



# SARATOGA SPRINGS HIGH SCHOOL

Athletic Program Standards Review

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# STANDARD I

## PROGRAM GUIDING PRINCIPLES

**The athletic program has developed a mission statement that clearly defines what the school/program is seeking to achieve and delineates the expectations of the program for student-athletes, coaches, school administration, parents, and the community. The expectations of the athletic program are the fundamental goals by which the school assesses the effectiveness of the athletic program and services provided.**

1. The athletics program mission statement and expectations shall be developed by all stakeholders in the program including, but not limited to, coaches, student-athletes, parents, board of education, community members, teachers, and school administrators. The mission is to be clearly linked to the academic mission of the school and district.
2. The mission shall reflect the core values, beliefs, and goals of the athletic program.
3. The athletic program shall define expectations as they relate to the athletic program for coaches, student-athletes, school administrators, parents, board of education, and the community.
4. The mission and expectations of the athletic program shall be the basis upon which all decisions are made relative to the program.
5. The athletic mission and expectations shall be reviewed, revised/reaffirmed bi-annually to assure it reflects the needs of the student-athlete, the school and the community.
6. The athletic mission and expectations shall be published and distributed throughout the school community in a manner that ensures that all stakeholders are aware of the athletic department's goals.

### **School's Response (cut and paste from self-study)**

The response dataset represents information obtained from athletic administration as Saratoga Springs High School. There is some variation in the responses, especially regarding whether the mission is reflected in the program's practices and whether stakeholders were involved beyond the committee. This suggests differing perceptions or stages of implementation among respondents.

### **Observations**

- Mission Statement Update: Responses noted that the update of the school's athletic mission statement is "In progress".
- Stakeholder Involvement: Responses varied with indications ranging from "No stakeholder involvement" to "In progress".
- Committee Selection: There is a split view on the openness of the committee selection process.
- Defined Expectations: Expectations are somewhat defined across coaches, student-athletes, and parents, with different combinations checked by each respondent.

- **Core Values Development:** Respondents differ on whether stakeholders beyond the committee were involved.
- **Community-at-Large Involvement:** Respondents indicated that surveys and focus groups were not used to involve the community-at-large.
- **Foundation for Decisions:** Respondents agree that the athletic mission is not serving as the basis for all decisions.
- **Mission Reflection in Practices:** Responses varied on whether the mission is reflected in practices.
- **Coaches' Alignment with Mission:** Respondents agree that coaches do not model the beliefs and values found in the mission.
- **Meeting Standard I Indicators:** Respondents agree that the athletic program does not meet all the indicators in Standard I.

## **Visiting Team's Response**

### **Introduction**

Standard I is aimed at evaluating the effectiveness and integration of the athletic mission statement, core values, and expectations within a school's athletic program. The goal is to understand stakeholder involvement, adherence to established standards, and the practical reflection of the mission and values in athletic practices.

### **Methodology**

The data was collected through survey and site visit interviews, comprising responses from all stakeholders involved with the school's athletic program. The inquiry included questions on the development and implementation of the athletic mission statement, involvement of stakeholders, the reflection of the mission in practices, and compliance with the program's standard criteria.

### **Findings**

- *Mission Statement Development:* Respondent indicated that the update of the athletic mission statement is "In progress," suggesting ongoing efforts to update or refine this crucial element of the program.
- *Stakeholder Involvement:* Responses revealed a split in stakeholder involvement, with respondents indicating no involvement of all stakeholders and the others suggesting that the process is still ongoing.
- *Committee Selection Process:* There is a divided opinion on the transparency and openness of the committee selection process.
- *Defined Expectations:* Expectations for coaches, student-athletes, and parents are only partially defined, as evidenced by the variation in responses, with some participants indicating a broader involvement than the others.
- *Involvement Beyond the Committee:* Responses varied concerning the involvement of stakeholders beyond the committee in developing core values, which could indicate a potential disconnect or a lack of broad communication.
- *Community-at-Large Involvement:* Respondents noted that there was no use of surveys or focus groups to solicit broader community input, which might suggest a gap in capturing a wide range of perspectives and needs.

- *Decision-Making Foundation:* The athletic mission was largely reported as not serving as the basis for all decisions related to the program, highlighting a concern regarding the mission's practical influence.
- *Mission Reflection in Practices:* There is inconsistency in whether the mission is reflected in the program's practices and culture, with both positive and negative response, pointing to a possible need to realign the mission with current practices.
- *Coaches' Alignment with Mission:* There was agreement that coaches do not model the beliefs and values found in the mission. This suggests a need for educating coaches about the athletic program's core values and implementation expectations.
- *Compliance with Standards:* Respondents agreed that the program does not meet all the indicators in Standard I, signaling a willingness to address areas of deficiency.

### **Conclusion**

The survey results highlight areas for improvement in the development and implementation of the athletic mission and its related components. By increasing stakeholder involvement, improving communication, and ensuring that the program's mission is effectively integrated into its daily operations, the school can better align its athletic practices with its stated goals and values.

### **Commendations**

- **Proactive Mission Updates:** The school is commended for keeping the athletic mission statement and core values current by updating them recently.
- **Broad Distribution:** Successfully distributing the mission across the school and community is crucial for alignment and awareness, which has been well-handled.

### **Recommendations**

- **Increase Stakeholder Engagement:** While the mission update involved stakeholders, there seems to be room for improving how inclusive this process is, especially involving coaches who play a critical role in embodying these values.
- **Align Practices with Mission:** Given the feedback, there seems to be a gap between the mission statement and its reflection in the day-to-day practices and decisions of the athletic program. Strategies to better integrate these values into daily operations should be considered.
- **Enhance Coaching Alignment:** Since respondents indicated that coaches vary in their align with the school mission's beliefs and values, it would be beneficial to invest in training and development programs for coaches to ensure a connection to the school's athletic values.

# STANDARD II

## PROGRAM CURRICULUM

**The athletic program has developed and implemented programs, activities and curricula that enable the school to achieve its athletic mission and expectations. Embedded in this standard, in addition to sport specific skill development and the promotion of academic achievement, are the teaching and endorsement of sportsmanship, character development, ethics, values, living a healthy and drug free lifestyle and appropriate behavior for all student-athletes, coaches, parents and spectators.**

1. Curricula shall be developed and instituted that advance sport specific training, conditioning, and skill development in all sports.
2. Curriculum units/modules shall be developed and taught to all student-athletes and coaches in a formal setting on the following topics: Sportsmanship, appropriate behavior, ethics, values, character development, leadership, and development of healthy lifestyles.
3. Specific programs and activities shall be developed and implemented by each school and athletic department to address the proper behavior of all student-athletes, coaches, parents and spectators at athletic contests.
4. The athletic program shall support and monitor the academic achievement of each student athlete throughout the high school years.
5. The athletic department promotes a program that is safe, positive, respectful, and supportive and fosters the benefits of multi-sports athletics and the disadvantages of sports specialization.
6. The athletic department provides leadership training to all captains and team leaders.

### **School's Response (cut and paste from self-study)**

- Policies and Training: There's a mix of policies in place, like instruction from varsity to sub-varsity coaches and monitoring of academic progress, suggesting some structured approaches to athletic and academic balance.
- Areas of Concern: The written expectations for behavior and a formal setting for promoting important values like sportsmanship, character, and ethics, could indicate areas for improvement.

### **Observations**

- The practice of varsity coaches instructing sub-varsity coaches and high school coaches working with youth leagues indicates a strong collaboration and a systematic approach to coaching across different levels.
- The program has a formalized process for monitoring the academic progress of its athletes. This shows a commitment to the student-athletes' academic success, ensuring that sports do not hinder their education.

- The athletic program is actively promoting academic achievement and encouraging multi-sport participation. These policies can enhance the overall development of student-athletes, making them more versatile and academically secure.
- The absence of formal instruction on sportsmanship, ethics, and values is a gap.
- Written behavioral expectations for student-athletes, coaches, parents, and spectators can be better defined and established with the SSHS athletic community stakeholders.
- There is an absence of leadership training for captains and recognition programs for multi-sport athletes.

## **Visiting Team's Response**

### **Introduction**

This report synthesizes findings from a survey and interviews conducted to assess various aspects of the athletic program at a school. This report primarily provides qualitative analysis and recommendations to enhance the program's effectiveness.

### **Methodology**

The data was collected through survey and site visit interviews, comprising responses from all stakeholders involved with the school's athletic program. The visiting teams inquiry covered a range of topics, including coaching practices, academic monitoring, behavioral expectations, leadership training, and recognition of athletic and academic achievements.

