



# **MMSD Athletics Program Overview**

**November 2, 2015**



# Meeting Objectives

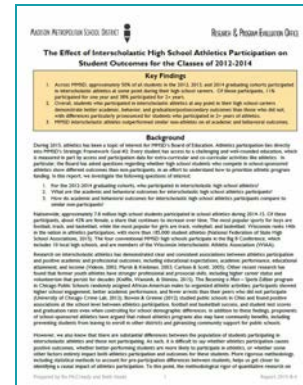
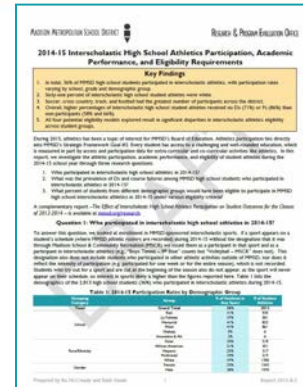
- Provide an overview of the MMSD Athletic Program, including demographic, participation, and academic data
- Develop a common understanding of the current Athletic Department organizational chart, roles/responsibilities and communication expectations, especially as it relates to family engagement
- Develop a common understanding of the current Athletic Department budget and budgeting process
- Agree to next steps for the April Instruction Work Group meeting



# MMSD Athletic Program Data Overview

- Data drawn from two reports:
  - Interscholastic High School Athletics Participation Demographics, Academic Performance, and Eligibility Requirements
    - Focus on 2014-15 participation rates and academic outcomes for student-athletes
    - Includes discussion of several hypothetical eligibility requirements and the estimated effect on different student groups
  - The Effect of Interscholastic High School Athletics Participation on Student Outcomes for the Classes of 2012-2014
    - Focus on graduating classes of 2012-2014
    - Uses rigorous research design to estimate effect of athletics participation

Reports available at [mmsd.org/research](http://mmsd.org/research)



# Interscholastic High School Athletics Participation Demographics, Academic Performance, and Eligibility Requirements

## Key Findings:

1. In total, 36% of MMSD high school students participated in interscholastic athletics, with participation rates varying by school, grade and demographic group.
2. 61% percent of interscholastic high school student athletes were white.
3. Soccer, cross country, track, and football had the greatest number of participants across the district.
4. Overall, higher percentages of interscholastic high school student athletes received no Ds (71%) or Fs (86%) than non-participants (58% and 66%).
5. All four potential eligibility models explored result in significant disparities in interscholastic athletics eligibility across student groups.

# 2014-15 Interscholastic Athletics Participation Rates

Grouping Category	Group	% of Students in Any Sport	# of Student Athletes
Total	Grand Total	36%	2813
School	East	31%	535
	La Follette	37%	581
	Memorial	41%	823
	West	41%	861
	Shabazz	5%	6
	Innovative & Alt	2%	6
Race/Ethnicity	Asian	30%	218
	African-American	21%	351
	Hispanic	25%	317
	Multiracial	34%	219
	White	47%	1700
Gender	Female	33%	1243
	Male	38%	1570
Income	Not Free/Reduced	48%	2109
	Free/Reduced	20%	704
Special Education Status	Not Special Ed.	41%	2599
	Special Ed.	14%	214
ELL Status	Not ELL	39%	2400
	ELL	24%	413
Grade	9	45%	867
	10	40%	761
	11	30%	589
	12	29%	596

Overall participation was 36%

Disparities exist between student groups

Participation highest in grade 9, declining through HS

# 2014-15 Participation by Sport

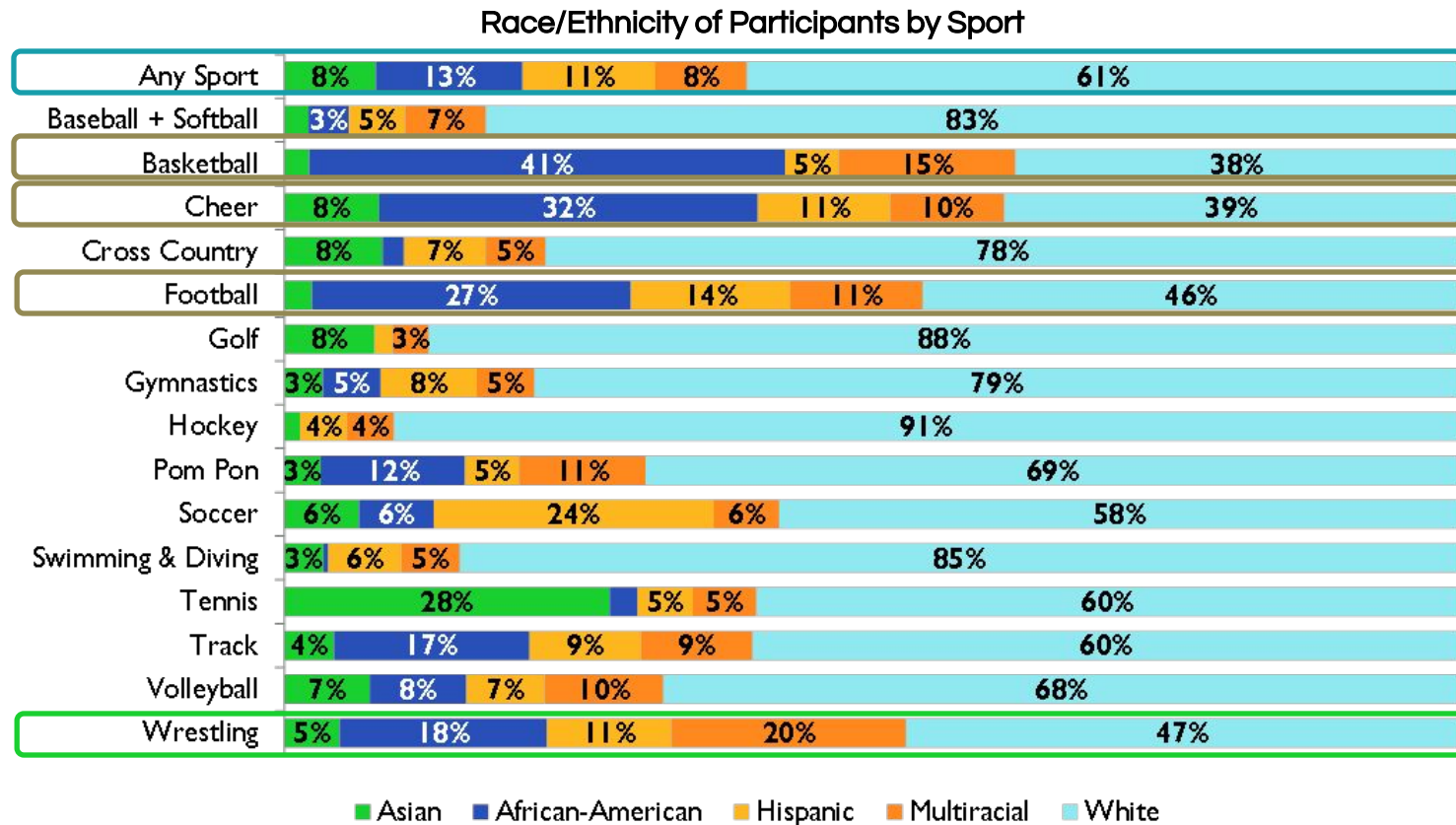
Largest sports are:

