



MMSD Athletics Program Recommendations May 2, 2016



Objectives

- Share process and recommendations from Cross-functional Team
- Update Board on Team's use of data analysis to address questions
- Articulate a vision for MMSD co-curricular athletics
- Gather feedback from the board regarding recommended next steps

Cross-Functional Team Process

- Analyzed data reports, survey results, and focus group responses
- Crafted a Vision Statement for Athletics Dept.
- Identified areas of concern from parents and coaches
- Developed recommendations for district leadership

Cross Functional Team

Jeremy Thornton - Parent Liaison at Leopold, 9th football coach at West, East grad

Chad Wiese - La Follette coach, AD, Principal, current director MMSD building and technical services

Jim Krogstad - '68 West grad, Booster President at West

Candie Steffen - District Accounting Manager

Mitchal McGrath - Teacher, coach, AP perspective from multiple districts, current West AP

Tim Richardson - Special Ed teacher , 9th football, Varsity baseball coach at Memorial

Nan Perschon - Speech and Language at Sennett MS, long time tennis coach at La Follette

Matt Bell - District Associate Legal Counsel

Angie Crawford - East parent, Wright Principal

Jeremy Schlitz - Memorial AD, previously coached in 5 programs and Math teacher at Memorial

Alex Fralin - Chief of Schools, Secondary Education

Roxanne Amundson - Executive Assistant to Chief of Schools, Secondary Education

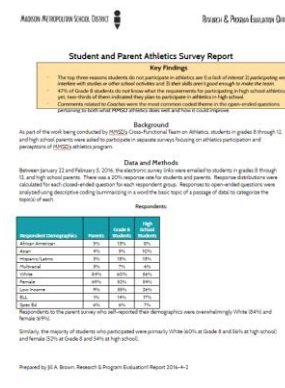
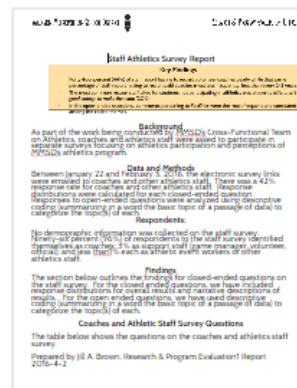
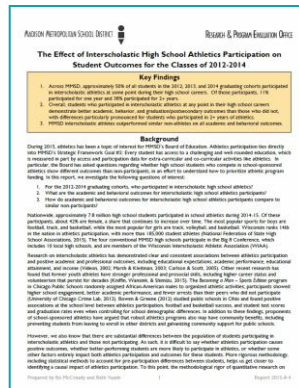
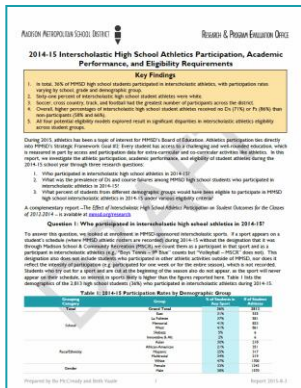
MMSD Athletic Program Data Context

Data drawn from two reports:

- Initial data report 11/2/15, Community survey, and Coach survey
- Parents and students in current MMSD schools 8th-12th grade
- 1591 parent responses
- 42% of all current coaches responded to the Coach Survey

-November 2nd reports

- Surveys



Reports available at mmsd.org/research

Athletic Data Research Findings

- 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
- Overall, interscholastic athletes outperformed non-athletes on most outcome measures

[illegible]

Community Survey

Community Survey Key Findings:

Administration: Jan 22nd - Feb 5th, 20% response rate

- The top three reasons students do not participate in athletics are: 1) lack of interest 2) participating would interfere with studies/ other activities, and 3) student skills
- 47% of Grade 8 students do not know what the requirements for participating in high school athletics are, yet two-thirds of them indicated they plan to participate in athletics in high school
- The most common coded theme in the open-ended questions is the strengths and weaknesses of our Coaching staff

Coaches Survey

Coaches Survey Report Key Findings

- 44% of staff report having to recruit volunteer coaches yearly, while that same percentage of staff report having to recruit paid coaches, less than every 2-3 years
- The most common reason staff cited for students not participating in athletics was students' skills (20%)
- In the open-ended questions, comments pertaining to *Facilities* were the most frequent and consistent among the coded themes



Athletics Department Vision

Our vision is that MMSD athletics provides **equitable** programming opportunities that support the District's vision to prepare **all students** for college, career, and community. Athletics play an integral role in **community building and identity** of Madison schools and support the development of **commitment, reliability, honesty, integrity, accountability, and perseverance** in each of our student athletes. Through participation in co-curricular athletics programs, students strive to become **better students, athletes, leaders, and citizens**.



