



Nebraska Physical Education Standards Public Comment Summary

The public comment period for the proposed Nebraska Physical Education Standards opened on September 1, 2016 and closed September 19, 2016. All public comment was collected via electronic survey. Survey data were collected from 231 respondents.

The link to complete the survey was sent to Nebraska superintendents, elementary principals, middle school principals, high school principals, ESU administrators, and physical education teachers. In addition, the survey was made available via social media (NDE Twitter and Facebook, T&L Team Twitter and Facebook), and it was also posted on the NDE main webpage. Finally, targeted community, state, and national organizations/coalitions were also informed of the opportunity for public comment on the proposed revisions (Appendix A).

The quantitative data highlights that:

- Nearly 90% of respondents felt that the Physical Education Standards reflect the essential knowledge and skills that students need relative to Physical Education.
- Approximately 87% of respondents believe that the Physical Education Standards provide clear and specific learning targets needed for instruction and assessment.
- Over 85% of respondents indicate that the Physical Education Standards are rigorous, and that they encourage advanced skill development.
- Over 83% of respondents indicated their role was within PK-12 education or administrators; 6.2% identified as a parent or community member
- Most respondents were located in the Omaha/Omaha Metro Area (21.8%) and in Central Nebraska (25.1%)

From the qualitative data, several key themes emerged. They include:

- Lack of time devoted to physical education, specifically within elementary schools
- Challenges associated with large class sizes in physical education; limited funding
- Appreciation for the focus on lifetime skills and activities within the revised standards
- Revised standards provide a framework for quality physical education in Nebraska schools
- Support for course-based standards at high school level; need clarity around what schools can offer.

Table 1: Grades K-2 Standards Feedback

Standards reflect the essential knowledge and skills that students need relative to physical education.	N	Percent
<i>Strongly Agree</i>	69	29.9
<i>Agree</i>	138	60
<i>Neither Agree or Disagree</i>	19	8.2
<i>Disagree</i>	4	1.7
<i>Strongly Disagree</i>	1	0.4
Standards provide clear and specific learning targets needed for instruction and assessment		
<i>Strongly Agree</i>	73	31.7
<i>Agree</i>	129	56.1
<i>Neither Agree or Disagree</i>	23	10
<i>Disagree</i>	3	1.3
<i>Strongly Disagree</i>	2	0.9
Standards are rigorous, and they encourage advanced skill development		
<i>Strongly Agree</i>	67	29
<i>Agree</i>	124	53.9
<i>Neither Agree or Disagree</i>	31	13.5
<i>Disagree</i>	6	2.6
<i>Strongly Disagree</i>	2	0.9