- Soccer (630 total, 358 male, 272 female)
- Cross country (490 total, 254 male, 236 female)
- Football (474 total, 450 male, 24 female)

Overall, 61% of participants were white

Basketball, Cheer, Football have highest share of students of color

Demographics of wrestling are closest to district overall demographics



See table on p. 2 and graph on p.3

# 2014-15 Ds and Course Failures

Grouping Category	Demographic Group	Athletics Participation	Students	Ds in 2014-15			Fs in 2014-15		
				0	1	2 or more	0	1	2 or more
Total	All Students	Not in athletics	5097	55%	14%	31%	60%	11%	29%
		In athletics	2813	71%	11%	18%	86%	6%	8%
Race/Ethnicity	Asian	Not in athletics	499	63%	14%	23%	76%	9%	15%
		In athletics	218	87%	6%	7%	94%	4%	1%
	African-American	Not in athletics	1287	47%	14%	39%	43%	11%	46%
		In athletics	351	32%	16%	52%	62%	12%	26%
	Hispanic	Not in athletics	956	41%	16%	43%	50%	13%	37%
		In athletics	317	51%	15%	34%	73%	12%	15%
	Multiracial	Not in athletics	416	49%	14%	37%	52%	11%	38%
		In athletics	219	54%	16%	30%	73%	13%	14%
Free/Reduced Lunch	White	Not in athletics	1908	66%	14%	19%	75%	9%	16%
		In athletics	1700	82%	9%	8%	94%	3%	3%
	Not FRL	Not in athletics	2320	69%	13%	18%	76%	9%	14%
		In athletics	2109	81%	9%	10%	94%	3%	3%
	FRL	Not in athletics	2777	43%	15%	41%	47%	12%	42%
		In athletics	704	39%	17%	44%	63%	15%	22%
Special Education	Not SPED	Not in athletics	3733	56%	15%	30%	62%	10%	27%
		In athletics	2599	73%	10%	16%	88%	5%	7%
	SPED	Not in athletics	1364	52%	14%	34%	55%	11%	34%
		In athletics	214	37%	20%	43%	64%	15%	21%

Student-athletes had many fewer Ds and Fs than non-athletes

Trend holds across student groups

# Eligibility

The current MMSD Athletic Code states (pp. 4-5):

1. In accordance with **WIAA regulations**, all athletes must be enrolled as full time students as determined by their high school and may have received **no more than one failing grade (F)**, including incompletes, on any quarter or semester report card in the most recent grade reporting period (WIAA, Rules of Eligibility, Article V, Section 2)
2. **MMSD rules** stipulate that athletes must receive **passing grades in all classes at all times**. NOTE: NC (No Credit) AND INCOMPLETE INDICATORS ARE NOT CONSIDERED PASSING GRADES. Athletes who are ineligible by MMSD standards, but not WIAA (i.e. 1 failing grade, including incompletes), will be withheld from competition/performance for AT LEAST ONE CONTEST and will remain ineligible for not less than 10 school days or 22% of the scheduled competition dates for fall and spring sports; and 15% for winter sports, whichever is LESS, provided the athlete is again passing ALL classes. Athletes ineligible by WIAA and MMSD standards (i.e. 2 failing grades, including incompletes) shall be withheld from competition/performance for AT LEAST TWO CONTESTS and until no less than 15 school days have passed from the period commencing three school days after grades are due to be submitted to the District's electronic grade database. For fall sports, the ineligibility period will be three calendar weeks from the first pre-school contest or one-third of the season, whichever is LESS.
3. FURTHERMORE, athletes who receive 3 or more non-passing grades on any quarter or semester report card will lose their athletic eligibility as follows:
  - First Quarter Grades = Ineligible until Spring sports
  - First Semester Grades = Ineligible until Spring sports
  - Third Quarter Grades = Ineligible until Fall sports
  - Second Semester Grades = Ineligible until Winter sports unless the appropriate number of failed classes are made up in summer school to eliminate or reduce the academic ineligibility period.

Any athlete who receives 3 or more non-passing grades while currently participating on a team when report cards are issued will be dropped from team membership immediately and will not be eligible to participate again until the above-mentioned sport seasons convene.

At Board request, we explored the effects of four hypothetical eligibility models on different student groups.