Cross-Functional Team

Recommended Next Steps

Budget Neutral

1. Athletic eligibility standards
2. Early access opportunities
3. Booster partnership protocols

Budget Impactful

1. Professional Development for coaches
2. Equipment/maintenance needs
3. User fees



1. Current Athletic Eligibility Standards

- MMSD rules stipulate that athletes must receive passing grades in all classes at all times in order to compete, monitored through weekly check-in reports.
- Athletes who receive 3 or more non-passing grades on any quarter or semester report card will lose their athletic eligibility for team membership for the next season.
- 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.



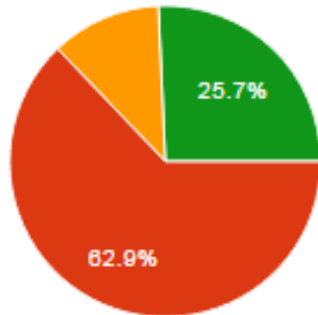
1. Athletic Eligibility Standards

Current Practice:

- Existing thresholds on par with other districts in area, conference and state
- Recently reduced punitive measures in code

Wisconsin Athletic Department Survey Data Results:

How often are student-athlete grades checked for the purpose of academic eligibility?



2 times (Semester Only)	0	0%
4 times (Each Quarter)	22	62.9%
6 or more (Quarterly and Progress Report)	4	11.4%
Other	9	25.7%

Weekly

Budget Neutral Recommended next step:

- In order to improve student access to team membership, remove 3+ F provision prohibiting team membership and include restorative academic structures before being allowed to compete

2. Early Access

Budget Neutral Recommended Next Steps:

In order to foster early access opportunities and connections with feeder schools:

- Increase 8th grade communication around 9th grade opportunities
- Continue 8th grade athletics research
 - Review current city-wide programming and feasibility around WIAA Membership, school based, and/or MSCR based athletics
- Create youth feeder connections/partnerships
 - Aligning/integration of high school building spaces for camp/clinic opportunities for feeder school students
 - Identify programs that support skill development in athletics and connect to HS programming

3. Booster Partnerships

Budget Neutral Recommended Next Steps: In order to improve connections with Boosters:

- Articulate the guiding principles and working agreements, including communication channels
 - School based communication plan with feedback loop
- Recommend the Facility Master Plan include the Athletics Facility Plan that could be pre-approved by the Board for fundraising within current fundraising policies
- Review regular feedback loop cycles with AD and Principal
 - Sample feedback [survey](#)

Athletic Budget Impact Considerations

- Athletic budgets have received minimal increase over the past decade to offset rising costs and additional requirements
- To maintain basic standards for program operation we have needed to access funding from outside the operational budget through Booster support and sponsorship/advertising funds
- Currently all schools rely on outside support at some level for the essentials of supplies, equipment, and apparel annually

1. Professional Development for Coaches supported by MMSD

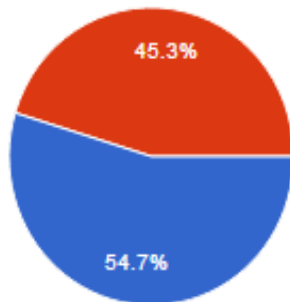
Did you receive professional development to support your position from MMSD?



Yes	12	11.3%
No	94	88.7%

Potential Professional development needs of approximately \$30,000 per year for clinics, speakers, and continuing education across schools

Did you seek professional development independently?



