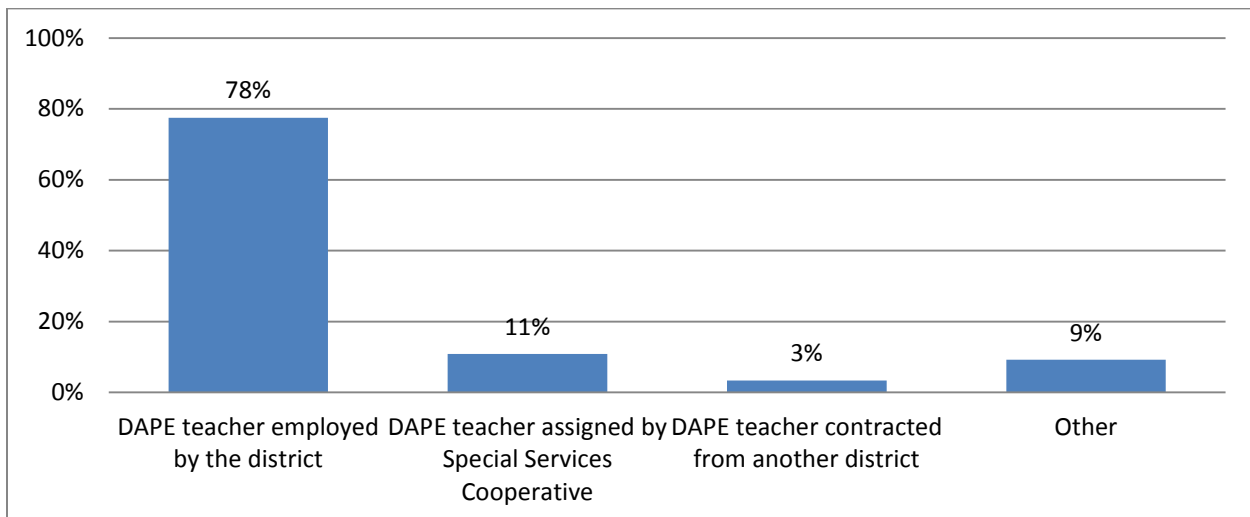
**Figure 26: Percentage of high schools that offer before or after school activities, by type of activity**



### Developmentally adaptive physical education specialists

Schools provide developmentally adaptive physical education (DAPE) services in a variety of ways. More than three-fourths (78 percent) of schools reported that their DAPE teacher is employed by the school district. Another 11 percent said the DAPE teacher is assigned through a Special Services Cooperative and three percent said the DAPE teacher is contracted from another district. The remaining schools reported this is done in a different way or that the services are not necessary for any students in their school. (See Figure 27.)

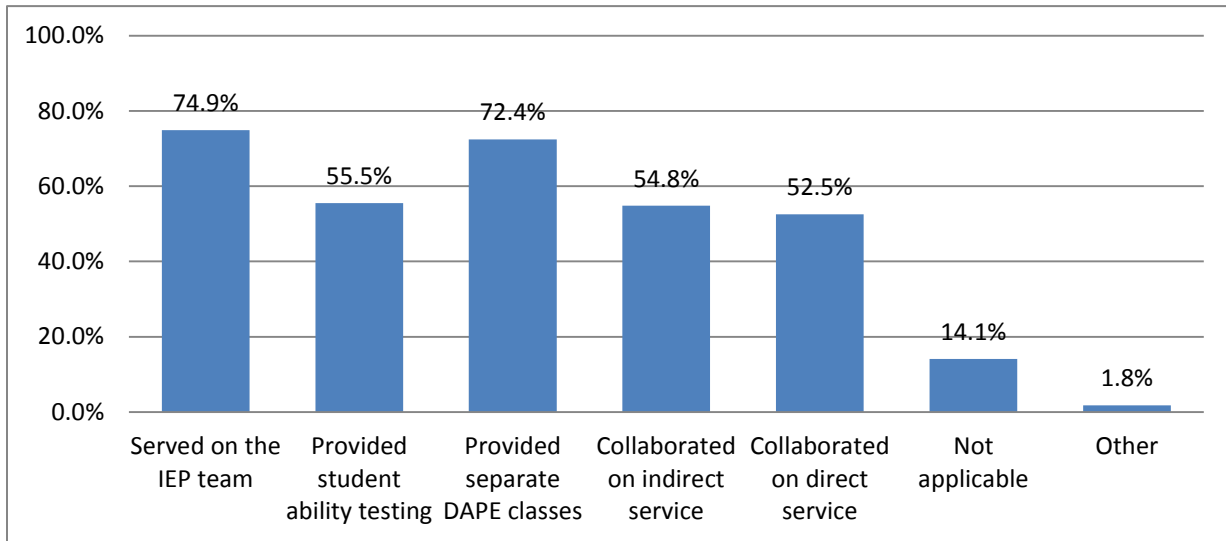
**Figure 27: Percentage of schools that receive DAPE services, by source of DAPE services**