# Hypothetical eligibility models

Grouping Category	Demographic Group	Number of Students	Percent Eligible Under Eligibility Models			
			Model 1	Model 2	Model 3	Model 4
Total	All Students	7910	69%	82%	88%	78%
Race/Ethnicity	Native American	29	52%	76%	86%	72%
	Asian	717	82%	91%	95%	91%
	African-American	1638	47%	63%	74%	55%
	Hispanic	1273	55%	74%	84%	68%
	Multiracial	635	59%	75%	82%	71%
	Pacific Islander	10	30%	60%	80%	30%
	White	3608	84%	92%	95%	92%
Gender	Female	3793	72%	84%	90%	82%
	Male	4117	67%	80%	86%	75%
Free/Reduced Lunch	Not Free/Reduced	4429	84%	93%	96%	91%
	Free/Reduced	3481	50%	67%	77%	63%
Special Education	Not Special Education	6332	73%	84%	90%	82%
	Special Education	1578	56%	72%	80%	62%

Regardless of model used,  
there are significant  
disparities in eligibility  
across student groups

- **Model 1:** No course failures during the academic year (one or more failures = ineligibility) *Currently leads to suspension*
- **Model 2:** One course failure maximum during a single term (two or more failures = ineligibility) *Currently leads to suspension*
- **Model 3:** Two course failures maximum during a single term (three or more failures = ineligibility) *Currently leads to full season ineligibility*
- **Model 4:** Cumulative GPA of 2.0 or above (per Board member request)

See full table on p. 6

# The Effect of Interscholastic High School Athletics Participation on Student Outcomes for the Classes of 2012-2014

## Key Findings:

1. Across MMSD, approximately 50% of all students in the 2012, 2013, and 2014 graduating cohorts participated in interscholastic athletics at some point during their high school careers. Of those participants, 11% participated for one year and 38% participated for 2+ years.
2. Overall, students who participated in interscholastic athletics at any point in their high school careers demonstrate better academic, behavior, and graduation/postsecondary outcomes than those who did not, with differences particularly pronounced for students who participated in 2+ years of athletics.
3. MMSD interscholastic athletes outperformed similar non-athletes on all academic and behavioral outcomes.



# Student Athlete Outcomes

Category	Outcome	0 Years	1 Year	2+ Years	Total
	Students	2808	629	2146	5583
Academics	Grade 9 two or more Fs	39%	28%	8%	26%
	Average Grade 9 Course Failures	2.48	1.37	0.39	1.55
	High School Cumulative GPA	2.22	2.57	3.13	2.61
	High School Core GPA	2.05	2.37	2.97	2.44
	Grade 11 3.0 GPA	30%	39%	65%	46%
	Average AP/Honors Credits Earned with C or Better	1.13	1.75	3.66	2.17
Assessment	Best ACT Composite Score	21.4	22.3	24.3	23.1
	ACT Participation	44%	60%	86%	62%
	Met ACT Reading College Readiness Benchmark	48%	55%	71%	61%
	Met ACT Math College Readiness Benchmark	49%	55%	66%	59%
Behavior	Average High School Behavior Events	3.9	4.0	1.7	3.1
	Average High School Out-of-School Suspensions	0.9	0.7	0.2	0.6
Graduation & Postsecondary	High School Attendance	87.5%	91.2%	94.0%	90.4%
	High School Completion	64.2%	78.7%	95.9%	78.0%
	Postsecondary Enrollment	43%	58%	85%	61%

Across a variety of academic and behavioral metrics, outcomes improved with additional years in athletics; for example, high school completion was more than 30% higher and postsecondary enrollment more than 40% higher for students in athletics 2+ years vs. 0 years

See table on p. 5

# Student Athlete Outcomes: Focus on High School Completion

Grouping Category	Group	0 Years	1 Year	2+ Years	Total
Total	Total	64.2%	78.7%	95.9%	78.0%
School of Graduation	East	64.8%	80.9%	94.0%	77.0%
	Memorial	68.9%	82.9%	94.6%	81.2%
	La Follette	74.4%	82.8%	97.7%	85.2%
	West	75.3%	85.9%	98.2%	86.1%
Race/Ethnicity	Asian	77.5%	89.3%	99.2%	84.1%
	African-American	45.2%	61.9%	82.3%	55.1%
	Hispanic	57.0%	69.7%	91.5%	68.2%
	Multiracial	66.9%	77.3%	95.0%	79.3%
	White	76.2%	89.2%	98.6%	89.0%
Gender	Female	71.5%	86.5%	98.6%	82.9%
	Male	56.2%	71.2%	93.5%	73.2%
Income	Not Free/Reduced	68.6%	79.0%	96.4%	82.6%
	Free/Reduced	58.3%	78.1%	93.7%	68.6%
Special Education Status	Not Special Ed.	71.0%	82.2%	96.7%	83.0%
	Special Ed.	42.1%	60.4%	89.1%	54.9%
ELL Status	Not ELL	62.7%	78.9%	96.0%	78.4%
	ELL	69.0%	77.9%	94.9%	76.3%