Yes	58	54.7%
No	48	45.3%

Budget Impact

Recommended Next

Step: Explore ways to financially support State Association or other Clinics to develop coach specific identified skills

2. Equipment/Maintenance

- Current Equipment/Facility Needs
 - Approx. \$40k (\$10k per school - balls, nets, capital equipment)
 - Annual facility upkeep needed is approximately \$30k-60k

Budget Impact Recommended Next Step: Explore new income stream options to offset added expenditures such as more paid events and/or user fee increases along with district budget implications for 17/18 budget

3. District Coordination

District athletic coherence and consistency is lacking across schools.

1. Current district level organization of athletics doesn't match the current needs for improvement
2. The AD Role has been changed to better align with the implementation of the SIP and Strategic Framework but lacks district coherence
3. Timely communication between schools, central office, boosters and parents is inconsistent

Establish a District AD position by repurposing one of the four AD roles that will focus on:

1. Professional development/training programs
2. Designing and implementing common/consistent systems across all schools
 1. Professional Development
 2. Quality control and program and coach evaluation
 3. Community Partnerships and Fundraising
 4. Middle School sports and high school athletic alignment

Next Steps

Short term plans for implementation

- Remove non-participation clause to the athletic code with 3+ non-passing grades including participation and structured study
- Improve communications with Boosters to increase support of long term projects/improvements
- Establish and assign district-wide athletic coordination by July 1

Long term plans for implementation

- Investigate middle school programming options
- Explore additional income streams including user fees and/or charging admission at volleyball, gymnastics, swim similar to existing admissions at other sports
- Increase operating budget with graduated increases to include additional staffing, professional development, and other services
- Long range facilities strategic planning

Appendix

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.

Research Question: What are the academic and behavioral outcomes for interscholastic high school?

Table provides outcomes for the 2012, 2013, and 2014 graduating cohorts by years of interscholastic athletic participation.

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
	High School Attendance	87.5%	91.2%	94.0%	90.4%
Graduation & Postsecondary	High School Completion	64.2%	78.7%	95.9%	78.0%
	Postsecondary Enrollment	43%	58%	85%	61%

See Report 2015-8-5, p. 5

WV

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

Research Findings: Academic and behavioral outcomes for interscholastic high school athletics participants outperform similar non-participants

Table 6: Academic and Behavioral Outcomes for Interscholastic Athletes and Non-Athletes

Category	Outcome	Athletes (Treatment Group)	Non-Athletes (Comparison Group)
Academics	Grade 9 two or more Fs	21% ***	28%
	Average Grade 9 Course Failures	1.05 ***	1.64
	High School Cumulative GPA	2.71 **	2.63
	High School Core GPA	2.49 ***	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	22.6 ***	23.9
	ACT Participation	39% ***	31%
	Met ACT Reading College Readiness Benchmark	54% ***	63%
	Met ACT Math College Readiness Benchmark	56% ***	67%
Behavior	Average High School Behavior Events	3.75	3.54
	Average High School Out-of-School Suspensions	0.47 ***	0.70
	High School Attendance	92.0% ***	90.8%
Graduation & Postsecondary	High School Completion	87.7% ***	79.2%
	Postsecondary Enrollment	71% ***	59%

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

See Report 2015-8-5, p. 7

Overall, interscholastic athletes outperformed non-athletes on most outcome measures.

Director of Athletics and Operations Feedback - Winter 2016

This anonymous survey is intended to help establish two-way communication designed to help better serve the families of student-athletes at JMM. The information will be used for self-appraisal of the athletic director and athletic programs at Memorial. Surveys will be sent at the conclusion of each sports season. Thank you for the timely and genuine feedback to help continue to make Memorial athletics the standard for excellence we expect.

* Required

Choose best description of role associated with Memorial athletics

- ☐ Coach
- ☐ Parent
- ☐ Athlete
- ☐ Event worker
- ☐ Support staff

Mr. Schlitz clearly communicates expectations, mission, vision, and Memorial brand. *

1 2 3 4

Strongly Disagree ☐ ☐ ☐ ☐ Strongly Agree

Please share any specific examples or concerns related to previous question.

Mr. Schlitz is timely in all communication and keeps all well informed.

1 2 3 4

Strongly Disagree ☐ ☐ ☐ ☐ Strongly Agree

Please share any specific examples or concerns related to previous question.