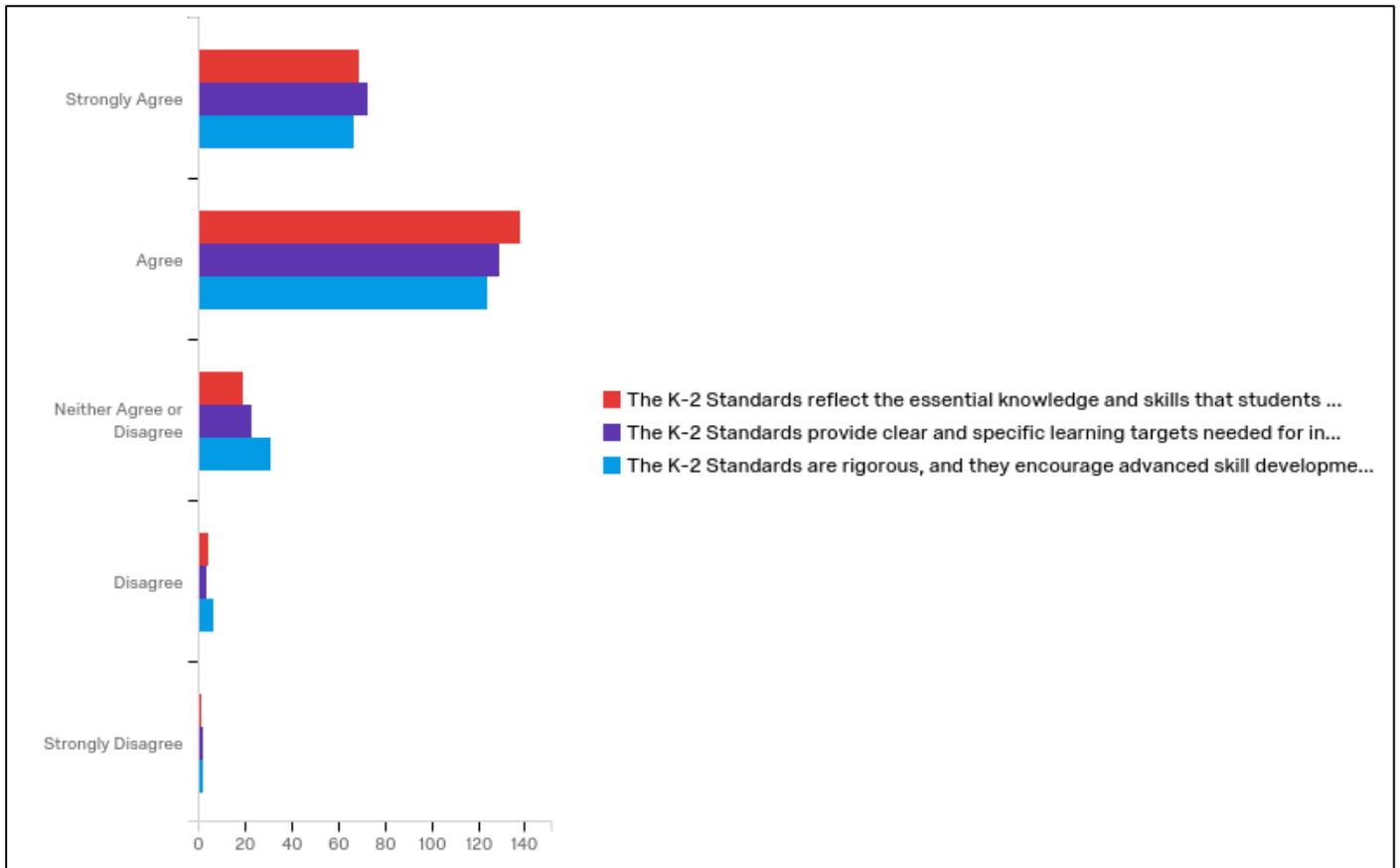


Table 2: Grades 3-5 Standards Feedback

Standards reflect the essential knowledge and skills that students need relative to physical education.	N	Percent
<i>Strongly Agree</i>	66	33.5
<i>Agree</i>	107	54.3
<i>Neither Agree or Disagree</i>	21	10.7
<i>Disagree</i>	2	1.0
<i>Strongly Disagree</i>	1	0.5
Standards provide clear and specific learning targets needed for instruction and assessment		
<i>Strongly Agree</i>	68	34.5
<i>Agree</i>	100	50.8
<i>Neither Agree or Disagree</i>	24	12.1
<i>Disagree</i>	4	2.0
<i>Strongly Disagree</i>	1	0.5
Standards are rigorous, and they encourage advanced skill development		
<i>Strongly Agree</i>	65	33.1
<i>Agree</i>	102	52.0
<i>Neither Agree or Disagree</i>	26	13.3
<i>Disagree</i>	2	1.0
<i>Strongly Disagree</i>	1	0.5