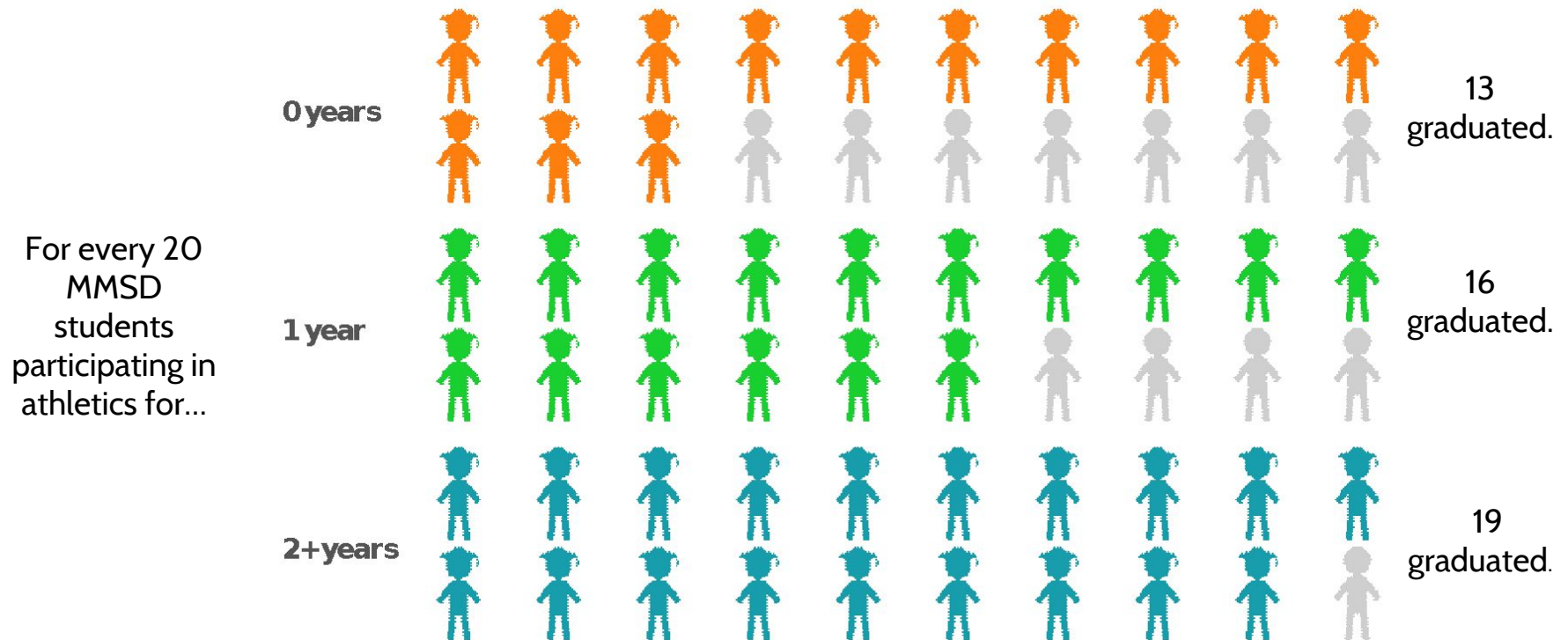
Across student groups, students with 2+ years of athletics participation had very high graduation rates

See table on p. 5

MADISON METROPOLITAN SCHOOL DISTRICT



# Student Athlete Outcomes: Focus on High School Completion



See table on p. 5



# Student Athlete Outcomes: Comparison Group Design

- We know that the differences in outcomes presented earlier are not necessarily attributable to athletics, as students in athletics have different characteristics than those not in athletics
- So, we created a comparison group of students who are demographically and academically similar to those in athletics (using middle school data to for Propensity Score Matching, see Appendix A for details)
- By comparing these groups, we can estimate the effects of athletics participation using a research design that matches the rigor of the best published research on the effects of athletics



# Across almost all metrics, athletes significantly outperformed a group of closely matched non-athletes

Student Athlete Outcomes: Comparison Group Outcomes

Category	Outcome	Athletes (Treatment Group)	Non-Athletes (Comparison Group)
Academics	Grade 9 two or more Fs	<b>21%***</b>	28%
	Average Grade 9 Course Failures	<b>1.05***</b>	1.64
	High School Cumulative GPA	<b>2.71**</b>	2.63
	High School Core GPA	<b>2.49***</b>	2.39
	Grade 11 3.0 GPA	42%	43%
	Average AP/Honors Credits Earned with C or Better	2.3	2.1
Assessment	Best ACT Composite Score	<b>22.6***</b>	23.9
	ACT Participation	<b>39%***</b>	31%
	Met ACT Reading College Readiness Benchmark	<b>54%***</b>	63%
	Met ACT Math College Readiness Benchmark	<b>56%***</b>	67%
Behavior	Average High School Behavior Events	3.75	3.54
	Average High School Out-of-School Suspensions	<b>0.47***</b>	0.70
	High School Attendance	<b>92.0%***</b>	90.8%
Graduation & Postsecondary	High School Completion	<b>87.7%***</b>	79.2%
	Postsecondary Enrollment	<b>71%***</b>	59%

Note: statistically significant differences are highlighted by the mean or proportion for athletes appearing in **bold**.  
 \*\*\* = 99% significance, \*\* = 95% significance, \* = 90% significance.