DAPE teachers are most commonly involved in schools by serving on individualized education plan (IEP) teams (75 percent of schools) and providing separate DAPE classes (72 percent of schools). About half of responding schools said that the DAPE teacher provided student ability testing (56 percent) or collaborated with the general education physical education teacher on

indirect service (55 percent) or direct service (53 percent). (See Figure 28.) (See Appendix P for tables with specific DAPE results.)

**Figure 28: Percentage of schools that receive DAPE services, by DAPE teacher activities**





## **Appendix A**

Minnesota Laws 2014, chapter 312, article 16, section 14.

### **LEGISLATIVE REPORT ON K-12 STUDENTS' EXPERIENCE WITH PHYSICAL EDUCATION.**

(a) The commissioner of education must prepare and submit to the education policy and finance committees of the legislature by January 15, 2015, a written report on K-12 students' experience with physical education, consistent with this section. Among other physical education-related issues, the report must include:

- (1) the number of minutes per day and frequency per week students in each grade level, kindergarten through grade 8, receive physical education, identify the requirements in high school physical education in terms of semesters, trimesters, quarters, or school years;
- (2) the measures and data used to assess students' level of fitness and the uses made of the fitness data;
- (3) the educational preparation of physical education instructors and the proportion of time certified physical education teachers provide physical education instruction;
- (4) the amount of time and number of days per week each grade level, kindergarten through grade 6, receives recess;
- (5) whether high school students are allowed to substitute other activities for required physical education, and, if so, which activities qualify;
- (6) identify the number or percentage of high school students who earn required physical education credits online;
- (7) whether schools offer before or after school physical activities opportunities in each grade level, kindergarten through grade 8, and in high school, and, if so, what are the opportunities; and
- (8) the extent to which schools coordinate with developmentally adaptive physical education specialists when needed.

(b) Any costs of preparing this report must be paid for out of the Department of Education's current operating budget.

### **EFFECTIVE DATE.**

This section is effective the day following final enactment.

## Appendix B



March 31, 2004

**TO:** Superintendents, principals, curriculum directors, physical education and health education teachers

**FROM:** Mary Ann Nelson, Ph.D., Assistant Commissioner, Academic Excellence  
Beth Aune, Director, Academic Standards and Professional Development

**SUBJECT:** Health and Physical Education Requirements

### **Must Health and Physical Education Be Taught in Minnesota Schools?**

Although health and physical education are required to be received by students per the Compulsory Instruction law, this should not be interpreted as calling for a graduation requirement in health and physical education. The amount of instructional time provided in these areas needs to be locally determined by school districts and school boards.

The Compulsory Instruction law (MS 120A.22) establishes the requirements for physical education and health instruction. However, the law that repealed the Profile of Learning (MS 122B.19) speaks only of physical education and health as “elective” standards for students in high school. The effect of these two laws is the following—

- Physical education and health instruction must be provided to students ages 7-16 and students in kindergarten (and students must receive this instruction).
- Districts must establish local standards in physical education and health that are delivered as part of this instruction.
- Instruction in these areas must be delivered by physical education or health education teachers who are certified, licensed or endorsed in those areas by the state of Minnesota.

In addition, precedence has established the following—

- Physical education must be taught at all grade levels at the elementary, middle/junior high levels and at least once during high school.
- Health education must be taught by either grade level or grade band, at the elementary, middle/junior high levels, and at least once during high school, as determined by the local school district.

For high school, state law requires that students take a minimum of eight elective course credits, including at least one credit in the arts. The school district has the authority to determine whether health and/or physical education credit is required for graduation from the remaining seven elective credits.