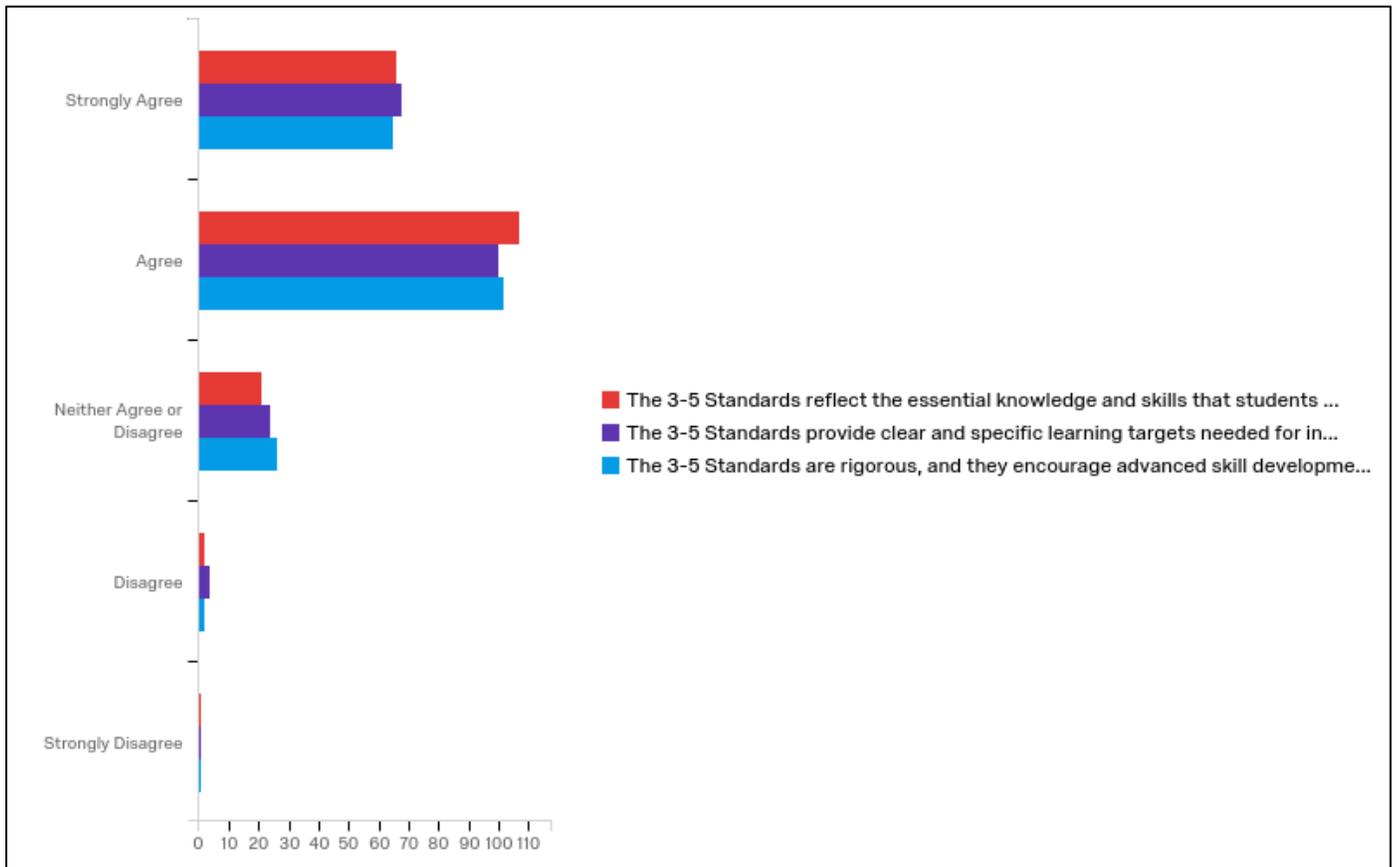


Table 3: Grades 6-8 Feedback

	N	Percent
Standards reflect the essential knowledge and skills that students need relative to physical education.		
<i>Strongly Agree</i>	67	35.8
<i>Agree</i>	101	54.0
<i>Neither Agree or Disagree</i>	14	7.5
<i>Disagree</i>	4	2.1
<i>Strongly Disagree</i>	1	0.5
Standards provide clear and specific learning targets needed for instruction and assessment		
<i>Strongly Agree</i>	70	37.2
<i>Agree</i>	98	52.1
<i>Neither Agree or Disagree</i>	16	8.5
<i>Disagree</i>	3	1.6
<i>Strongly Disagree</i>	1	0.5
Standards are rigorous, and they encourage advanced skill development		
<i>Strongly Agree</i>	70	37.6
<i>Agree</i>	93	50.0
<i>Neither Agree or Disagree</i>	19	10.2
<i>Disagree</i>	3	1.6
<i>Strongly Disagree</i>	1	0.5