# **MMSD Athletics Organization**



# Athletic Department Organization

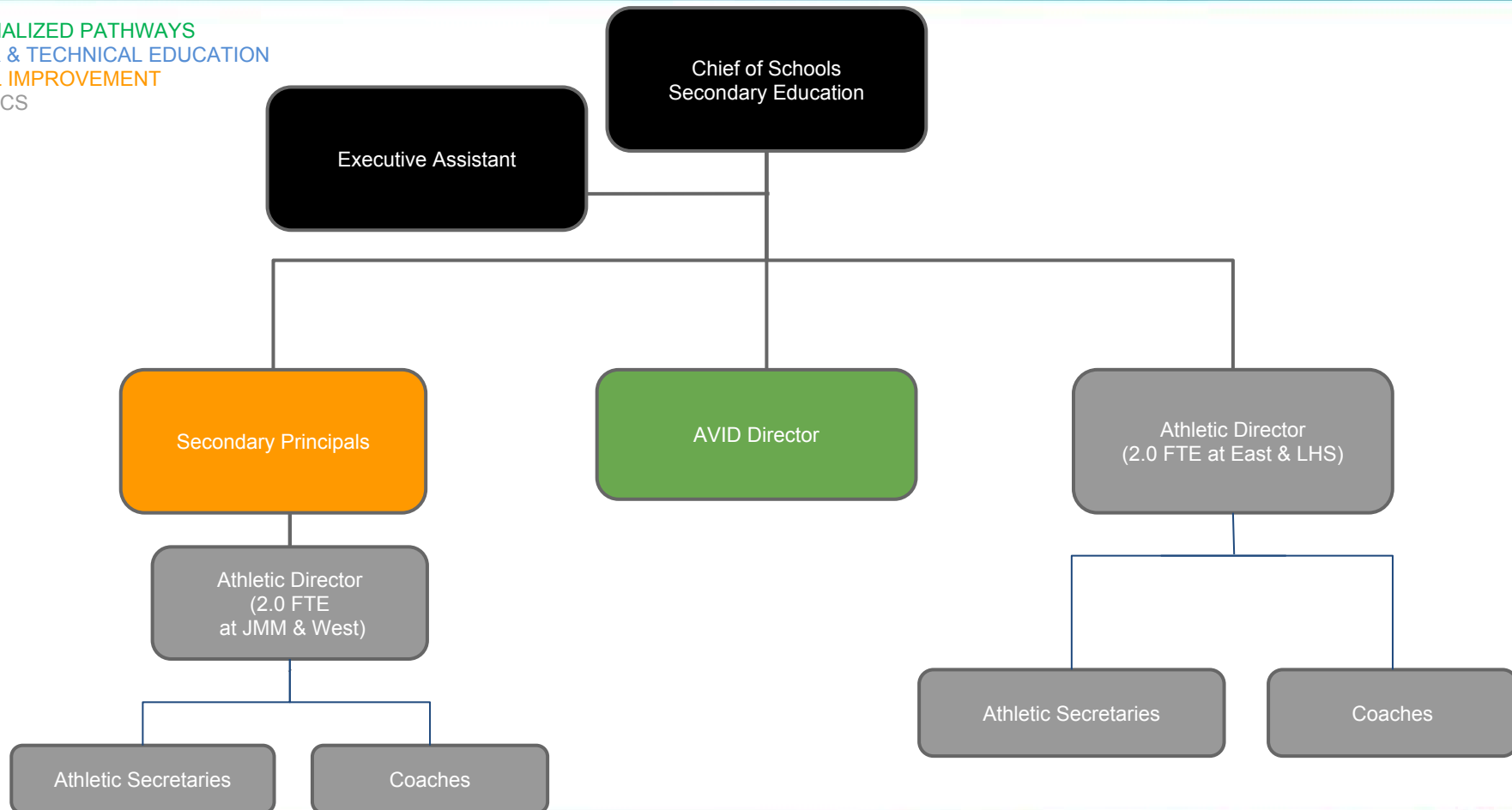
## Key Findings

1. Current district level organization of athletics doesn't match the current need for improvement.
2. The Athletic Director Role has been changed to better align with the implementation of the SIP and Strategic Framework
3. Timely communication between schools, central office, boosters and parents is inconsistent but school academic supports are positively impacting student performance.



# 2012-14 Athletic Organization Charts

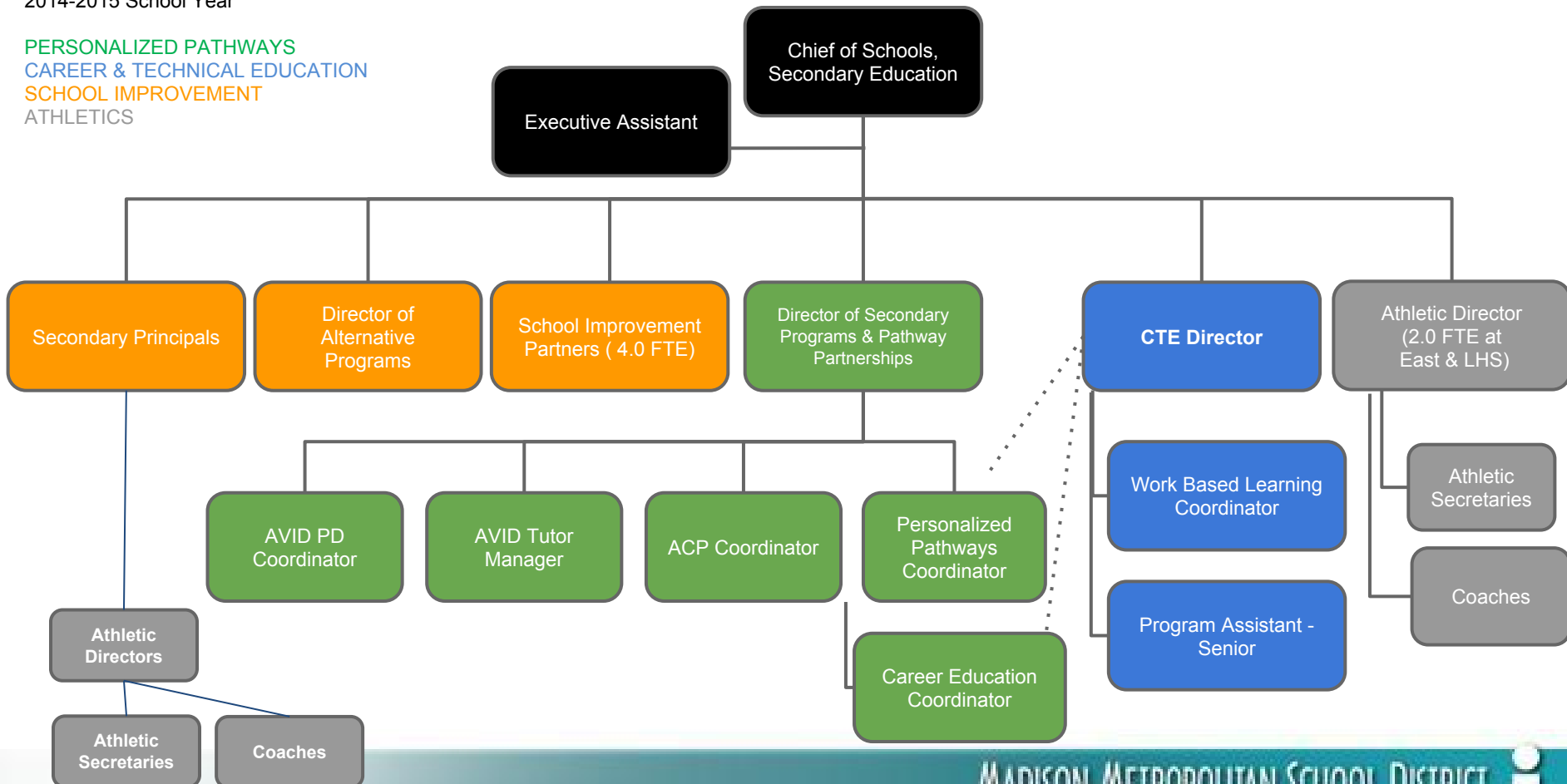
PERSONALIZED PATHWAYS  
CAREER & TECHNICAL EDUCATION  
SCHOOL IMPROVEMENT  
ATHLETICS