### **Background**

Historically, health and physical education have been required subjects in the state of Minnesota. Since 1959, the Compulsory Instruction law (MS 120A.22) has identified health and physical education in its list of required subjects. In 2003, the law that repealed the Profile of Learning (MS 122B.19) caused some confusion regarding whether health and physical education were still required. In 2003, however, the law that repealed the Profile of Learning also classified physical education and health as “elective” rather than “required” standards. World languages, along with vocational and technical education, also became “elective standards.” But the Compulsory Instruction law requires students between 7-16 years to receive instruction in physical education and health. ***The extent of instruction in physical education and health education needs to be determined locally. There is no state law or rule that specifies the extent or time districts must follow when complying with the Compulsory Instruction law.***

The following subdivisions of the Compulsory Instruction law (MS 120A.22) are relevant to this issue:

- A. *Subd. 4. “School defined. For the purpose of compulsory attendance, a “school” means a public school, as defined in Section 120.05, subdivisions 9, 11, 13, and 17, or a nonpublic school, church, or religious organization, or home-school in which a child is provided instruction in compliance with this section and section 120A.24.”*
- B. *Subd. 5. “Ages and terms. (a) Every child between 7-16 years of age must receive instruction. Every child who is under the age of seven who is enrolled in a half day kindergarten or a full day kindergarten program on alternative days, or other kindergarten programs must receive instruction. Except for as provided in subdivision 6, a parent may withdraw a child from enrollment at any time.”*
- C. *Subd. 6. “Children under seven. (a) Once a pupil under the age of seven is enrolled in kindergarten or a higher grade in a public school, the pupil is subject to the compulsory attendance provisions of this chapter and section [120A.34](#), unless the board of the district in which the pupil is enrolled has a policy that exempts children under seven from this subdivision”.*
- D. *Subd. 9 “Curriculum. Instruction must be provided in at least the following subject areas:
  - (1) basic communication skills including reading and writing, literature and fine arts;
  - (2) mathematics and science
  - (3) social studies including history, geography and government; and
  - (4) health and physical education”*

*E. Subd. 10. “Requirements for instructors. A person who is providing instruction to a child must meet at least one of the following requirements:*

*\*(1) hold a valid Minnesota teaching license in the field and for the grade level taught;*

*(2) be directly supervised by a person holding a valid Minnesota teaching license*

*(3) successfully complete the teacher competency examination;*

*(4) provide instruction in a school that is accredited by an accredited agency, recognized according to section 123B.445;*

*(5) hold a baccalaureate degree; or be the parent of a child who is assessed according to provisions in subdivision (1).*

*\*Any person providing instruction in a public school must meet the requirement of clause (1).*

**For more information**

Contact Mary Thissen-Milder, Ph.D., Health and Physical Education specialist at the Minnesota Department of Education. [Mary.thissen-milder@state.mn.us](mailto:Mary.thissen-milder@state.mn.us), 651/582-8505.

## **Appendix C**

### ***DISTRICT AND SCHOOL INFORMATION***

i. What is your district number?

ii. What is your school number?

iii. What is your email address?

1. Which grade levels are included in your school? K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

### ***P.E. PARTICIPATION REQUIREMENTS***

2. Physical Education required in each of the following grades in your school?

- Yes
- No

3. Is there a physical education requirement for students in grades 9 through 12 in your school/district?

- Yes
- No

4. Which of the following best describes your school calendar terms?

- Quarters
- Trimesters
- Semesters

5. During a typical school year, how many quarters do students participate in physical education classes? For grades: K, 1, 2, 3, 4, 5, 6, 7, 8

- Less than 1 quarter
- 1 quarter
- 2 quarters
- 3 quarters
- 4 quarters/1 full year

6. How many quarters are students required to participate in physical education courses between grades 9 through 12 in your school/district?

- Less than 1 quarter
- 1 quarter

- 2 quarters
- 3 quarters
- 4 quarters/1 full year
- 5 quarters
- 6 quarters
- 7 quarters
- 8 quarters / 2 full years
- More than 2 full years

7. During a typical school year, how many trimesters do students participate in physical education classes? For grades: K, 1, 2, 3, 4, 5, 6, 7, 8

- Less than 1 trimester
- 1 trimester
- 2 trimesters
- 3 trimesters/ 1 full year

8. How many trimesters are students required to participate in physical education courses between grades 9 through 12 in your school/district?

- Less than 1 trimester
- 1 trimester
- 2 trimesters
- 3 trimesters/ 1 full year
- 4 trimesters
- 5 trimesters
- 6 trimesters/ 2 full years
- More than 2 full years

9. During a typical school year, how many semesters do students participate in physical education classes? For grades: K, 1, 2, 3, 4, 5, 6, 7, 8

- Less than 1 semester
- 1 semester
- 2 semesters / 1 full year

10. How many semesters are students required to participate in physical education courses between grades 9 through 12 in your school/district?

- Less than 1 semester
- 1 semester
- 2 semesters / 1 full year
- 3 semesters
- 4 semesters / 2 full years
- More than 2 full years

***HIGH SCHOOL P.E. GRADUATION REQUIREMENTS***

11. Is there a physical education GRADUATION requirement for students in your school district?

- Yes
- No

12. How many quarters are students required to participate in physical education courses between grades 9 through 12 in your school/district?