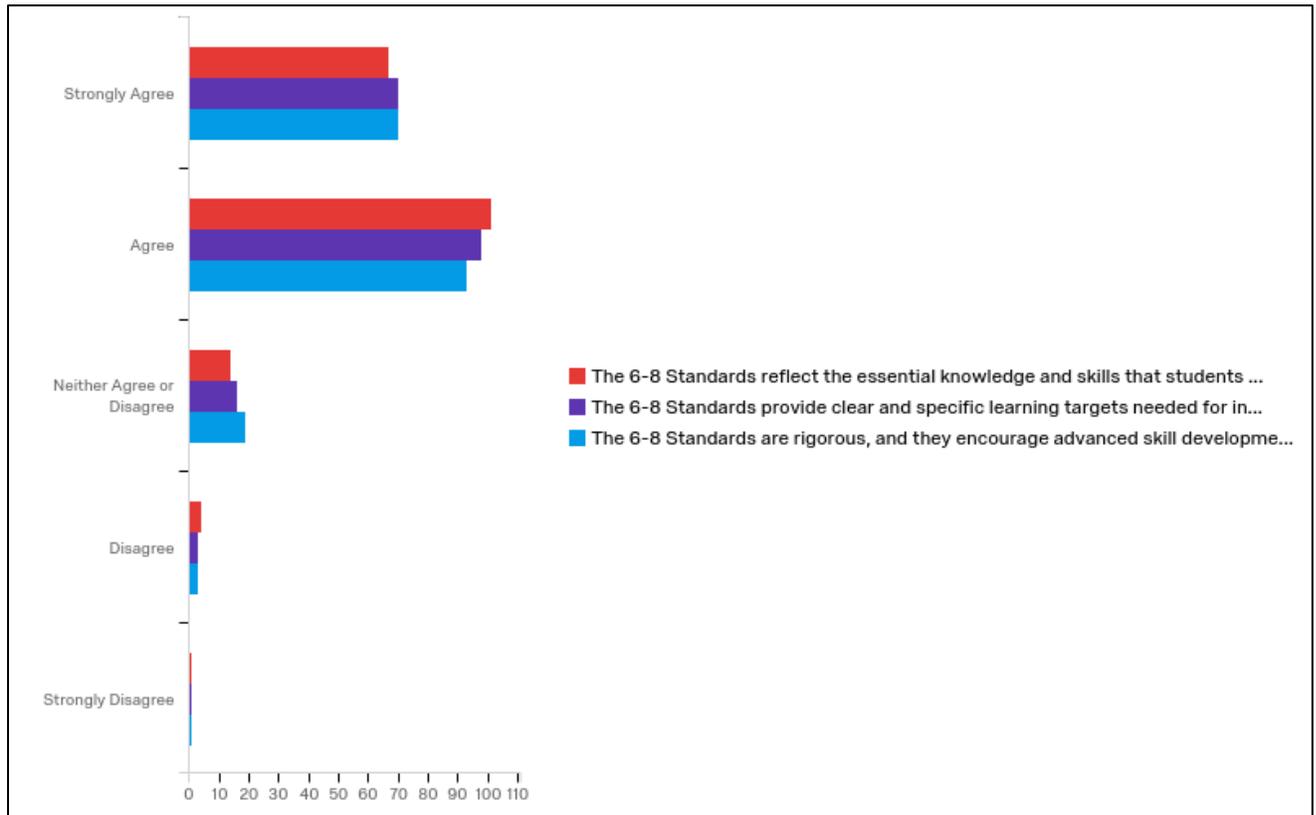


Table 4: High School Standards Feedback

	N	Percent
Standards reflect the essential knowledge and skills that students need relative to physical education.		
<i>Strongly Agree</i>	66	34.0
<i>Agree</i>	102	52.6
<i>Neither Agree or Disagree</i>	19	9.8
<i>Disagree</i>	6	3.1
<i>Strongly Disagree</i>	1	0.5
Standards provide clear and specific learning targets needed for instruction and assessment		
<i>Strongly Agree</i>	66	33.9
<i>Agree</i>	100	51.3
<i>Neither Agree or Disagree</i>	25	12.8
<i>Disagree</i>	3	1.5
<i>Strongly Disagree</i>	1	0.5
Standards are rigorous, and they encourage advanced skill development		
<i>Strongly Agree</i>	66	34.0
<i>Agree</i>	100	51.6
<i>Neither Agree or Disagree</i>	23	11.9
<i>Disagree</i>	4	2.1
<i>Strongly Disagree</i>	1	0.5