### **Findings**

- *Structured Coaching and Development:* The program shows a structured approach to coaching, where varsity coaches actively instruct sub-varsity coaches, and there is interaction with youth league coaching. This ensures that younger athletes are exposed to consistent coaching methodologies and skill development.
- *Academic Support and Monitoring:* The athletic program has mechanisms in place to monitor the academic progress of athletes. This indicates a balanced approach, prioritizing education alongside athletic development.
- *Promotion of Academic and Athletic Participation:* The school encourages athletes to participate in multiple sports and promotes academic achievements. This holistic approach helps in developing well-rounded individuals.
- *Lack of Formal Instruction on Key Values:* Implementing formal instruction on sportsmanship, ethics, and values as core aspects crucial for the personal development of athletes will foster a positive sporting culture.
- *Behavioral Guidelines:* Written expectations for behavior for athletes, coaches, or spectators are limited to prohibited actions and consequences and appear to be developed by agencies other than SSHS (i.e. NYSPHSAA).
- *Leadership and Recognition Programs:* Enhanced leadership training for team captains and recognition of multi-sport athletes and academic achievements can affect motivation and leadership development among athletes.

### **Conclusion**

The SSHS athletic program exhibits several strengths. However, there are areas that may be improved to ensure that SSHS not only fosters athletic talent but also promotes educational

success and personal development. The recommendations provided aim to address these gaps and enhance the overall effectiveness of the program.

### **Commendations**

- The program's structured approach to coaching, where varsity coaches mentor sub-varsity and youth league coaches, ensures that all athletes receive high-quality and consistent training. This not only aids in developing fundamental skills but also prepares them for higher levels of competition.
- The implementation of academic monitoring systems is commendable. These systems help in identifying and addressing the academic needs of athletes, ensuring they do not compromise their education for sports.
- The encouragement of multi-sport participation and the recognition of academic achievements promote a comprehensive development environment. This approach helps in nurturing well-rounded individuals who excel in both athletic and academic arenas.

### **Recommendations**

- The absence of formal training on sportsmanship, ethics, and values is a significant gap. Introducing structured programs or workshops focusing on these aspects can enhance the personal development of athletes and promote a positive sporting culture.
- Developing clear, written guidelines for behavior applicable to athletes, coaches, and spectators will standardize conduct across the board. These guidelines should be well-publicized and enforced to maintain a professional and respectful environment.
- There is a need to establish more robust leadership training programs for team captains and recognition systems for multi-sport athletes and academic achievers. Such initiatives can motivate students, foster leadership qualities, and enhance their readiness for future challenges.

# STANDARD III

## PROGRAM RESOURCES AND EQUITY

**The athletic program is provided sufficient support and resources by its governing body and the community to assure the achievement of the athletic mission and expectations. Equitable and appropriate resources, facilities, and opportunities are afforded to all student-athletes and sports programs including intramural programs for students not involved in interscholastic sports. The athletic program is in compliance with all state and federal mandates.**

1. The athletic program shall be provided sufficient funding to assure the program provides and maintains quality athletic opportunities, personnel, services, facilities, equipment, transportation, uniforms, teaching materials and supplies to support each sport offering.
2. All athletic equipment including uniforms shall be adequate, properly maintained, refurbished or replaced on a prescribed schedule for all teams.
3. The athletic program shall allocate resources, programs and services for all sports equitably.
4. The athletic program shall be in compliance with all state and federal mandates including coaching certification and Title IX.
5. The athletic program provides athletic opportunities to all interested students including special needs students.
6. The athletic program provides equal opportunities for male and female athletes.
7. Athletic programs and activities exist for those students not involved in competitive interscholastic athletics.
8. Funding parity shall exist among all sports programs and support from sources such as booster clubs is considered when allocations are determined.
9. All athletic facilities are properly maintained to ensure the safety of student-athletes and the school shall have a long-range facilities plan to upgrade, improve and to add to existing facilities as necessary.

### **School's Response (cut and paste from self-study)**

Standard III primarily focuses on various aspects of athletic program management and compliance, particularly with respect to gender equality and resource allocation.

#### **Observations**

- *Leadership and Resource Allocation:* The athletic administrator does not have the appropriate time and resources to provide leadership and effectively manage the entire athletic program.
- *Budgeting and Funding:* A budgeting process has been established that provides adequate funding for all sports. Booster club funds are largely used to subsidize major athletic purchases (i.e. wrestling mats, uniforms, etc.).



- *Equipment Management:* A uniform replacement schedule is being established. Accurate records and an up-to-date equipment inventory are kept. An accurate system is in place to issue and collect equipment. Equipment meets all safety specifications.
- *Equality and Compliance:* Male and female athletes have equal opportunities to compete, have equal access to facilities and are equally recognized for their accomplishments. The male and female athletic program opportunities follow Title IX. All home games are conducted and hosted equally for boys and girls teams.
- *Inclusion and Accessibility:* Special needs students are encouraged to participate in athletics. A Unified Sports™ program exists for intellectually challenged students.
- *Planning and Development:* The athletic department has ongoing short and long range plans for capital improvements of facilities and replacement of equipment.
- *Overall Program Compliance:* Despite positive responses in all other areas, there is a school-based concern of non-compliance with Standard III. This suggests that while individual components of the program meet expectations, there may be other unmet criteria or a need for a holistic improvement to meet this standard.

## **Visiting Team's Response**

### **Introduction**

A comprehensive analysis of the SSHS athletic program reveals a mixed scenario of robust management and areas of recommendation. While there is positive feedback regarding leadership, equity, and resource allocation, a concern arises with overall compliance to Standard III, pointing to a need for a continued evaluation and strategic interventions.

### **Methodology**

The data was collected through survey and site visit interviews, comprising responses from all stakeholders involved with the school's athletic program, extensively covers various dimensions of the athletic program including administrative support, equality in sports, inclusivity of special needs students, and equipment management. This report delves into the details of these areas, evaluating the responses and formulating actionable recommendations for future improvements.

### **Findings**

- *Leadership and Resource Allocation:* The athletic administrator is acknowledged for effective management, despite the job responsibilities far exceeding the reasonable ability of one person. It is crucial to provide the athletic director with support, regularly reviewing and adjusting resource allocations to meet evolving needs and challenges within the program.
- *Budgeting and Funding:* SSHS upholds a strong and equitable budgeting procedure, ensuring compliance with Title IX financial regulations across all sports. Booster club funding varies from team-to-team with no clear policy on what items are the district's responsibility as opposed to booster club funds. Ensure transparency in budgeting and monitor funding allocations to sustain compliance with Title IX. Regular budget reviews could help adapt to shifts in sports popularity or new financial needs.

- *Transportation:* Transportation to and from events is a major concern. The lack of available buses creates the need for parent carpooling. This practice can detract from the team experience and create a fractured athletic culture.
- *Equipment Management:* Equipment handling is exemplary, adhering to safety and maintenance standards effectively.
- *Equality and Compliance:* The program is successful in providing equitable resources and opportunities across genders. Continue to engage with stakeholders and organize training and workshops on gender equality in sports to reinforce this commitment and stay up to date with Title IX changes and implementation guidelines.
- *Inclusion and Accessibility:* The program is commendably inclusive, catering specifically to the needs of special needs and intellectually challenged students. Continue these inclusive efforts to expand the range of activities and regularly assess their effectiveness to ensure they meet participant needs.
- *Planning and Development:* There are well-established plans for capital improvements and equipment upgrades, both short-term and long-term. Keep these plans updated to mirror the current and future needs of the athletic program, incorporating feedback from stakeholders to ensure responsive and aligned planning.
- *Overall Program Compliance:* While the athletic program complies with Standard III criteria, athletic administration has identified a priority of exceeding the current level of equity and resource allocation.

## **Conclusion**

SSHS's athletic program shows substantial strengths in key areas of management and compliance. Nevertheless, the athletic administration remains committed to exceeding the current levels of compliance with Standard III. By strategically planning ongoing program reviews and leveraging existing strengths, SSHS can ensure comprehensive compliance and support an equitable, effective environment for all athletes.

## **Commendations**

- The athletic program benefits from strong leadership and well-managed resources, ensuring that administrators are equipped to maintain high standards in program management. This robust leadership framework is crucial for the smooth operation and continuous development of the program.
- Some facilities, like the turf field and the new weight room, are state-of-the-art and provide excellent training environments.
- SSHS demonstrates commendable compliance with Title IX, particularly in the equitable number of sports teams. This ensures that all athletes have equal opportunities regardless of gender, which is essential for fostering a fair and inclusive sporting environment.
- The management of equipment, including regular maintenance and safety checks, ensure that athletes have access to safe and functional equipment, reducing the risk of injury and enhancing the overall athletic experience.

- Coaches at SSSHS are recognized for their dedication and the sense of pride they instill in their teams. They are noted as some of the best in the state, providing numerous opportunities for students across a variety of sports.

### **Recommendations**

- Review facility improvement plans to ensure Title IX compliance.
- Address maintenance issues more systematically and ensure that facilities are upgraded and well-maintained. Improving storage solutions and resolving the inconsistencies in maintenance staff response can significantly benefit the program.
- Though planning and development are well-handled, integrating more comprehensive stakeholder feedback could lead to even more effective and responsive program planning. This would not only align future developments more closely with the needs and wishes of participants but also foster a sense of community and shared purpose within the program.
- Explore a transportation study to identify possible solutions to the district bussing issues.

