



Evaluation of The LAUSD PE Implementation Plan

**Active Living Research
Conference**

Wednesday, March 14, 2012

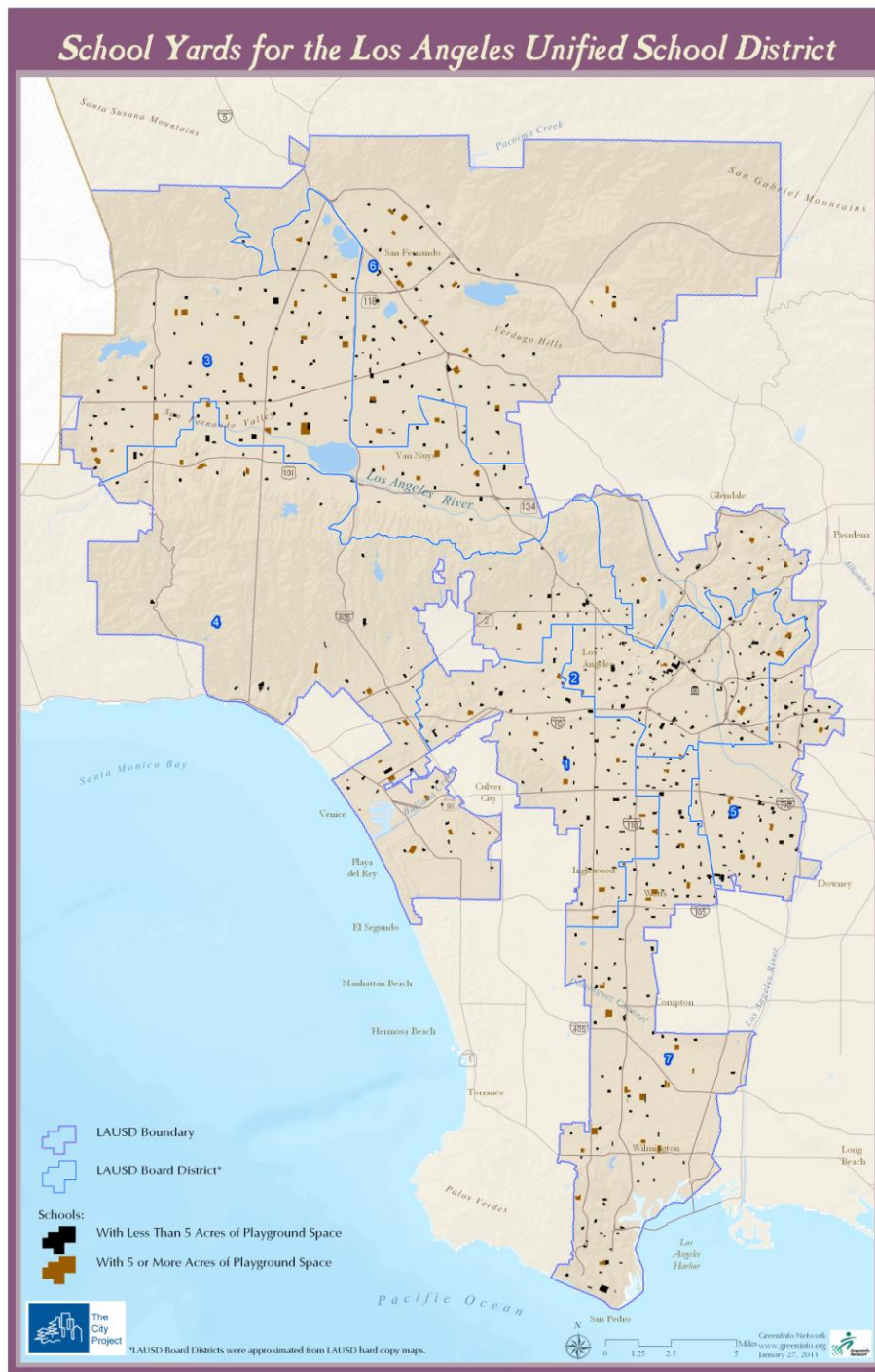
Background on LAUSD

- LAUSD is a large, diverse district
 - 885 schools serving over 670,000 students
 - 91% of students are children of color
 - 68% receive FRPM
- Obesity rates above the national average
- 75% of students failed to pass all 6 Fitnessgram tests in 2008/2009