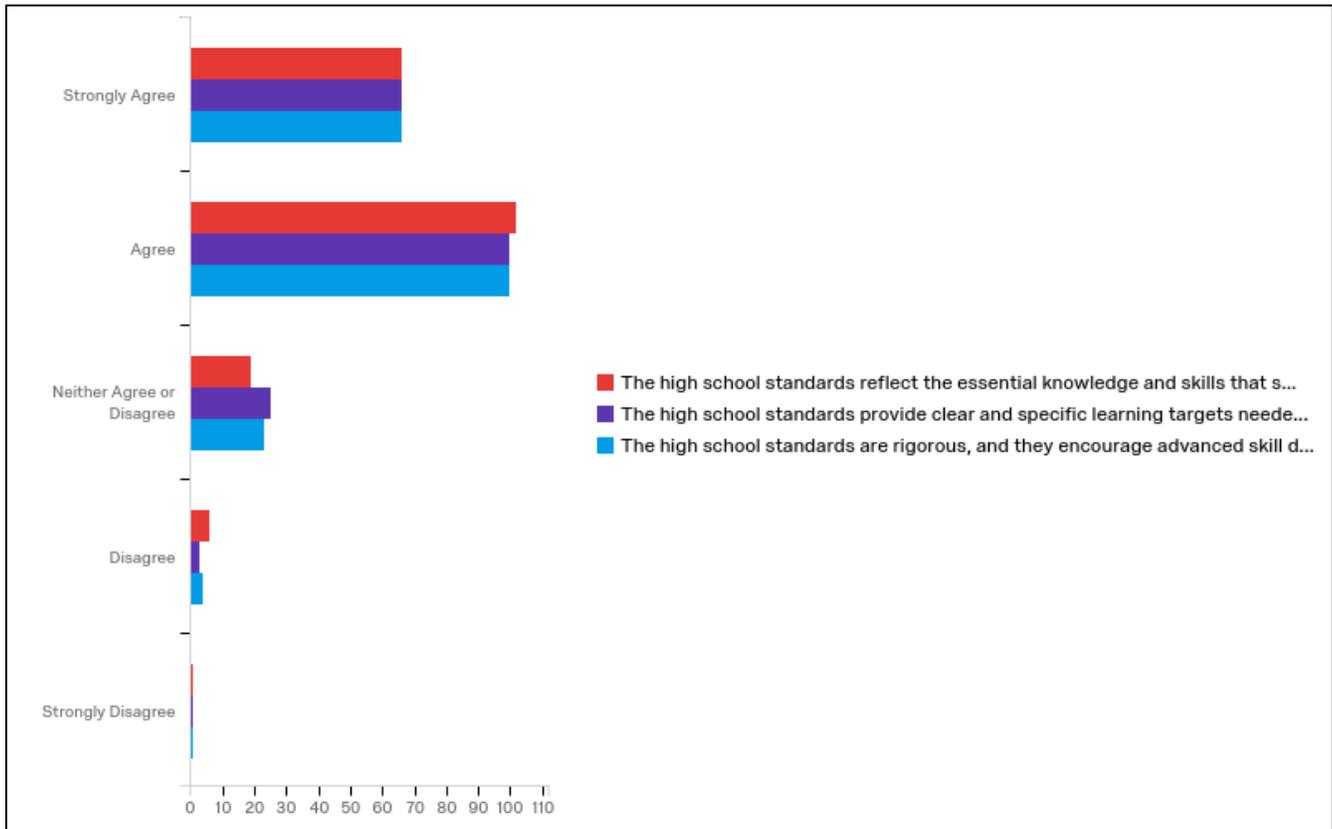


Table 5: Geographic Location

Geographically, I am located in:	N	Percent
<i>Lincoln</i>	10	4.7
<i>Omaha/Omaha Metro</i>	46	21.8
<i>Central Nebraska</i>	53	25.1
<i>Northeast Nebraska</i>	34	16.1
<i>Southeast Nebraska</i>	39	18.5
<i>Western Nebraska</i>	28	13.3
<i>Out-of-State</i>	1	0.5