## **STANDARD IV**

### **PROGRAM ADMINISTRATION**

**The athletic program has the administrative structure, policies, procedures, and personnel in place to allow for the attainment of the athletic mission and expectations. The program encourages the active involvement of coaches, student-athletes, parents, booster clubs, and the community in decision making to promote an atmosphere of participation and ownership. The accomplishments of the program, the student-athletes and the coaches are regularly acknowledged and celebrated. The program has a clearly defined formative and summative personnel evaluation plan in place which is designed to enhance the professional growth of all coaches. The athletic program promotes and supports all CIAC regulations and by-laws including those of the National Federation of State High Schools and is in compliance with all state and federal statutes.**

1. The school/district shall provide appropriate personnel with adequate time and resources to assure the effective administration of the athletic program.
2. The athletic program has clearly defined policies and procedures in place for the effective administration of the program.
3. The athletic program has a student athlete/ parent handbook and contract that clearly defines all expectations for student athletes including, but not limited to, policies on sportsmanship, hazing, taunting, substance use and abuse, and is provided to all student-athletes and their parents.
4. The athletic department provides all coaches, including volunteer coaches, a handbook which outlines all expectations and procedures including CIAC rules and regulations and the responsibility of the coach to promote and model good sportsmanship.
5. The athletic program shall have written guidelines for all booster clubs explaining their role in the program.
6. The athletic program shall have written guidelines and procedures for all athletic events including emergency evacuation measures in line with the CIAC Manual for Tournament Operations and Guidelines for Crowd Control and Security.
7. The athletic program shall have programs in place to educate players, coaches, students, parents and spectators on sportsmanship and proper behavior at all sporting events.
8. The athletic program shall have a formal evaluation plan for all coaches including assistant and volunteer coaches that promote the professional growth and competence of all coaches.
9. The school/athletic department shall provide staff development programs for coaches designed to enhance and improve their professional growth and competence.
10. The athletic department provides an induction program for new coaches as well as coaches who are not employed as faculty or staff in the district.
11. The athletic department allows for meaningful input from student-athletes, parents, booster clubs, and the community into decisions impacting the athletic program.
12. The athletic program complies with all CIAC and National Federation of State High School rules, regulations and by-laws and all state and federal statutes.

13. The athletic program regularly acknowledges, celebrates, and displays the accomplishments of the student-athlete, teams and coaches.

### **School's Response (cut and paste from self-study)**

Standard IV focuses on administrative structure, policies, procedures, and personnel in place to allow for the attainment of the athletic mission and expectations.

#### **Observations**

- *Resources and Support:* Response indicates a lack of sufficient support and resources for the athletic director, as well as inadequate clerical support and absence of job descriptions.
- *Policy and Manuals:* Existing handbooks, policies, and procedures that positively contribute to the SSHS athletic program include:
  1. The existence of a student-athlete/parent handbook that is updated annually.
  2. Presence of written policies on sportsmanship, hazing, taunting, and substance abuse.
  3. Annual evaluation of coaches using a formal plan.
  4. Compliance with all relevant rules and regulations.
  5. Availability of a website to communicate important information to athletes, parents, and the community.
  6. Conduct of pre-season meetings for players and their parents.
- *Policy and Manuals Not Published:* The following areas of the SSHS athletic program do not have formally published policies or manuals:
  1. Guidelines for booster clubs
  2. Emergency action plans
  3. Formal programs to educate stakeholders on sportsmanship.
- Athletic administration also noted a lack of opportunities for professional development and community input into decisions impacting the athletic program.

### **Visiting Team's Response**

This report provides an evaluation of the athletic department based on a survey and interviews reflecting the current state of the department's management, practices, and compliance. The data reveals key strengths in areas such as leadership resources and policy management but highlights opportunities for improvement in coach development, stakeholder engagement, and overall compliance with the department's standards.

#### **Methodology**

This report analyzes responses from surveys and stakeholder interviews aimed at assessing various aspects of the athletic department's operations. The evaluation focuses on the

department's compliance with established standards, the effectiveness of its management practices, and the engagement of its stakeholders.

## **Findings**

- *Leadership and Resource Allocation:* The athletic department is led by an athletic director who reportedly has access to the necessary resources. The athletic director is provided limited administrative support to perform the extensive duties required to maintain and enhance a quality high school athletic program.
- *Policy and Procedure Management:* A formal up-to-date policies and procedures manual will contribute to governance within the department. Conduct annual reviews of the policies and procedures manual to ensure continued relevance and effectiveness. Include coaches, athletes, and parents in the policy revision process to enhance compliance and applicability.
- *Coach Development and Evaluation:* There is a formal evaluation process for coaches, but the lack of district-based professional development opportunities could limit their professional growth. Develop or facilitate professional development programs for coaches to keep them abreast of the latest in athletic training and education. Encourage participation in external workshops and certification programs to enhance coaching skills and knowledge.
- *Stakeholder Engagement and Compliance:* Despite compliance with regulations and proactive communication through a dedicated website, there is a noted deficiency in allowing input from students, parents, and the community. The program could benefit from establishing regular forums or advisory committees that include student-athletes, parents, and community members to discuss and influence department decisions.
- *Communication and Information Sharing:* The athletic department maintains a website to communicate essential information, which is a crucial tool for transparency and engagement. Regularly updating the website ensures it provides comprehensive and current information.
- *Overall Compliance and Improvement:* While SSHS athletics addresses many aspects of Standard IV it does not meet all the indicators' criteria. Consider developing a strategic action plan to achieve full compliance with all standards.

## **Conclusion**

While the athletic department exhibits foundational strengths in resource allocation and policy management, there are critical areas that require attention to ensure its operations align with best practices and stakeholder expectations. Focused improvements in coach development, stakeholder engagement, and compliance can transform the department into a model of excellence within the educational athletic community.

## **Commendations**

- Efforts to balance a large number of athletic teams and manage a diverse range of responsibilities are acknowledged.
- The use of a formal evaluation plan for coaches is commendable. This practice ensures that coaches are consistently assessed, providing a basis for feedback and improvement.
- The athletic department's proactive approach to using a website to disseminate information and communicate with the community is notable. This enhances transparency and ensures stakeholders are well-informed.
- Coaches at SSSHS are recognized for their dedication and the sense of pride they instill in their teams. They are noted as some of the best in the state, providing numerous opportunities for students across a variety of sports.
- Students display high levels of commitment and pride in representing their school. They appreciate the inclusivity and leadership from upperclassmen and are generally satisfied with their athletic experiences.

## **Recommendations**

- Streamline communication and ensure more efficient problem-solving strategies. Consider appointing additional support for the Athletic Director to manage the broad scope of responsibilities more effectively. This would help in managing the program more effectively and alleviate any administrative burdens that could detract from program development.
- There is a need to formalize and update the existing policies and manuals and develop policies and manuals for critical areas (i.e. Emergency action plans). Ensuring these documents are current and comprehensive will aid in maintaining consistency and clarity in operations.
- Increasing efforts to involve student-athletes, parents, and booster clubs in the decision-making process could enhance the overall effectiveness and community support for the athletic program.
- Improve the logistical coordination of practices and games to ensure that students have reliable access to venues and equipment.
- Enhance the student voice in athletic planning and decision-making to ensure their needs and suggestions are heard and acted upon.
- Consider more consistent and transparent communication from the administration to ensure coaches feel their contributions and concerns are valued.

# STANDARD V

## PROGRAM AND PLAYER EVALUATION

The athletic program has an ongoing program evaluation procedure in place designed to measure the department's success in achieving its mission and expectations and the developmental skill growth of each student-athlete. The skill growth of athletes is formally assessed at the end of each season and improvement plans are co-developed by the coach and athlete. The athletic department reports its progress in meeting its mission and expectations to the school administration and develops action plans for improvement.

1. The athletic program shall have a formalized process in place to assess the achievement of its mission and expectations. Data collection and review procedures shall be in place to support the department's findings.
2. The athletic department shall periodically employ surveys and focus groups to garner information from parents, students, and coaches regarding the success of the athletic department in meeting its mission.
3. The athletic department shall report the results of its efforts to meet the mission and expectations annually.
4. The athletic department shall develop action plans for improvement or enhancement of the program on an annual basis.
5. The athletic department shall develop and implement a player assessment program that is designed to set and evaluate individual performance goals for each student-athlete on a seasonal basis.

### **School's Response (cut and paste from self-study)**

Standard V addresses the need for an athletic program to have an ongoing program evaluation procedure in place designed to measure the department's success in achieving its mission and expectations and the developmental skill growth of student-athletes.

### **Observations**

The responses indicated uniform non-compliance across Standard V indicators. This includes:

1. Lack of a Formalized Process for Mission Review
2. Absence of Criteria for Measuring Success
3. Non-existence of Annual Success Reporting
4. No Development of Annual Improvement Plans
5. Missing Player Assessment Program
6. Lack of Co-developed Performance Improvement Plans



## **Visiting Team's Response**

### **Introduction**

A recent survey conducted within the school's athletic department has revealed several key processes and standards are not currently being met. This report provides a comprehensive analysis of the existing issues and outlines strategic recommendations to enhance the athletic program's alignment with educational objectives and performance standards.