# 2014 Athletic Organization Charts

**Chief of Schools – Secondary Education**  
2014-2015 School Year

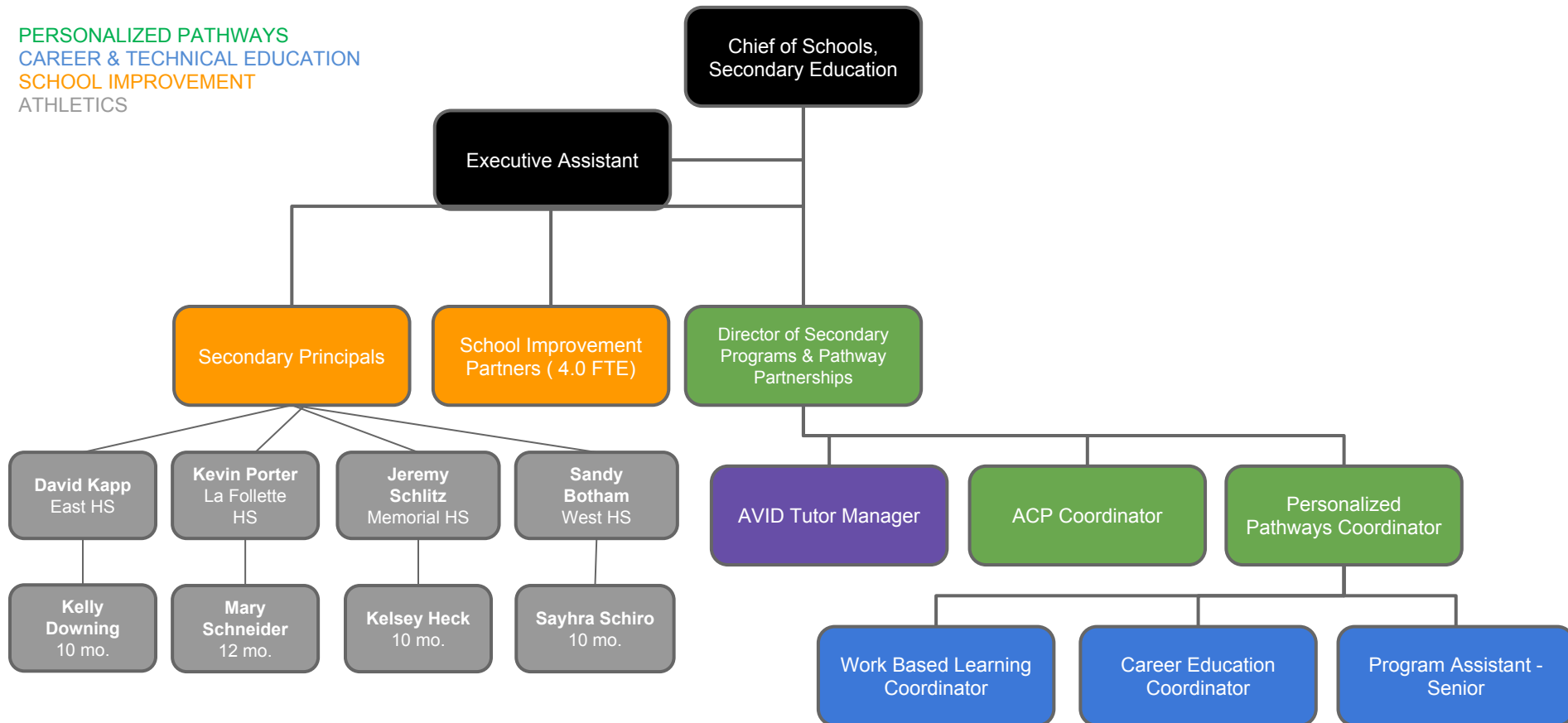
PERSONALIZED PATHWAYS  
CAREER & TECHNICAL EDUCATION  
SCHOOL IMPROVEMENT  
ATHLETICS



# 2015 Athletic Organization Charts

## Chief of Schools – Secondary Education 2015-2016 School Year

PERSONALIZED PATHWAYS  
CAREER & TECHNICAL EDUCATION  
SCHOOL IMPROVEMENT  
ATHLETICS



# The Athletic Director Job Descriptions

## 2004/2010:

- Organizes and **administers** the overall program of extracurricular athletics...
- **Administers** appropriate rules and regulations....
- **Assist with hiring** of all athletic/coaching staff.
- Prepares **requisitions**, in cooperation with appropriate staff, for supplies....
- Oversees building permits for home contests.
- Oversee **open gym** program consistent with WIAA rules and regulations.
- Work cooperatively with head coaches in the scheduling...
- **Oversee** athletic weight training program.
- **Work with the school Booster Club**