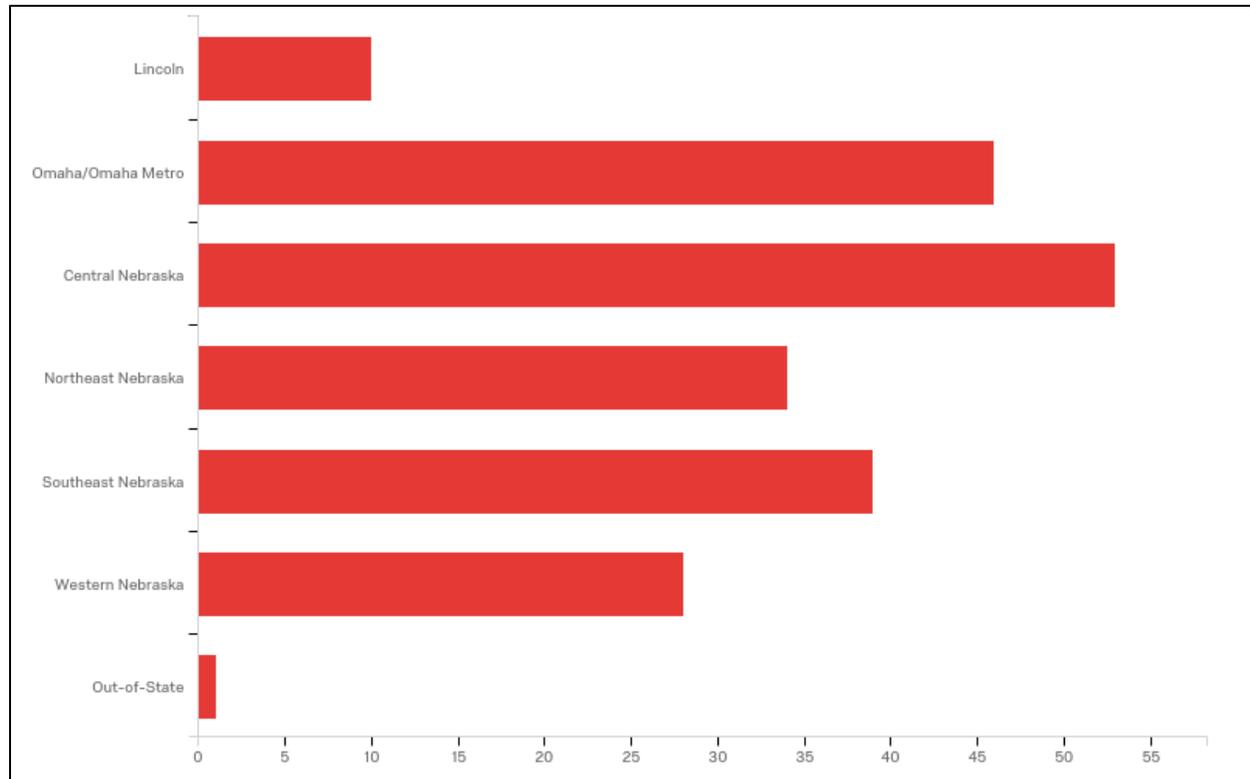


Table 6: Role of Respondent

The role that best describes how I am answering these questions.	N	Percent
<i>PK-12 educator</i>	146	69.5
<i>School or district administrator</i>	29	13.8
<i>Postsecondary education representative</i>	3	1.4
<i>Community member</i>	6	2.9
<i>Parent of PK-12 student</i>	7	3.3
<i>Business and industry representative</i>	0	0.0
<i>ESU representative</i>	2	1.0
<i>Community organization/non-profit</i>	2	1.0
<i>Other</i>	15	7.14