- Less than 1 quarter
- 1 quarter
- 2 quarters
- 3 quarters
- 4 quarters/1 full year
- 5 quarters
- 6 quarters
- 7 quarters
- 8 quarters / 2 full years
- More than 2 full years

13. How many trimesters are students required to participate in physical education courses between grades 9 through 12 in your school/district?

- Less than 1 trimester
- 1 trimester
- 2 trimesters

- 3 trimesters/ 1 full year
- 4 trimesters
- 5 trimesters
- 6 trimesters/ 2 full years
- More than 2 full years

14. How many semesters are students required to participate in physical education courses between grades 9 through 12 in your school/district?

- Less than 1 semester
- 1 semesters
- 2 semesters / 1 full year
- 3 semesters
- 4 semesters / 2 full years
- More than 2 full years

**HEALTH EDUCATION**

15. Is Health Education combined with your required high school physical education course(s)?

- Yes
- No

16. What percentage of high school physical education courses is health education? 0-100%

**P.E. SCHEDULE (ALLOTTED TIME)**

17. How would you best describe the schedule for K-8 physical education classes?

- Meets on a fixed schedule (i.e., same days every week)
- Meets on a rotating schedule (e.g., every three days)

18. In a typical week, how many days do students in each grade level participate in a physical education class? For grades: K, 1, 2, 3, 4, 5, 6, 7, 8

- 0
- 1
- 2
- 3
- 4



- 5

19. In a typical month (i.e., 4-week period), approximately how many days do students in each grade level participate in a physical education class? For grades: K, 1, 2, 3, 4, 5, 6, 7, 8

- 0
- 1-2 days
- 3-4 days
- 5-6 days
- 7-8 days
- 9-10 days
- 11-12 days
- 13-14 days
- 15-16 days
- 17 or more days

20. How many minutes is a typical physical education class scheduled for each grade-level? For grades: K, 1, 2, 3, 4, 5, 6, 7, 8

- 15 min
- 20 min
- 25 min
- 30 min
- 35 min
- 40 min
- 45 min
- 50 min
- 55 min
- 60 min
- More than 60 min

21. During the last two years, have any grade levels in your school had a decrease in the time allocated to physical education classes?

- Yes

- No

### **ONLINE COURSES (grades 9-12)**

22. During the 2013-2014 school year, what is the approximate percentage of high school students who earned their required physical education credits online? 0-100%

### **P.E. TEACHER CERTIFICATION AND STAFFING**

23. How many physical education teachers currently are teaching in your school? (Note: This is number of teachers, not FTEs.)

24. How many physical education teachers in your school currently are certified, licensed or endorsed in physical education by the state of Minnesota?

25. How many physical education teachers in your school currently are teaching on a physical education variance (i.e., special permission) from the Minnesota Department of Education?

26. For grades K-5, who teaches physical education classes?

- Physical education specialist
- Classroom generalist to their specific grade level
- Combination of physical education specialist and classroom generalist

27. During a typical school year, what percentage of time is physical education instruction delivered by the physical education specialist in your school? 0-100%

### **WAIVERS / EXEMPTIONS FROM PHYSICAL EDUCATION**

28. Are students allowed to substitute a required physical education course with other activities?

- Yes
- No

29. Which of the following activities can students substitute for physical education courses?

- Enrollment in other academic courses
- Participation in school sports
- Participation in community sports
- Participation in marching band, cheerleading, or dance team
- Participation in JROTC
- Other\_\_\_\_\_

30. For which of the following reasons can classroom teachers deny students' participation in physical education class?

- Teachers do not deny participation for any reason

- Disciplinary reasons
- To make up lessons or class work
- Other\_\_\_\_\_

***PHYSICAL FITNESS TESTING***

31. Does your school conduct fitness testing for students in any grade level?

- Yes
- No

32. Which of the following tests are used to conduct fitness testing?

- FITNESSGRAM
- Presidential Challenge
- Other\_\_\_\_\_

33. Which components are assessed during fitness testing?

- Aerobic capacity
- Body composition
- Abdominal strength and endurance
- Flexibility
- Upper body strength and endurance
- Trunk extensor strength and flexibility
- Other\_\_\_\_\_

34. How do you utilize the results of fitness testing?

- Student reports on fitness level
- Individualized student fitness plans
- Student trend reports by grade level
- Parent reports
- Curriculum development

***ADAPTIVE PHYSICAL EDUCATION***

35. Who provides Developmental Adapted Physical Education (DAPE) in your school?

- DAPE teacher employed by the district

- DAPE teacher assigned by Special Services Cooperative
- DAPE teacher contracted from another district
- Other\_\_\_\_\_