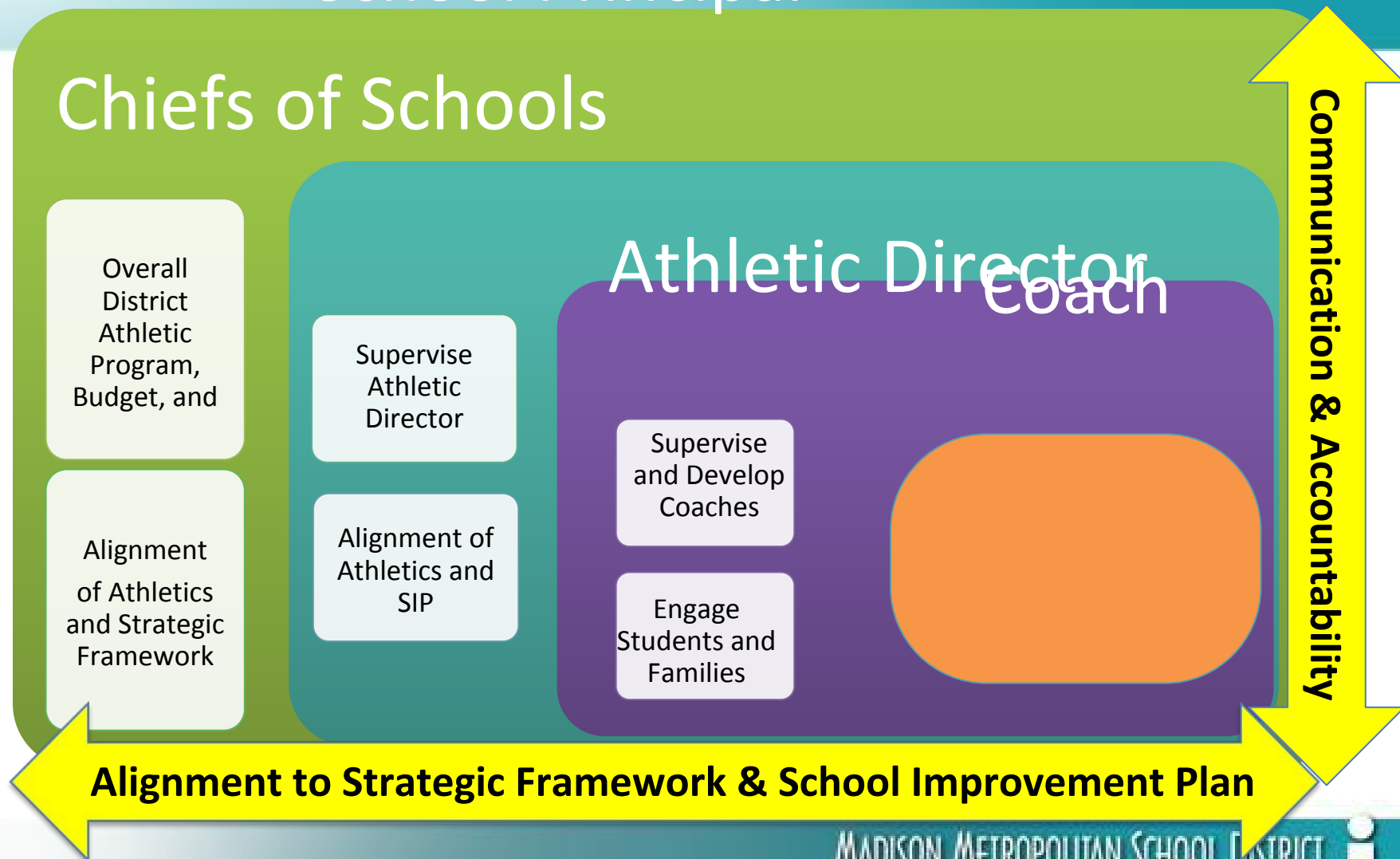
## 2015:

- Develops and coordinates a **system** for enhancing sportsmanship
- Serves as a resource for activities coordinators, counselors and **families**
- Regularly reviews and tracks student performance indicators
- Based on MMSD FACE **Standards**, creates systems of communication and engagement with **parents and the community**
- Hires, **supervises** and evaluates high school athletics coaches and support staff
- Designs, implements and evaluates an annual professional **development plan** for coaches
- At the direction of the principal, coordinate and **lead school operations systems**
- Designs and submits a **strategic budget plan**



# Athletics as a Nested Organization

## School Principal



# Timely Communications

## Advocacy

Booster or  
Parent  
Group

- Athletic Field Proposals
- Specific Sport Advocacy

Principal/AD

- School/Booster Advocacy

Chiefs of  
Schools

- Policy, Practice, Financial Gaps

## Communication: Parent/Community/School/District

### Top Five Communication Concerns

Athletic Suspensions

Cut/Ineligibility Decisions

Balanced Booster/School Expectations

Athletic Enrollment

Coaches/Coaching

## Complaints

Parent /  
Student  
Concern

Coach /  
AD

AP /  
Principal

Chiefs of  
Schools

# Athletic Department Student Academic Supports

East's LEAD  
Program

West's  
Homework Club

30% More Graduate  
40% More Enroll in  
College

La Follette's  
Homework Club

JMM's After School  
Study Center /  
Dinner Program





# Athletics Budget Overview

## Key Findings

1. Funding across the four comprehensive high schools is consistent at \$176,250 (does not include salaries)
2. Budget is not adjusted for number of students in the school, nor is it adjusted for participation rates
3. Football has highest spending at each school
4. Coaches salaries are the highest budgetary expense at each school, with transportation being the second largest
5. School booster donations varies by school and in donation approach (i.e. cash donations vs. equipment)

*See appendix for detailed information.*



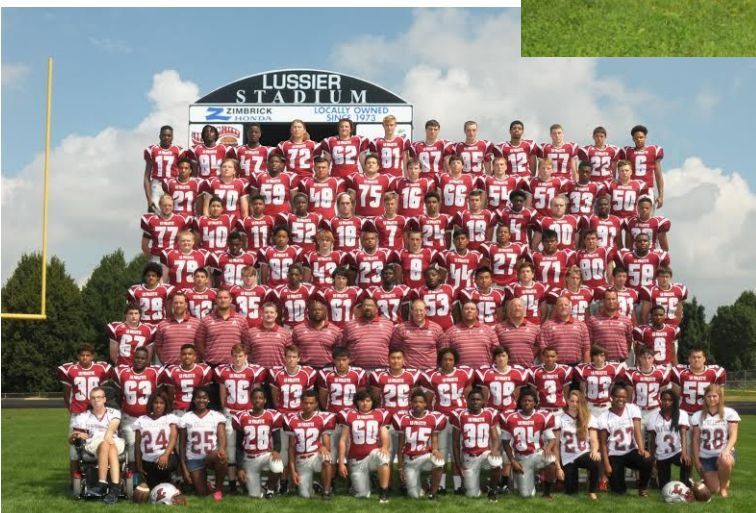
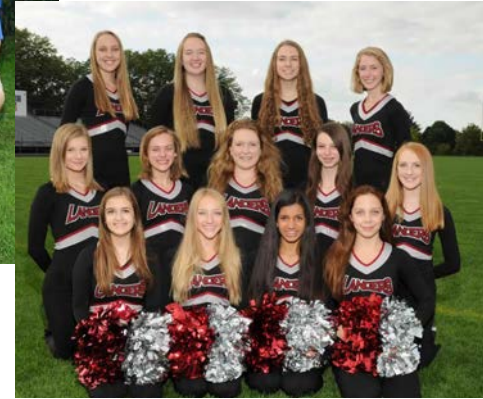
# Next Steps