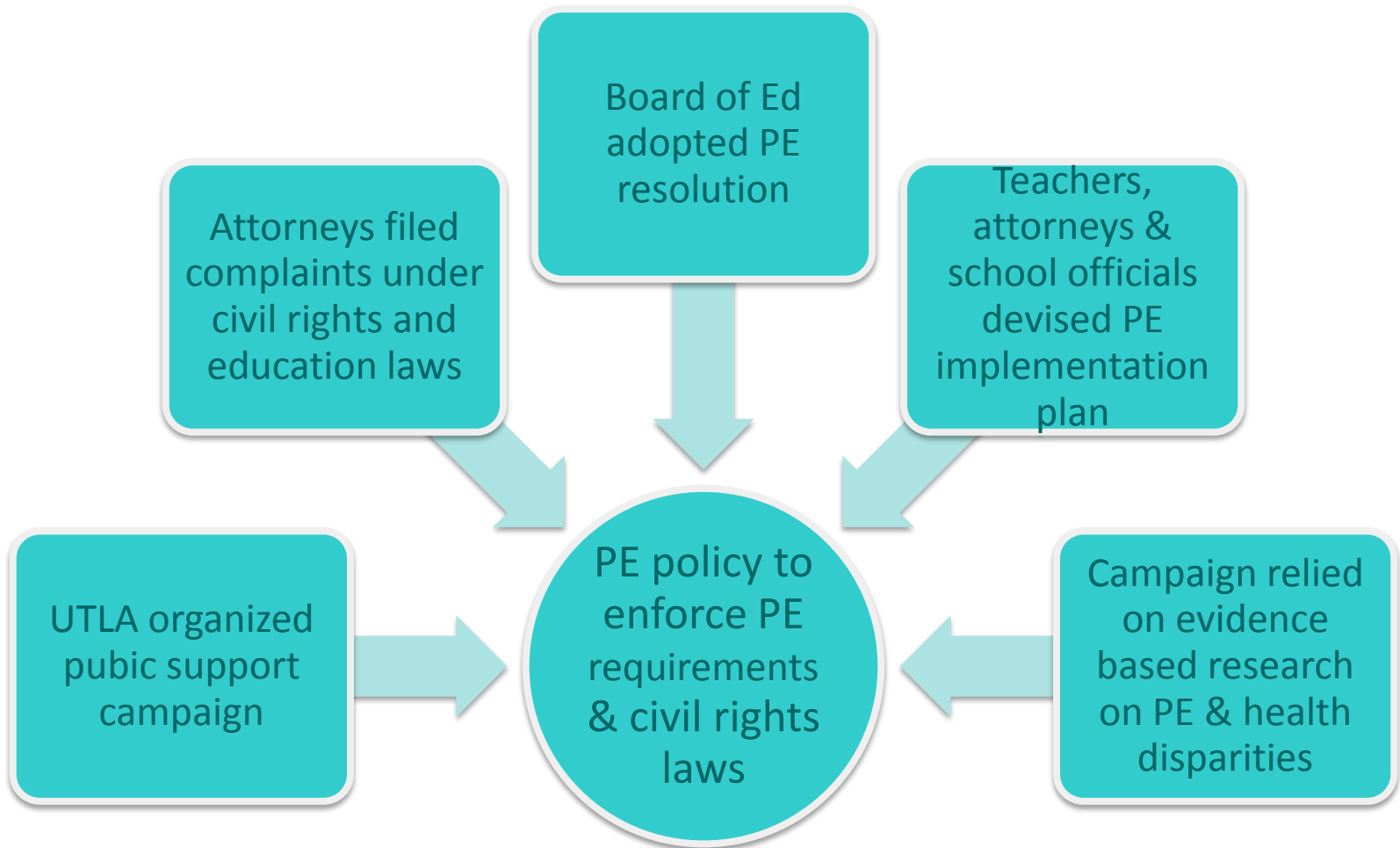


Map of LAUSD

District covers 710 sq. miles



Campaign & Adoption of PE Policy



PE Implementation Plan

Requires District to:

- Enforce PE minutes requirements under state law
- Require PE curriculum to cover certain content areas & provide gender neutral PE electives
- Limit PE class sizes
- Require all students 1st-12th grade to take PE with certain exemptions
- Remedy PE teacher vacancies & lack of competency
- Provide quality facilities for PE
- Ensure student & school participation in Physical Performance Test (FitnessGRAM)

Case Study of Campaign & Adoption of PE Policy

- 18 Stakeholder Interviews
 - Principals, teachers & parents
 - LAUSD school board members
 - Former superintendent of LAUSD
 - PA Advisor to LAUSD
 - Representatives from community organizations involved in advocacy campaign
- Semi-structured interviews
 - Investigated advocacy campaign process, challenges, successes & outcomes