36. During the last year, how were DAPE teachers involved in your school?

- Served on the IEP team
- Provided student ability testing
- Provided separate DAPE classes
- Collaborated with general education PE teacher with indirect service
- Collaborated with general education PE teacher with direct service
- Not applicable
- Other\_\_\_\_\_

**P.E. STANDARDS**

37. Which of the following physical education standards are utilized in your school?

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities
  - Yes
  - No
- Demonstrate an understanding of movement concepts, principles, strategies and tactics as they apply to learning and performance of physical activity
  - Yes
  - No
- Participate regularly in physical activity
  - Yes
  - No
- Achieve and maintain a health-enhancing level of fitness
  - Yes
  - No
- Exhibit responsible personal and social behavior in physical settings
  - Yes
  - No

- Value physical activity for health, enjoyment, challenge, self-expression, and social interaction
  - Yes
  - No

38. Are the following components included in your physical education program?

- Grade-specific benchmarks for every physical education standard
  - Yes
  - No
- Scope and sequence
  - Yes
  - No
- Physical education curriculum with learning objectives
  - Yes
  - No
- Plans or tools for assessing students on all benchmarks
  - Yes
  - No
- Annual professional development on physical education topics
  - Yes
  - No

**RECESS**

39. Which grades in your school receive recess? K, 1, 2, 3, 4, 5, 6

40. During a typical week, how many times do students at each grade-level receive recess? For grades K, 1, 2, 3, 4, 5, 6

- More than once per day
- Once per day
- 3-4 times per week
- 1-2 times per week
- Less than once per week

41. How many minutes do students in each grade level receive recess during a typical recess period? K, 1, 2, 3, 4, 5, 6

- 10 minutes
- 15 minutes
- 20 minutes
- 25 minutes
- 30 minutes
- More than 30 minutes

***ACTIVE CLASSROOMS***

42. Does your school have a policy that mandates or encourages active classrooms?

- Yes, mandates
- Yes, encourages
- No

***BEFORE/AFTER SCHOOL OPPORTUNITIES***

43. Does your school offer physical activity for students before or after school?

- Yes
- No

44. What types of physical activity opportunities are available to students before or after school?

- School sports
- School-sponsored physical activity clubs
- Physical activity opportunities sponsored by a school-age childcare program
- Open gym
- Open playground
- Intramural sports
- Other\_\_\_\_\_

## Appendix D

**Table 5: Number and percentage of school types in the study population and sample**

School Type	Population (number)	Population (percentage)	Sample (number)	Sample (percentage)
Elementary Schools	928	52.7%	316	43.8%
Middle Schools / Junior Highs	255	14.5%	164	22.7%
High Schools / Secondary Schools	577	32.8%	242	33.5%
All School Types	1760	100%	722	100%

**Table 6: Number and percentage of district types in the study population and sample**

District Type	Population (number)	Population (percentage)	Sample (number)	Sample (percentage)
Independent School District	1486	83.8%	611	84.5%
Special School District	62	3.5%	19	2.6%
Charter School	172	9.7%	73	10.1%
Other District Types	53	3.0%	20	2.8%
All District Types	1773	100%	723	100%

**Table 7: Number and percentage of schools in each economic development region in the study population and sample**

Economic Development Region	Population (number)	Population (percentage)	Sample (number)	Sample (percentage)
Region 01	63	3.6%	26	3.6%
Region 02	48	2.7%	19	2.6%
Region 03	123	6.9%	45	6.2%
Region 04	101	5.7%	46	6.4%
Region 05	71	4.0%	29	4.0%
Region 06E	37	2.1%	12	1.7%
Region 06W	32	1.8%	12	1.7%
Region 07E	60	3.4%	21	2.9%
Region 07W	129	7.3%	61	8.4%
Region 08	75	4.2%	38	5.3%
Region 09	106	6.0%	36	5.0%
Region 10	188	10.6%	86	11.9%
Region 11	740	41.7%	292	40.4%
All Regions	1773	100%	723	100%

Note: Percentages may not equal exactly 100 percent due to rounding.

## Appendix E

**Table 8: Number and percentage of schools that require PE, by grade level**

Grade level	Number of schools with each grade level	Schools that require PE (number)	Schools that require PE (percentage)
Kindergarten	300	286	95.3%
Grade 1	305	298	97.7%
Grade 2	308	301	97.7%
Grade 3	302	295	97.7%
Grade 4	301	294	97.7%
Grade 5	308	302	98.1%
Grade 6	296	279	94.3%
Grade 7	294	270	91.8%
Grade 8	295	265	89.8%
Grades 9-12*	262	247	94.3%

\*The percentage of schools serving grades nine through 12 is based on a requirement during four years of high school rather than a single year.