### **Methodology**

This report analyzes responses from surveys and stakeholder interviews aimed at assessing various aspects of the athletic department's operations. The evaluation focuses on the department's compliance with established standards on ongoing program evaluation procedures designed to measure the department's success in achieving its mission and expectations and the developmental skill growth of student-athletes.

### **Findings**

The stakeholder responses indicated uniform non-compliance with Standard V, including lack of a formalized process for mission review, absence of criteria for measuring success, non-existence of annual success reporting, no development of annual improvement plans, missing player assessment program, lack of co-developed performance improvement plans, and failure to meet overall Standard V indicators.

### **Conclusion**

This report highlights critical gaps in the athletic department's practices and provides a roadmap for enhancing alignment with educational objectives and industry standards. By adopting these recommendations, the school can expect to see improved athlete performance, greater program accountability, and enhanced overall reputation.

### **Commendations**

- SSSH athletic administration are commended for their honest reflection and willingness to systematically develop procedures that will enhance the effectiveness of its athletic program, thereby improving student outcomes and satisfaction.

## **Recommendations**

**The following recommendations and timelines assume that the athletic director will be provided with staffing support. Without staffing support, it may be unrealistic to implement these recommendations in the suggested timeline.**

- **Establishing a Formalized Review Process**
  - Action: Form a review committee that includes administrators, coaches, athletes, and parents.
  - Purpose: Regularly update the athletic mission to reflect educational goals and student needs.
  - Timeline: Establish the committee and schedule the first meeting in the 2024-2025 school year.
- **Developing Success Criteria**
  - Action: Define measurable objectives that relate directly to the athletic mission.
  - Purpose: Enable effective monitoring and demonstration of the program's success.
  - Timeline: Develop and approve criteria by the end of the end of the 2025-2026 school year.
- **Implementing Annual Reporting**
  - Action: Create a standardized annual report format that details achievements and areas for improvement.
  - Purpose: Increase transparency and stakeholder engagement.
  - Timeline: Publish the first annual report at the end of the 2024-2025 academic year.
- **Creating Improvement Plans**
  - Action: Introduce a mandatory process for annual objective setting and improvement planning.
  - Purpose: Drive program development and adaptability.
  - Timeline: Initiate planning sessions during the 2024-2025 school year with a goal of plan in place for the 2025-2026 school year.
- **Facilitating Player Role and Performance Improvement Planning**
  - Action: Schedule regular planning meetings between players and coaches.
  - Purpose: Enhance player understanding of their team role and individual performance improvement areas.
  - Timeline: Design the player meetings format in the 2024-2025 year with planned implementation for the 2025-2026 school year.

# Comprehensive Report on SSSH Student Survey on Athletic Programs (See Appendix A for Student Survey Responses)

## **Introduction**

This report provides an extensive analysis of the student survey conducted at Saratoga Springs High School, focusing on the athletic programs. The survey aimed to gather insights from students regarding their experiences and perceptions of the school's athletic offerings. The findings are intended to help school administrators and coaching staff understand the areas of strength and those requiring improvement within the athletic department.

## **Survey Summary**

The survey encompassed a range of questions covering various aspects of the athletic programs, including student familiarity with the program's mission, perceptions of the program's reflection of community values, experiences with practice and game facilities, and the overall balance between athletics and academics. Responses were collected from a broad demographic cross-section of the student body, providing a comprehensive view of the student-athlete experience.

## **Identified Strengths**

Among the notable strengths highlighted by the survey, the alignment of the athletic program's mission with the values of the school and community stands out. Most students expressed a positive view of how the program enhances their high school experience, fostering both sportsmanship and academic balance. Additionally, the survey indicated that the variety of sports offerings is well-received, accommodating a wide range of student interests and promoting participation in multiple sports.

## **Identified Improvement Areas**

However, the survey also uncovered some areas of concern. A significant number of responses pointed to perceived inequities in practice and game facilities between different sports, as well as potential gaps in the financial support when compared to rival schools. Furthermore, there were indications of dissatisfaction with how off-season programs and sports camps are managed, suggesting a need for more structured and engaging off-season activities.

## **Recommendations**

Based on the survey findings, it is recommended that the school administration consider the following actions: 1. Enhance communication and transparency regarding the allocation of resources and financial support to build trust and clear up misconceptions among students. 2. Reevaluate and potentially upgrade the facilities for sports that have been identified as under-supported, ensuring equitable treatment across all athletic offerings. 3. Develop more robust off-season programs that can offer valuable training and engagement opportunities, thereby improving the competitiveness and preparedness of student-athletes.

## **Conclusion**

The survey has provided valuable insights into the strengths and weaknesses of Saratoga Springs High School's athletic programs. By addressing the identified issues, the school can enhance the overall effectiveness of its athletic offerings and ensure a more balanced and enriching experience for all student-athletes. Continued engagement with students and periodic

reassessment of the program's impact are crucial for sustaining improvement and fostering a vibrant athletic culture.

### **Summary of Student Survey Comments**

This report provides an analysis of feedback collected from students regarding the strengths and weaknesses of the SSHS athletic programs. The data was gathered from a survey that included questions about what students value in these programs and what improvements they desire.

#### **Strengths of Athletic Programs**

- **Social Aspects:** High frequency of comments related to 'Fun', 'Friends', and 'Teammates', indicating that the social connections are highly valued.
- **Coaching:** Positive remarks about 'Coaches' suggest that coaching quality is a strong point of the programs.
- **Team Culture:** Positive notes on 'The culture' and general team environment are recurrent, highlighting a supportive atmosphere.

#### **Areas for Improvement in Athletic Programs**

- **Logistics:** Responses mentioning 'More buses' and 'Better uniforms' suggest logistical aspects that could be improved.
- **General Improvements:** General calls for improvements are mentioned, though specifics are often lacking, highlighting a potential area for further investigation to understand precise needs.

#### **Conclusion**

The analysis indicates that the athletic programs are generally appreciated, especially in terms of the social and coaching elements. However, the vague nature of some responses about desired improvements suggests a need for further qualitative research or follow-up surveys to obtain more actionable insights and identify specific improvement areas.

# Comprehensive Report on SSHS Coaches' Survey on Athletic Programs (See Appendix B for Coaches' Survey Responses)

## Introduction

The SSHS Coaches' Survey was conducted to gather insights from the coaching staff on the effectiveness and operation of the school's athletic programs. The survey aimed to understand the coaches' perceptions, identify strengths and weaknesses, and pinpoint areas for improvement to enhance the overall experience for both athletes and coaches.

## Survey Summary

The survey comprised both scaled and open-ended questions, focusing on various aspects of the athletic programs, including familiarity with program missions, expectations of student athletes, and resource adequacy. A total of 66 coaches participated, providing feedback on their experiences and satisfaction levels across multiple dimensions of the athletic environment.

## Identified Strengths

- **Strong Awareness and Alignment with Mission:** A significant majority of coaches are well-aware of and agree with the mission and goals of the athletic programs, reflecting effective communication and alignment.
- **Promotion of Multi-Sport Participation:** There is a strong emphasis on encouraging athletes to participate in multiple sports, which is well-received and supported among the coaches.
- **Collaborative Environment:** Coaches frequently praised the collaborative spirit among team members and staff, enhancing the coaching environment and contributing positively to the athletes' experiences.

## Identified Improvement Areas

- **Facilities and Resources:** Many coaches expressed concerns about the adequacy of facilities and resources, including issues with transportation and the maintenance of athletic facilities.
- **Funding Constraints:** Challenges with funding were apparent, particularly regarding transportation and athletic awards, which many feel could be better supported.
- **Need for Stronger Leadership:** Responses indicated a desire for more robust leadership within the athletic programs to drive initiatives and foster a more supportive environment for both coaches and athletes.

## Recommendations

- **Enhance Facilities and Equipment:** Prioritize upgrades to facilities and ensure adequate equipment and resources are available to support all sports programs effectively.
- **Increase Funding and Resource Allocation:** Address funding issues by exploring additional funding sources or reallocating existing budgets to cover essential areas like transportation and awards.

- **Strengthen Leadership Structures:** Consider appointing dedicated leadership roles or committees to oversee the smooth operation and development of athletic programs, ensuring consistent support and guidance for all involved parties.

## **Conclusion**

The SSHS Coaches' Survey has provided valuable insights into the functioning of the athletic programs from the coaches' perspective. While there are commendable strengths, addressing the identified weaknesses through targeted improvements can significantly enhance the quality and effectiveness of the athletic programs, benefiting coaches and athletes alike. By implementing the suggested recommendations, SSHS can ensure its athletic programs continue to thrive and provide meaningful and positive experiences for its community.