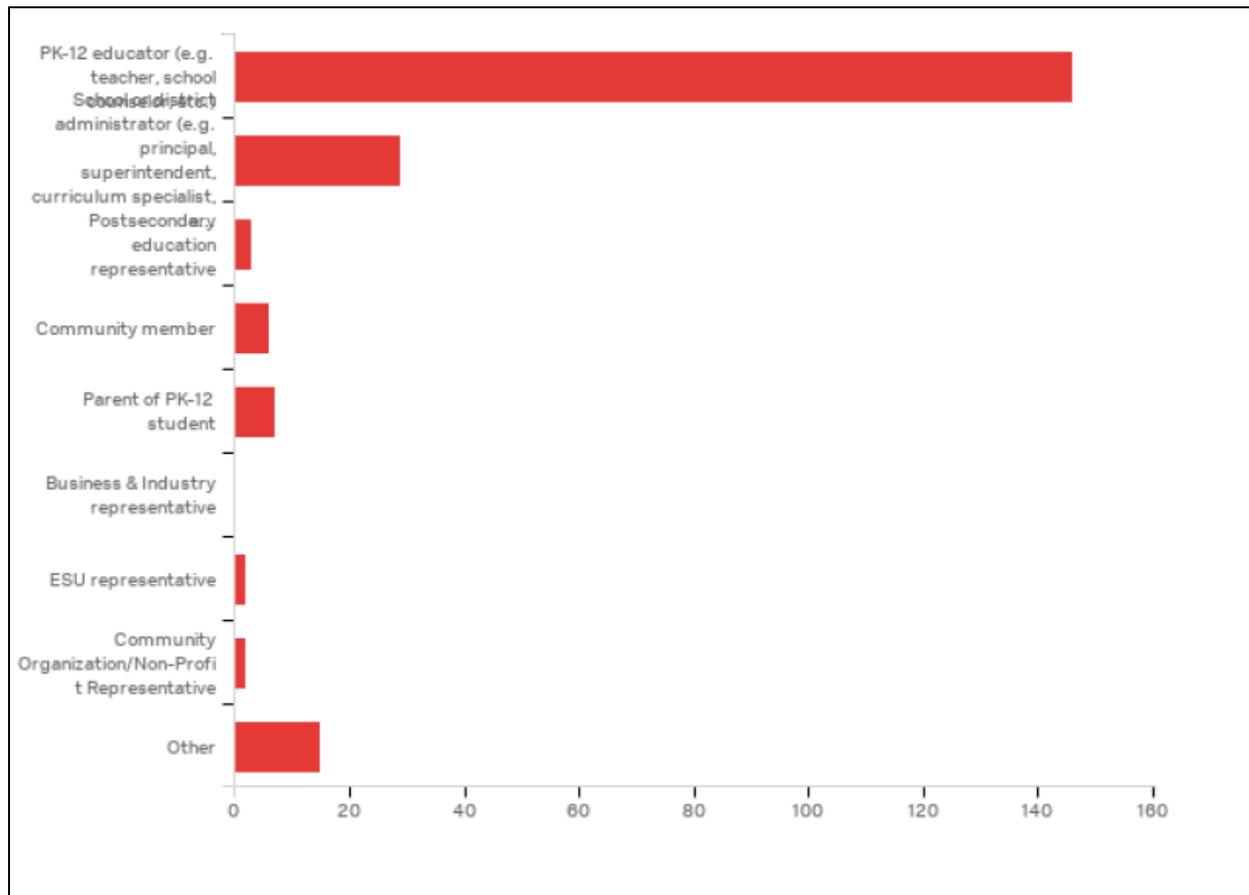
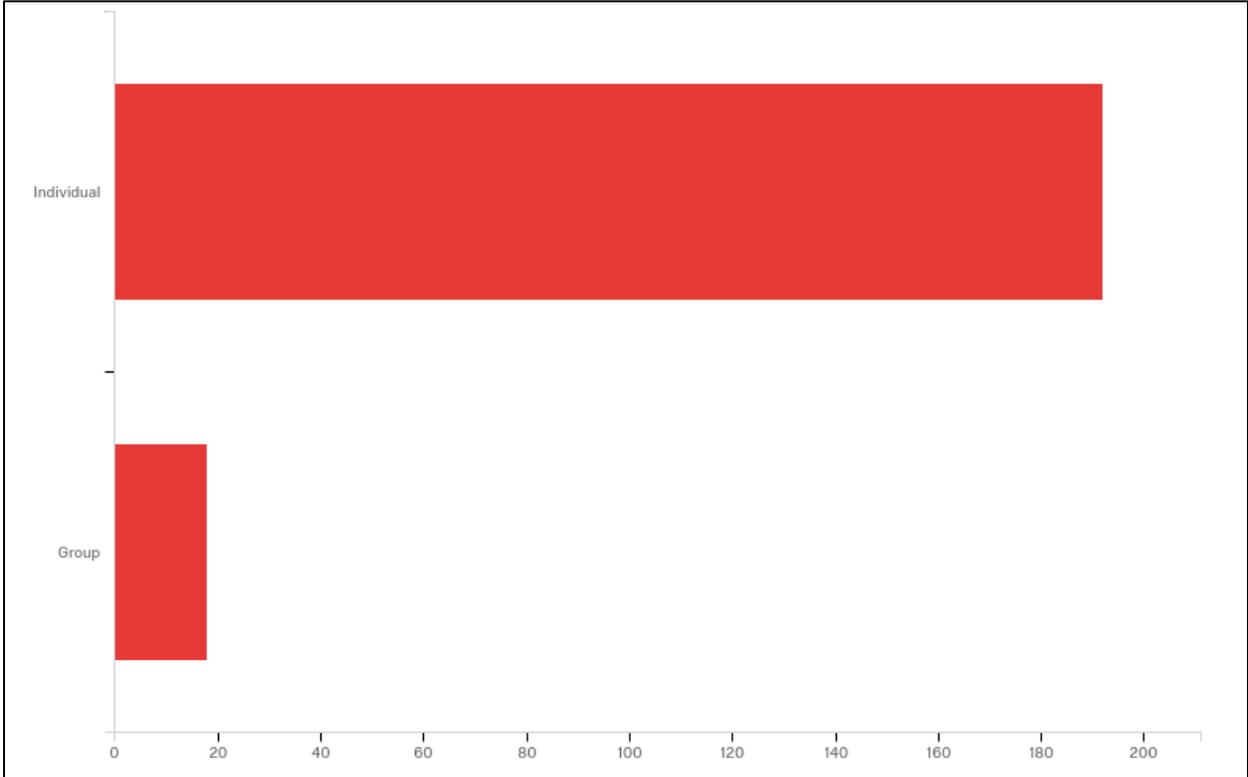