## Appendix F

**Table 9: Number and percentage of schools that provide PE on a fixed or rotating schedule, by type of school**

Type of school	Total number of schools that require PE	Fixed Schedule (number)	Fixed Schedule (percentage)	Rotating Schedule (number)	Rotating Schedule (percentage)
Elementary Schools	307	157	51.1%	150	48.9%
Middle Schools	157	86	54.8%	71	45.2%
High Schools	114	90	78.9%	24	21.1%
All Schools	578	333	57.6%	245	42.4%

**Table 10: Number and percentage of schools that provide partial or full years of PE, by grade level**

Grade	Total number of schools that require PE	Partial Year (number)	Partial Year (percentage)	Full Year (number)	Full Year (percentage)
Kindergarten	286	14	4.9%	272	95.1%
Grade 1	298	12	4.2%	286	95.8%
Grade 2	301	12	4.0%	289	96.0%
Grade 3	295	11	3.7%	284	96.3%
Grade 4	294	12	4.1%	282	95.9%
Grade 5	302	19	6.3%	283	93.7%
Grade 6	279	56	20.1%	223	79.9%
Grade 7	270	115	42.6%	155	57.4%
Grade 8	265	111	41.9%	154	58.1%

## Appendix G

**Table 11: Number and percentage of schools that reported days per week on a fixed PE schedule**

Grade	One day/ week (number)	One day/ week (%)	Two days/ week (number)	Two days/ week (%)	Three days/ week (number)	Three days/ week (%)	Four days/ week (number)	Four days/ week (%)	Five days/ week (number)	Five days/ week (%)
Kindergarten	10	6.8%	23	15.6%	18	12.2%	8	5.4%	88	59.9%
Grade 1	8	5.3%	27	17.9%	17	11.3%	9	6.0%	90	59.6%
Grade 2	9	5.9%	28	18.3%	17	11.1%	9	5.9%	90	58.8%
Grade 3	8	5.4%	28	18.9%	15	10.1%	10	6.8%	87	58.8%
Grade 4	8	5.4%	29	19.6%	16	10.8%	11	7.4%	84	56.8%
Grade 5	9	6.0%	26	17.3%	26	17.3%	10	6.7%	79	52.7%
Grade 6	3	1.9%	11	6.8%	40	24.8%	10	6.2%	97	60.2%
Grade 7	4	2.4%	9	5.3%	52	30.6%	6	3.5%	99	58.2%
Grade 8	4	2.4%	12	7.1%	48	28.2%	5	2.9%	101	59.4%

**Table 12: Number and percentage of schools that reported days per month on a rotating PE schedule**

Grade	1 to 4 days per month* (number)	1 to 4 days per month* (%)	5 to 8 days per month (number)	5 to 8 days per month (%)	9 to 12 days per month (number)	9 to 12 days per month (%)	13 to 16 days per month (number)	13 to 16 days per month (%)	17 or more days per month (number)	17 or more days per month (%)
Kindergarten	11	7.9%	63	45.3%	39	28.1%	13	9.4%	12	8.6%
Grade 1	10	6.8%	70	47.9%	46	31.5%	11	7.5%	8	5.5%
Grade 2	11	7.5%	76	51.7%	44	29.9%	11	7.5%	5	3.4%
Grade 3	13	8.9%	75	51.4%	45	30.8%	8	5.5%	5	3.4%
Grade 4	13	9%	75	51.7%	44	30.3%	8	5.5%	5	3.4%
Grade 5	12	7.9%	76	50.3%	47	31.1%	11	7.3%	5	3.3%
Grade 6	8	6.8%	22	18.8%	72	61.5%	11	9.4%	4	3.4%
Grade 7	4	4%	10	10.1%	68	68.7%	9	9.1%	8	8.1%
Grade 8	4	4.3%	11	11.7%	61	64.9%	7	7.4%	11	11.7%

\*Month is defined as a four-week time period.