## **Summary of Coaches' Survey Comments**

This section provides an analysis of the comments made by coaches in the survey, highlighting key trends, strengths, and weaknesses within the athletics programs. The comments reveal insights into the operational and interpersonal dynamics that influence the effectiveness of the programs.

### **Strengths of the Athletic Program**

- **Strong Program Leadership:** The leadership within certain sports programs, particularly wrestling, is highly commended for its effectiveness and the positive impact on athletes. This is supported by a well-organized booster club that enhances the program's resources.
- **Engaged and Supportive Community:** Comments indicate that some sports benefit significantly from active community and booster club involvement, which provides substantial support and resources.

### **Areas of Improvement**

- **Inequity in Resource Distribution:** A recurring theme in the comments is the inequity in resource distribution among various sports, which includes disparities in coaching compensation, facility access, and overall support.
- **Parent and Community Overreach:** Some comments reflect challenges with parental involvement that sometimes extends into overreach, adversely affecting the coaching environment and the administration of athletic programs.
- **Operational and Logistical Challenges:** Numerous comments point to logistical issues such as transportation, equipment management, and facility maintenance that hinder the smooth operation of athletic events and practices.

# Comprehensive Report on SSHS Parent Survey on Athletic Programs (See Appendix C for Parent Survey Responses)

## **Introduction**

The SSHS Parent Survey is an integral tool employed to gather valuable feedback from parents on various aspects of school life, with a particular focus on athletics. This feedback is crucial as it assists in identifying areas of strength and opportunities for improvement. By engaging parents, the school aims to foster a collaborative atmosphere conducive to enhancing educational and extracurricular programs. The following summary delineates the findings from the survey, highlighting key strengths and improvement areas, and providing actionable recommendations.

## **Survey Summary**

The survey collected responses from 193 parents, spanning a broad spectrum of topics that include athletic participation, familiarity with school missions, and evaluations of school practices and policies. The data includes detailed demographic information about the respondents' children, ranging from grade 7 to grade 12, which helps in understanding the different perspectives based on the students' age and activities. The survey's structure allows parents to express their opinions through multiple-choice questions based on a Likert scale, as well as through open-ended responses that provide deeper insights into the parents' views.

## **Identified Strengths**

One of the primary strengths identified from the survey data is the high level of parental engagement and awareness regarding the school's mission and objectives, especially within the athletic department. Many parents expressed a positive outlook on how sports are managed at the school, appreciating the variety and quality of the sports programs available to their children. The data also reflects a strong sense of community and support for the athletic programs, with many parents noting that the school's communications about these programs are clear and effective.

Additionally, the survey indicated a general satisfaction with the academic integration and support provided to student-athletes, suggesting that the school successfully balances athletics with academic demands, thereby supporting the overall development of students.

## **Identified Improvement Areas**

Despite the strengths mentioned, the survey revealed several areas for improvement. One improvement area noted by the parents pertains to the perceived inequities between boys' and girls' athletic programs. Categories such as unequal funding, differences in the quality of practice and game facilities, and disparities in the provision of uniforms were frequently mentioned. These perceptions of inequity could potentially impact the sense of fairness and community among students and parents.

Another area of concern is the need for better resource allocation that can meet the growing demands of both boys' and girls' sports programs. Some parents suggested that facilities and equipment are not sufficiently updated or maintained.

## Recommendations

- **Equity Audit:** Annually review the athletics budget and scheduling through a lens of equitable funding, access to facilities, and distribution of resources between all sports teams. This should include a review of how uniforms and equipment are provided to each team.
- **Facility Improvement Plan:** Develop and communicate a clear, multi-year plan for evaluating and recommending necessary upgrades to sports facilities. This plan should prioritize urgent needs and ensure that improvements benefit all teams equitably.
- **Parent Involvement:** Create more opportunities for parental input into athletics programs. This might include forming a parent advisory committee that meets regularly with school athletic directors. Examine communication methods to provide regular updates about changes, improvements, and successes within the athletic programs.

## Conclusion

The SSHS Parent Survey has unearthed invaluable insights that underscore the importance of continuous dialogue between parents and the school administration. By leveraging these insights, SSHS can enhance its educational and athletic offerings, thereby promoting an inclusive and supportive environment for all students. The identified strengths highlight the existing positive aspects of the school's programs, while the highlighted weaknesses provide a clear roadmap for improvement. Moving forward, it is imperative that the school acts on these recommendations to ensure fairness and excellence in its commitment to nurturing young talents both in academics and in athletics.

## Summary of Parent Survey Comments

The analysis of the comments from the survey on the athletic programs reveals a mixture of satisfaction and areas for improvement as perceived by parents. Several respondents praised the athletic programs for providing positive and professionally managed experiences, particularly highlighting sports like field hockey and running for their supportive and encouraging environments. On the coaching front, specific teams such as boys lacrosse received commendations for knowledgeable staff, which fosters player development effectively.

Conversely, there are notable concerns about the need for more competent and motivating coaches to ensure that teams remain competitive and that student-athletes are adequately prepared for future endeavors. Issues of equitable support and recognition were also raised, especially concerning the treatment and visibility of female athletes. Additionally, there are suggestions that improvements are necessary in how resources are allocated to ensure a balanced approach to supporting different sports and genders, thus enhancing the overall efficacy and fairness of the athletic programs.

## Strengths of the Athletic Program

- Parents have reported very positive experiences with athletic programs, emphasizing supportive and professional environments.
- Specific programs like field hockey and running have received praise for skilled and professional coaching.



- Boys' lacrosse was highlighted for having a knowledgeable staff, which enhances player development.

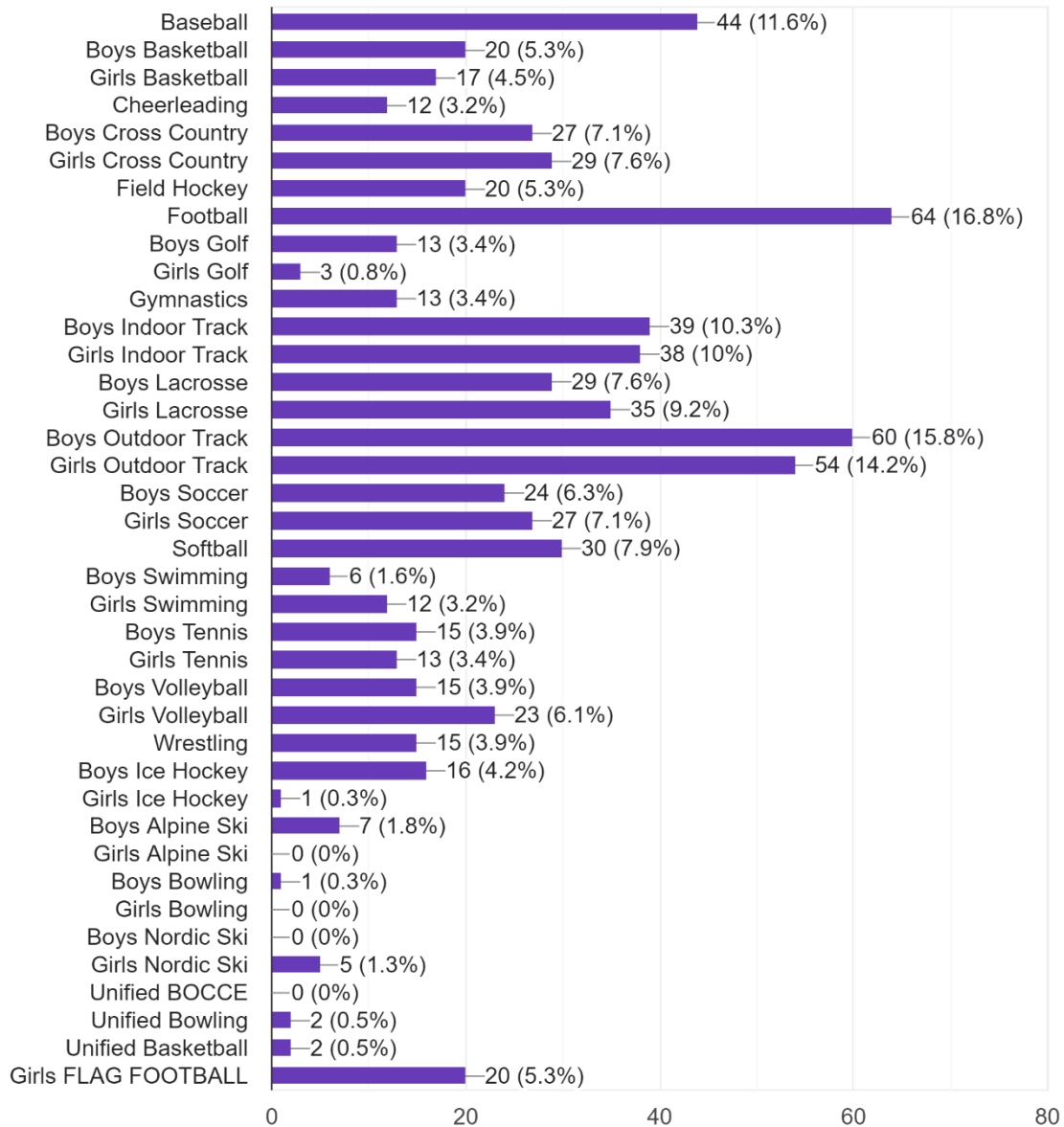
### **Areas of Improvement**

- There is a need for more competent and motivating coaches to ensure teams are competitive and student-athletes are well-prepared.
- Issues related to equitable support and recognition, especially for female athletes and their games, were pointed out.
- Improvements are necessary in resource allocation to balance the needs and exposure of different sports and genders.