Table 7: Individual or Group Response

Are you responding individually or as a group?	N	Percent
<i>Individual</i>	192	91.4
<i>Group</i>	18	8.6



Appendix A:

Community Organizations & Coalitions

- Hunger Free Heartland
- Live Well Omaha
- Healthy Partnerships Lincoln
- Educational Service Units (All)
- ESU 6 PEP Grant Recipients
- 2011 Coordinated School Health Institute Teams (State Wide Schools)
- 2012 Coordinated School Health Institute Teams (Four Corners DHD Schools)
- 2013 Coordinated School Health Institute Teams (West Central DHD Schools)
- 2014 Coordinated School Health Institute Teams (South Heartland DHD Schools)
- 2015 Coordinated School Health Institute Teams (Panhandle Public HD Schools)
- 2052 Coordinated School Health Institute Teams (South Heartland DHS Schools)
- 2015 Coordinated School Health Institute Teams (East Central DHD Schools)

State Organizations & Coalitions:

- Nebraska Society of Health and Physical Education (SHAPE NE)
- Midwest Dairy Council
- University of Nebraska – Lincoln Extension
- Nebraska Medical Association (NMA)
- Nebraska Health and Human Services - Nutrition and Physical Activity For Life Program
- Nebraska Parent Teachers Association
- Nebraska Association of School Boards
- District Health Departments (All)
- Nebraska Blue Cross Blue Shield
- Alegent Health
- Children's Hospital and Medical Center
- NDE Physical Education Writing Workgroup and Review Committee

National Organizations & Coalitions

- Society of State Leaders of Health and Physical Education (SSLHPE)
- American Society of Health and Physical Education
- American Heart Association
- Alliance for a Healthier Generation
- National Dance Society
- Human Kinetics (Dance Program Director)