## Appendix H

**Table 13: Number and percentage of schools that provide an average of at least 150 minutes of PE per week, by grade level (kindergarten through grade five)**

Grade	Full Year Schedule (number)	Full Year Schedule (percentage)	Partial Year Schedule* (number)	Partial Year Schedule* (percentage)
Kindergarten	50	18.5%	2	14.3%
Grade 1	54	19.0%	2	16.7%
Grade 2	53	18.4%	2	16.7%
Grade 3	54	19.1%	2	18.2%
Grade 4	56	19.9%	2	16.7%
Grade 5	67	23.8%	7	36.8%

\*\* Findings are based on fewer than 10 out of 722 respondents; should be interpreted cautiously

**Table 14: Number and percentage of schools that provide an average of at least 225 minutes per week, by grade level (grade six through eight)**

Grade	Full Year Schedule (number)	Full Year Schedule (percentage)	Partial Year Schedule (number)	Partial Year Schedule (percentage)
Grade 6	26	11.7%	17	30.4%
Grade 7	46	29.9%	54	47.4%
Grade 8	52	33.8%	52	47.7%

## Appendix I

**Table 15: Number and percentage of schools serving any grades between nine and 12 that require PE, by number of quarters**

Quarters	Number of schools on a quarter schedule	Percentage
1 quarter	2	2.4%
2 quarters	24	29.3%
3 quarters	1	1.2%
4 quarters	42	51.2%
5 quarters	1	1.2%
6 quarters	3	3.7%
7 quarters	0	0%
8 quarters	8	9.8%
More than 8 quarters	1	1.2%

**Table 16: Number and percentage of schools serving any grades between nine and 12 that require PE, by number of trimesters**

Trimesters	Number of schools on a trimester schedule	Percentage
1 trimesters	7	16.3%
2 trimesters	20	46.5%
3 trimesters	4	9.3%
4 trimesters	4	9.3%
5 trimesters	2	4.7%
6 trimesters	4	9.3%
More than 6 trimesters	2	4.7%

**Table 17: Number and percentage of schools serving any grades between nine and 12 that require PE, by number of semesters**

Semesters	Number of schools on a semester schedule	Percentage
Less than 1 semester	3	2.4%
1 semester	39	31.7%
2 semesters	57	46.3%
3 semesters	11	8.9%
4 semesters	12	9.8%
More than 4 semesters	1	.8%

## Appendix J

**Table 18: Number and percentage of schools that reported fitness testing in at least one grade in the school, by type of school**

All Schools (Number)	All Schools (Percentage)	Elementary (Number)	Elementary (Percentage)	Middle/Junior (Number)	Middle/Junior (Percentage)	High/Secondary (Number)	High/Secondary (Percentage)
456	75.7%	223	84.2%	119	82.1%	114	59.4%

**Table 19: Number and percentage of schools that reported fitness testing, by fitness test program**

Test	Number of schools	Percentage
FITNESSGRAM	159	34.9%
Pres. Challenge	235	51.5%
Other	113	24.8%

**Table 20: Number and percentage of schools that reported fitness testing, by fitness component**

Component	Number of schools	Percentage
Aerobic Capacity	395	87.2%
Body Composition	158	34.9%
Abdominal Strength and Endurance	379	83.7%
Flexibility	364	80.4%
Upper body strength and endurance	369	81.5%
Trunk extensor strength and flexibility	249	55.0%
Other	28	6.2%

**Table 21: Number and percentage of schools that reported fitness testing, by use of fitness test data**

Use of results	Number of schools	Percentage
Student reports on fitness level	331	73.1%
Individualized student fitness plans	195	43.0%
Student trend reports	117	25.8%
Parent report	165	36.4%
Curriculum development	244	53.9%
Other	24	5.3%

## Appendix K

**Table 22: Number and percentage of schools, by number of PE teachers in the school**

Number of physical education teachers	Number of schools	Percentage
Zero PE teachers	15	2.8%
One PE teacher	174	31.9%
Two PE teachers	167	30.6%
Three PE teachers	83	15.2%
Four PE teachers	54	9.9%
Five or more PE teachers	52	9.5%
Total schools reporting	545	100%

**Table 23: Number and percentage of schools, by number of teachers who are certified, licensed, or endorsed in PE**

Number of physical education teachers	Number of schools	Percentage
Zero PE teachers	31	5.7%
One PE teacher	169	31%
Two PE teachers	158	29%
Three PE teachers	84	15.4%
Four PE teachers	53	9.7%
Five or more PE teachers	50	9.2%
Total schools reporting	545	100%

**Table 24: Number and percentage of schools, by number of teachers who are teaching on a variance**

Number of physical education teachers	Number of schools	Percentage
Zero PE teachers	521	95.6%
One PE teacher	22	4%
Two PE teachers	1	.2%
Three PE teachers	1	.2%
Total schools reporting	545	100%

**Table 25: Number and percentage of schools that require PE, by type of PE teacher**

Type of PE teacher	Number of schools	Percentage
Physical education specialist	326	91.1
Classroom generalist to their specific grade level	11	3.1
Combination of physical education specialist and classroom generalist	21	5.9