## Appendix A: Student Survey Detailed Results

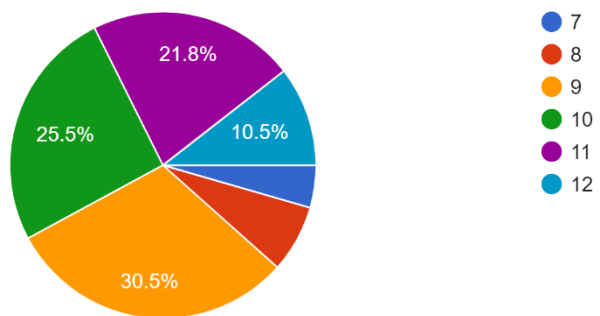
Please check all sports in which your student-athlete(s) have participated.

380 responses



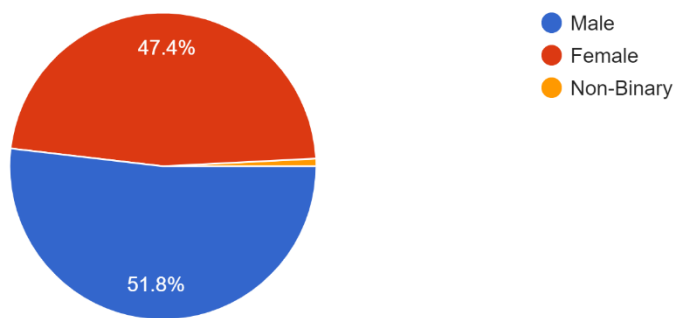
### Grade

380 responses



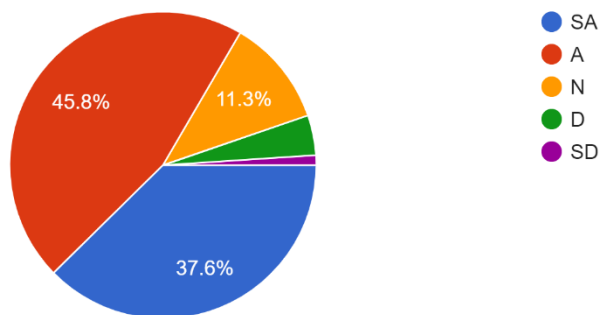
### Gender

380 responses



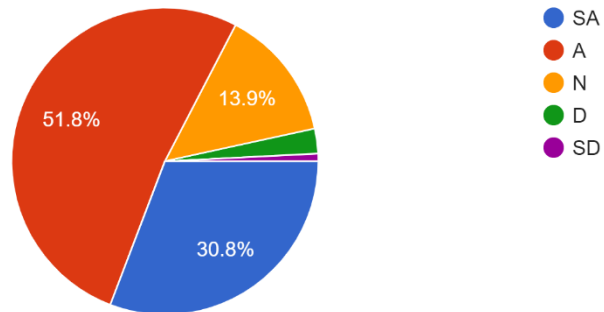
### I am familiar with the mission and goals of the athletic program.

380 responses



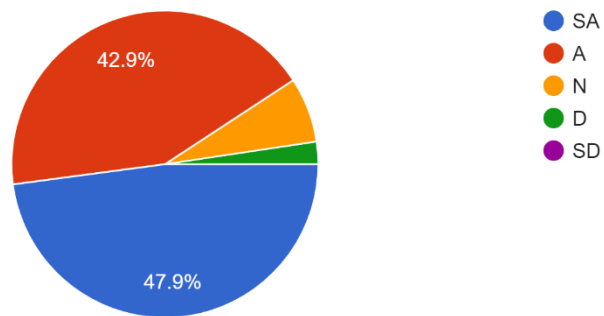
The athletic mission reflects the values of the school and community.

380 responses



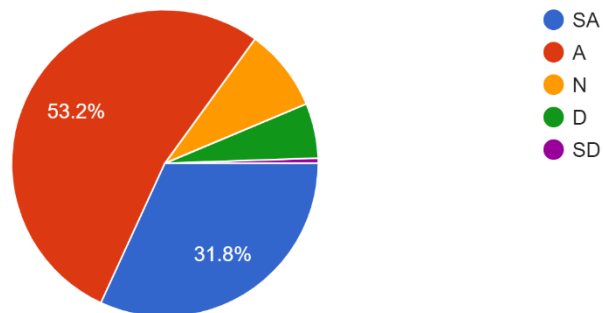
Participation in high school athletics is a positive experience.

380 responses



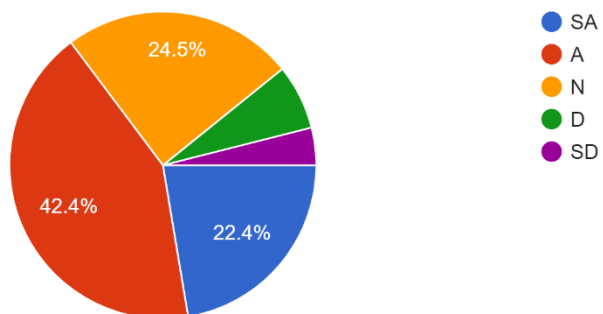
Expectations of student-athletes are fair and equitable.

380 responses



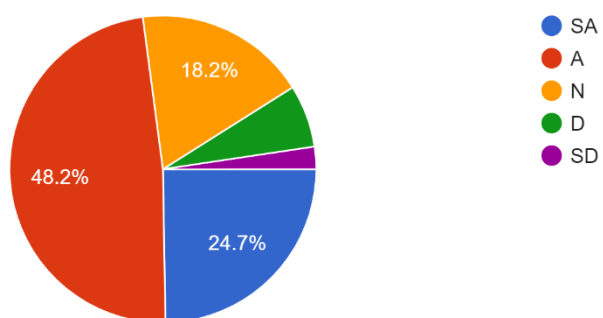
The athletic department encourages participation in more than one sport.

380 responses



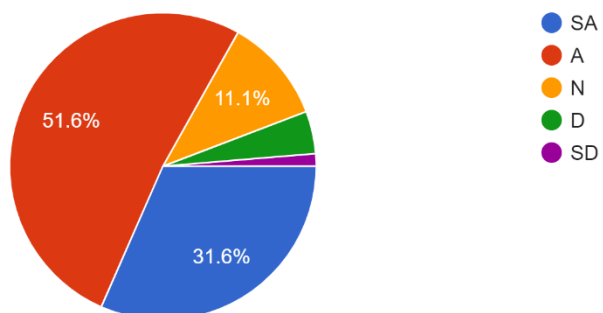
Rules of conduct listed in the Athletic Code of Conduct are effectively enforced.

380 responses



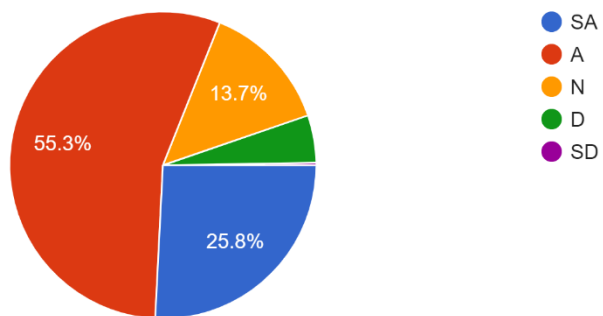
The athletic department clearly communicates its expectations concerning sportsmanship and fan behavior.

380 responses



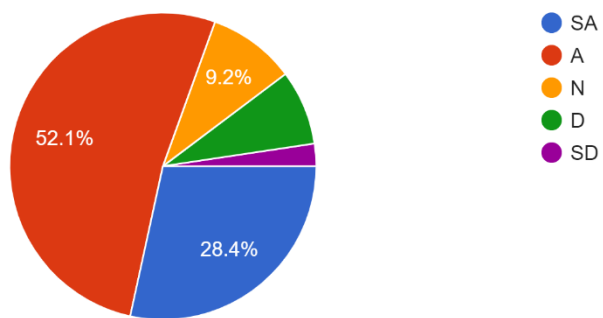
In general, athletic policies and procedures are clearly defined and effective.