Task	Timeline	Outcome
Establish an Athletics Cross Functional Team	Nov 2015 to March 2016	<ul style="list-style-type: none"> <li>• Complete a stakeholder needs assessment</li> <li>• Develop recommendations to Board that: <ul style="list-style-type: none"> <li>○ Crystallizes a long-term vision for athletics aligned to strategic framework</li> <li>○ Articulates changes to district and school athletic organizations</li> <li>○ Improve access and participation</li> <li>○ Informs long-term facilities planning</li> <li>○ Aligns the purpose and goals of all Boosters as community partners</li> </ul> </li> </ul>
Redesign the Athletics Budget Formula to account for proportionality and equity	Nov 2015 to Jan 2016	<ul style="list-style-type: none"> <li>• Design and align school-based budget plans aligned to priorities in SIP</li> <li>• Budget Office to reformulate school-based athletics budget that aligns with emerging long-term vision</li> </ul>
Request a District Athletic Director	April 2016	<ul style="list-style-type: none"> <li>• Request a District Athletic Director position for SY16/17</li> </ul>

# Discussion Questions

- Do we believe Athletics is a critical component of our District Improvement Strategy?
- How do we want Athletics to play a role in our District Improvement Process?

# Discussion/Questions?



# APPENDIX

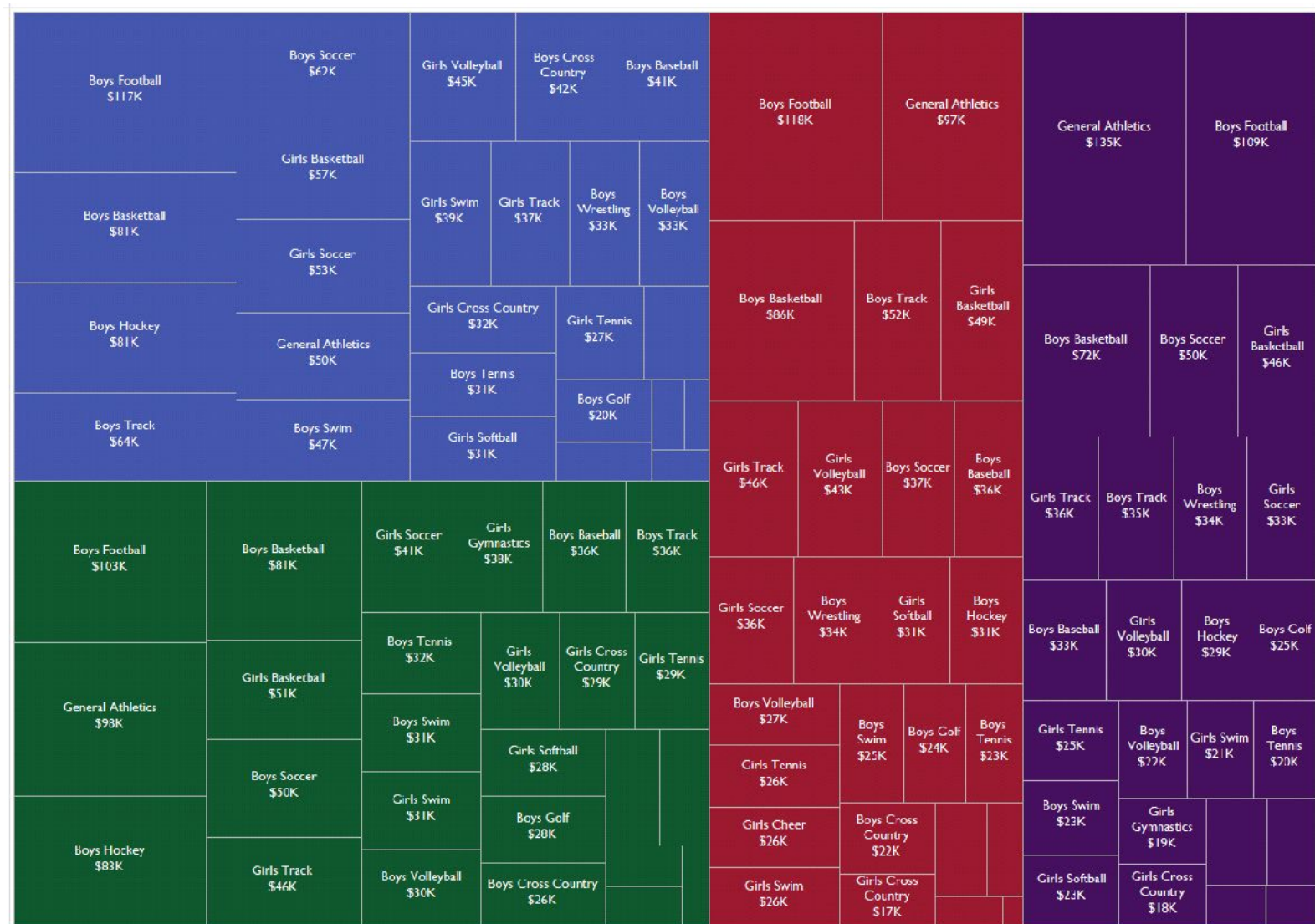




# General Fund Spending by School and Sport, FY 14-FY15

Funding across schools relatively similar across the last two fiscal years

Football has highest spending at each school



# General Fund Spending by School and Type, FY 14-FY15

Coach salaries make up the largest share of spending across schools, followed by transportation