## Appendix L

**Table 26: Number and percentage of schools that provide recess, by grade level**

Grade level	Number of schools	Percentage
Kindergarten	293	99.7%
Grade 1	298	99.7%
Grade 2	301	99.7%
Grade 3	295	99.7%
Grade 4	293	99.3%
Grade 5	297	98.3%
Grade 6	196	67.1%

**Table 27: Number and percentage of schools that provide recess, by frequency per week**

Grade	Total	Less than once per day (number)	Less than once per day (%)	Once per day (number)	Once per day (%)	More than once per day (number)	More than once per day (%)
K	294	13	4.4%	238	81.0%	43	14.6%
Grade 1	299	16	5.4%	248	82.9%	35	11.7%
Grade 2	302	16	5.3%	252	83.4%	34	11.3%
Grade 3	296	15	5.1%	253	85.5%	28	9.5%
Grade 4	295	16	5.4%	255	86.4%	24	8.1%
Grade 5	302	25	8.3%	256	84.8%	21	7.0%
Grade 6	292	121	41.4%	162	55.5%	9	3.1%

**Table 28: Number and percentage of schools that provide recess, by minutes in a typical recess period**

Grade	Total	Less than 20 minutes (number)	Less than 20 minutes (%)	20 or 25 minutes (number)	20 or 25 minutes (%)	30 minutes or more (number)	30 minutes or more (%)
K	294	48	16.3%	170	57.8%	76	25.9%
Grade 1	299	53	17.7%	174	58.2%	72	24.1%
Grade 2	302	55	18.2%	173	57.3%	74	24.5%
Grade 3	296	51	17.2%	173	58.4%	72	24.3%
Grade 4	295	56	19.0%	171	58.0%	68	23.1%
Grade 5	302	69	22.8%	178	58.9%	55	18.2%
Grade 6	292	158	54.1%	93	31.8%	41	14.0%



## Appendix M

**Table 29: Number and percentage of schools that allow substitution of PE credits with other activities**

Allows substitution of PE credits with other activities	Number of schools	Percentage
Yes	25	13.0%
No	167	87.0%

**Table 30: Number and percentage of schools that allow substitution, by qualifying activities**

Qualifying activities	Number of schools	Percentage
Enrollment in other academic courses	3	12.0%
Participation in school sports	7	28.0%
Participation in community sports	5	20.0%
Participation in marching band, cheerleading, or dance team	1	4.0%
Participation in JROTC	1	4.0%
Other	15	60.0%

## Appendix N

Percent of students in the school who earn online PE credits	Number of schools	Percent
No students earn online PE credit	142	57.7%
One to five percent of students	74	30.1%
Six to 10 percent of students	8	3.3%
11 to 50 percent of students	10	4.1%
51 to 100 percent of students	12	4.9%

## Appendix O

**Table 31: Number and percentage of schools that offer before or after school activities, by school type**

Type of school	Number of schools	Percentage
Elementary Schools	166	63.4%
Middle Schools / Junior High	123	85.4%
High Schools / Secondary Schools	142	75.1%

**Table 32: Number and percentage of schools that offer before or after school activities, by school type and activity type**

Before and after school activities	Elementary (number)	Elementary (%)	Middle/Junior High (number)	Middle/Junior High (%)	High/Secondary (number)	High/Secondary (%)
School sports	52	31.3%	112	91.1%	128	90.1%
School-sponsored physical activity clubs	69	41.6%	63	51.2%	83	58.5%
Physical activity opportunities sponsored by a school-age childcare program	84	50.6%	16	13%	21	14.8%
Physical activity opportunities sponsored by a community partner	70	42.2%	49	39.8%	40	28.2%
Open gym	28	16.9%	56	45.5%	95	66.9%
Open playground	65	39.2%	15	12.2%	26	18.3%
Intramural sports	20	12%	32	26%	31	21.8%
Other	31	18.7%	6	4.9%	24	16.9%

## Appendix P

**Table 33: Number and percentage of schools who receive DAPE services, by source of DAPE services**

Source of DAPE services	Number of schools	Percentage
DAPE teacher employed by district	553	77.5%
DAPE teacher assigned by Special Services Cooperative	78	10.9%
DAPE teacher contracted from another district	24	3.4%
Other	66	9.2%

**Table 34: Number and percentage of schools that receive DAPE services, by type of involvement from DAPE teachers**

Types of involvement from DAPE teachers	Number of schools	Percentage
Served on the IEP team	535	74.9%
Provided student ability testing	396	55.5%
Provided separate DAPE classes	517	72.4%
Collaborated with general education PE teacher with indirect service	391	54.8%
Collaborated with general education PE teacher with direct service	375	52.5%
Not applicable	101	14.1%
Other	13	1.8%