380 responses



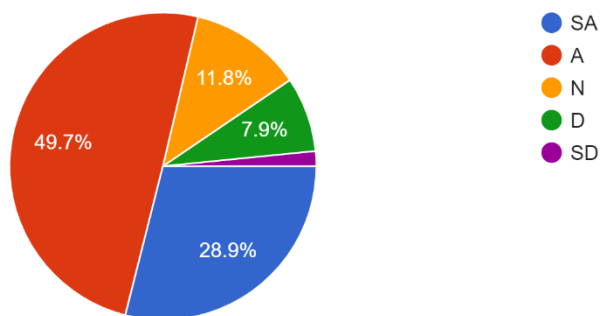
Demands of practice schedules are reasonable.

380 responses



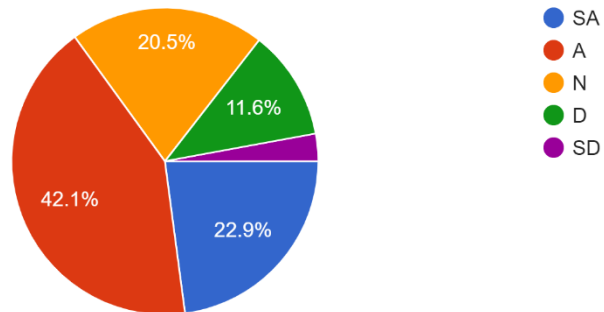
An appropriate balance exists between athletics and academics.

380 responses



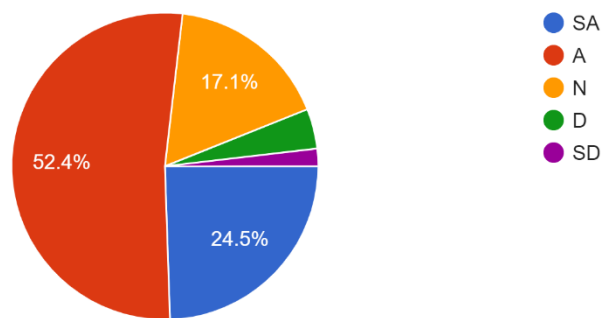
The athletic department promotes and recognizes academic achievements.

380 responses



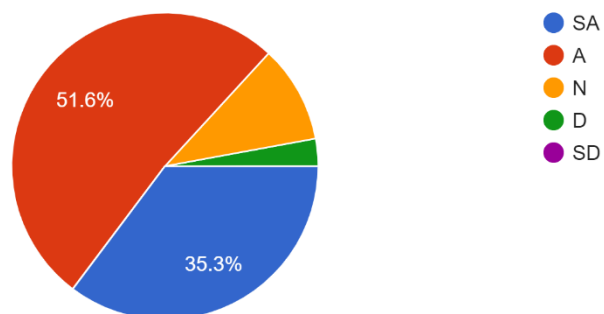
The athletic program is well administered.

380 responses



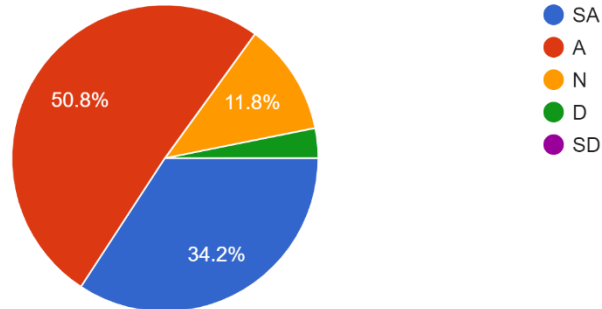
Athletics are perceived as important by the student body.

380 responses



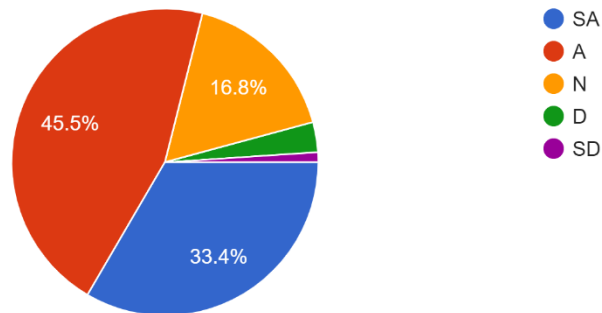
Recreation, youth league, and other developmental programs allow our teams to be competitive at the high school level.

380 responses



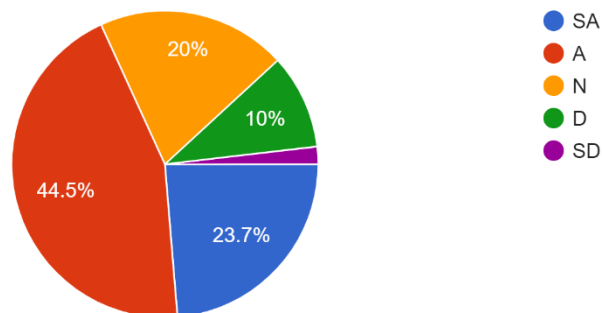
Additional sport offerings at the middle school level would improve the competitiveness of high school programs.

380 responses



Appropriate emphasis is placed on off-season programs, sports camps, summer leagues, etc.

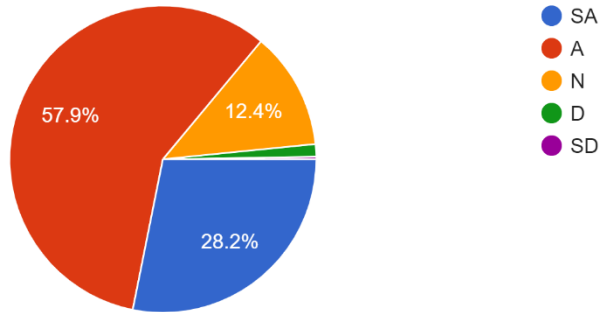
380 responses





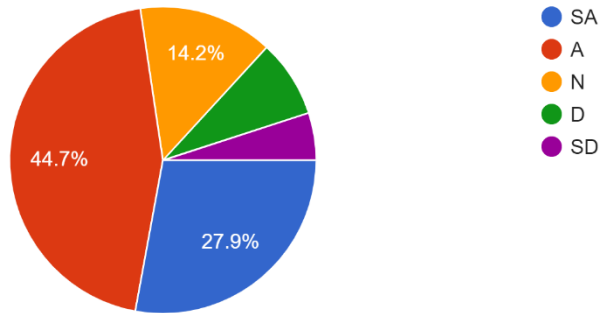
Sports offerings are sufficient to accommodate the interests of most students.

380 responses



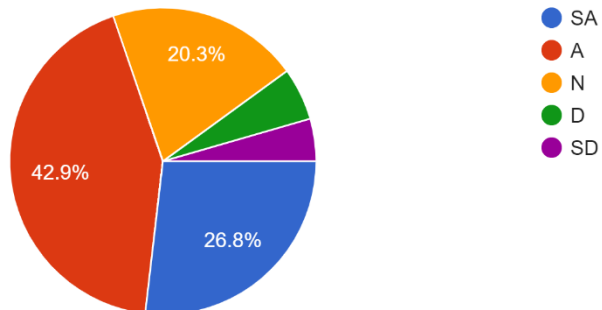
Coaches develop skill goals for each individual player and assess each athlete in relation to these goals.

380 responses



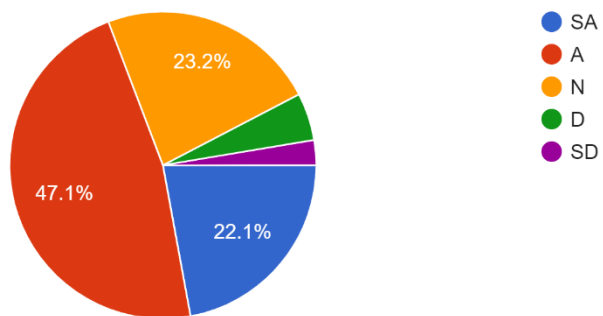
Coaches provide guidance and assistance to student-athletes intending to play in college.

380 responses



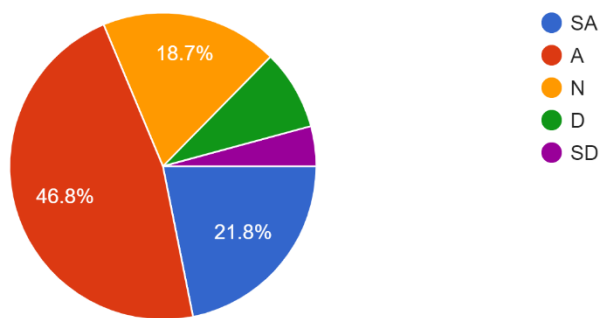
Coaches are objective in their post season evaluations of athletes.

380 responses



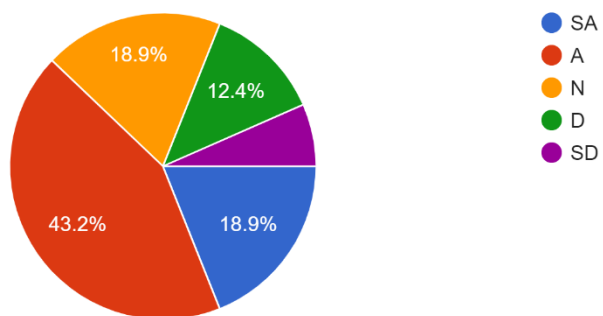
Athletes input regarding athletic programs is valued.