Evaluation of PE Implementation

- Observational assessments of PE classes & interviews with teachers/administrators
- Sample of 35 LAUSD schools from highest and lowest quintiles of FRPM eligibility
(mean of 91.6% vs. 45.5%)
- Comparison to 12 matched schools in nearby districts
 - El Monte, Mountain View, ABC, Compton, Pasadena & Pomona

EVALUATION METHODS: Physical Activity Levels-Adapted SOFIT

- “System for Observing Fitness Instruction Time” (SOFIT) originally developed by Dr. Thomas McKenzie at SDSU
- Our adaptation adheres to basic protocol, noting PA levels at 10 second intervals, rotating between 4 representative students
- Physical activity levels (*1-4 vs. 1-5 in original version*)
 - **PA level 1 = lying down/sitting**
 - **PA level 2 = standing**
 - **PA level 3 = walking**
 - **PA level 4 = running**
- PA levels 3 and 4 = moderate to vigorous physical activity (MVPA)

EVALUATION METHODS: School Staff Interviews

- Conducted on-site with PE teacher or administrator familiar with PE
- Examined:
 - PE curriculum used
 - Frequency of classes
 - Exemptions from PE class
 - Teacher credentials
 - Awareness of the PE policy (in LAUSD only)

Results



Campaign Successes

- Community organizing
- Development of awareness & leadership
- Usage of evidence-based social science research
- Usage of administrative complaints
- Strong support from district superintendent & PA advisor to the district

PE Campaign/Policy Outcomes

“The actual act of passing the PE policy indicated to principals that PE was truly a priority in the district. We weren’t really aware of it before.”

- Enforcing the implementation plan has been difficult due to budget cuts resulting from the economic downturn

Instructional Time in PE

		Baseline	Follow-Up
		Mean (std. dev)	Mean (std. dev)
Elem	Low SES <i>(5th quintile FRPL)</i>	31.6 (15.0)	35.7 (14.9)
	High SES <i>(1st quintile FRPL)</i>	25.8 (4.5)	37.4 (13.6)
Middle	Low SES <i>(5th quintile FRPL)</i>	40.2 (9.3)	47.3 (18.1)
	High SES <i>(1st quintile FRPL)</i>	37.3 (6.4)	38.8 (20.2)
High	Low SES <i>(5th quintile FRPL)</i>	43.5 (14.1)	46.4 (18.1)
	High SES <i>(1st quintile FRPL)</i>	39.4 (9.3)	45.6 (15.6)

PE Class Size

		Baseline		Follow-Up	
		Mean	Classes > 55 students	Mean	No. Classes > 55 students
Elem	Low SES <i>(5th quintile FRPL)</i>	33.3	16% 8/51	27.7	4% 1/23
	High SES <i>(1st quintile FRPL)</i>	28.5	9% 2/22	21.1	0% 0/13
Middle	Low SES <i>(5th quintile FRPL)</i>	43.9	5% 2/40	38.9	10% 2/20
	High SES <i>(1st quintile FRPL)</i>	45.3	26% 12/46	48.6	30% 7/23
High	Low SES <i>(5th quintile FRPL)</i>	34.0	5% 1/20	59.7	17% 3/18
	High SES <i>(1st quintile FRPL)</i>	46.2	20% 4/20	45.2	14% 3/22

% of PE Time Spent in MVPA

		Baseline	Follow-Up
		Mean (std. dev)	Mean (std. dev)
Elem	Low SES <i>(5th quintile FRPL)</i>	33.2 (20.7)	27.7 (18.0)
	High SES <i>(1st quintile FRPL)</i>	28.5 (12.5)	20.7 (3.2)
Middle	Low SES <i>(5th quintile FRPL)</i>	45.1 (8.2)	38.9 (11.1)
	High SES <i>(1st quintile FRPL)</i>	46.3 (13.5)	45.3 (14.5)
High	Low SES <i>(5th quintile FRPL)</i>	34.0 (13.9)	59.7 (91.9)
	High SES <i>(1st quintile FRPL)</i>	44.3 (14.8)	44.4 (11.6)

Discussion

- Bureaucratic inertia and/or countervailing forces (e.g. budget cuts) seem to have limited the translation of policy into classroom level changes.
- At the secondary level a robust minority of classes continue to be very large.
- At the primary level classes are smaller but less time is spent in MVPA.

FURTHER ANALYSIS

- Triangulations with FitnessGRAM results
- Multivariate analysis to examine determinants of high levels of MVPA
- Comparison with controls (may be problematic due to difficulty recruiting control sites, esp. at low income schools)
- Need creative methods to verify frequency of PE

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