380 responses



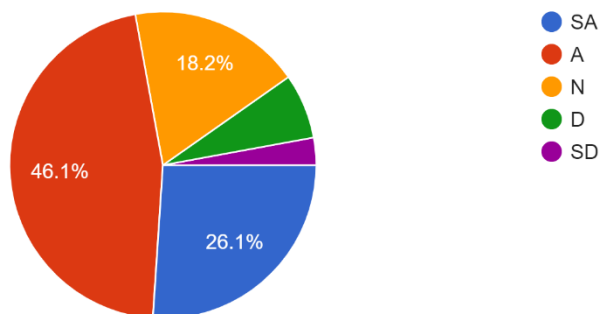
Athletic achievements are given appropriate exposure within the school.

380 responses



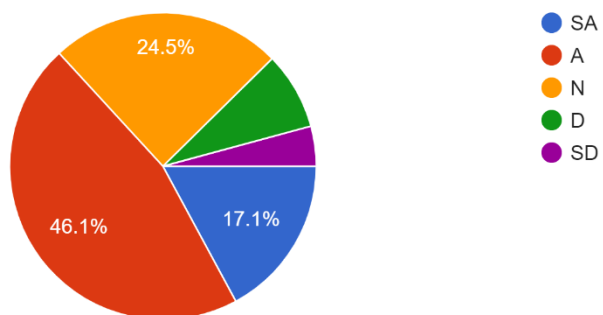
Press and media coverage of athletic events is appropriate.

380 responses



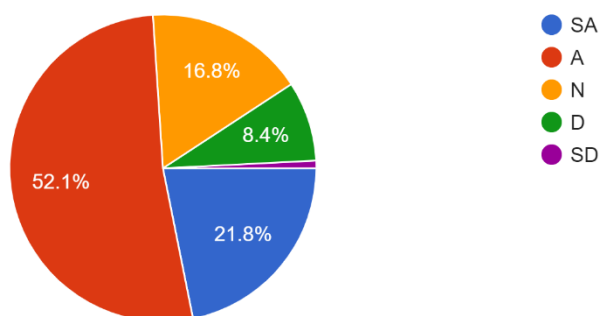
Parental input regarding coaches is fairly considered by the administration.

380 responses



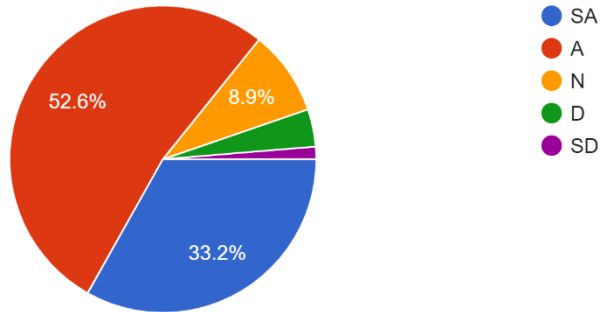
Coaches effectively communicate their expectations of athletes to parents.

380 responses



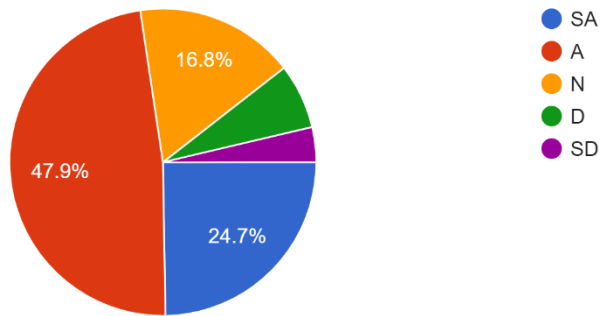
Coaches clearly define their expectations of a student-athlete.

380 responses



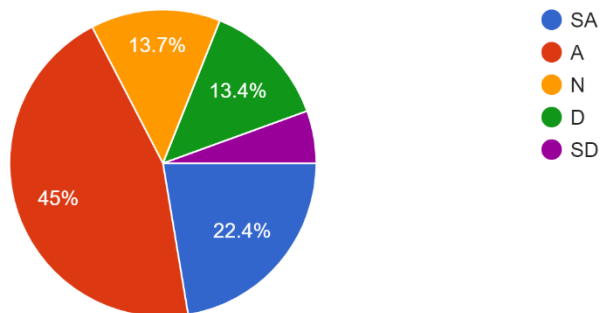
All students are given an equal opportunity to participate in athletic programs.

380 responses



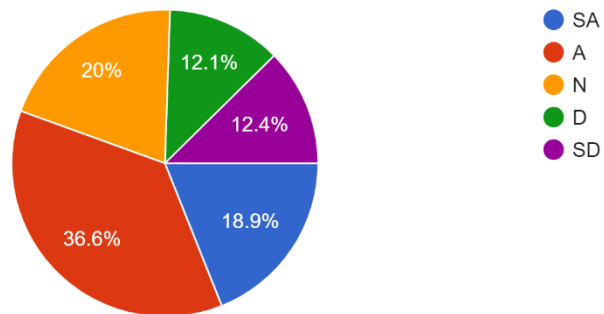
Athletic programs in which I have participated have been treated fairly with all other sports.

380 responses



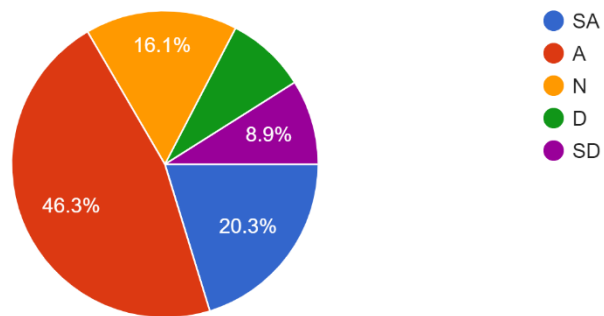
Boys and girls athletic programs receive equitable treatment.

380 responses



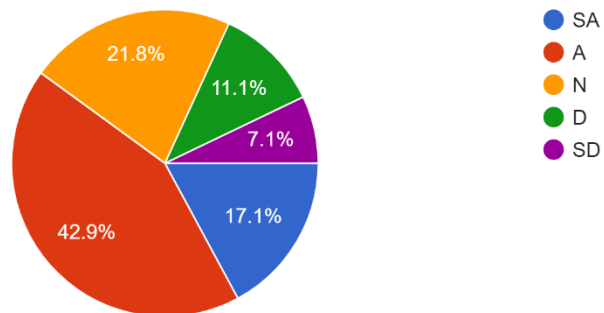
Practice and game facilities are equitable for boys and girls sports.

380 responses



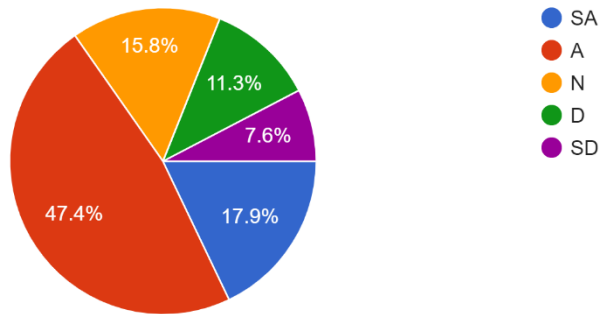
Uniform replacement is equitable for boys and girls teams.

380 responses



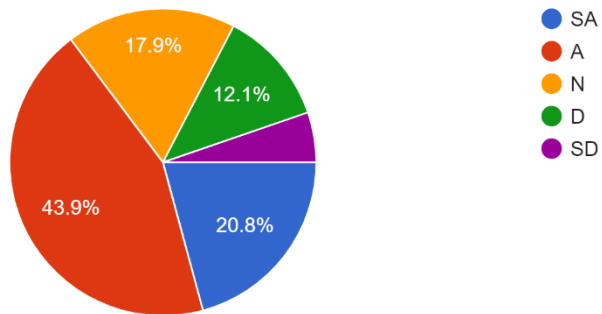
Athletic teams are financially as well supported as those of our opponents.

380 responses



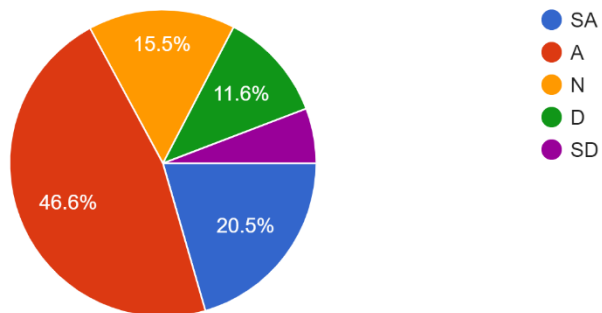
Athletic facilities are as good as those of our opponents.

380 responses



Team uniforms are as good as those of our opponents.

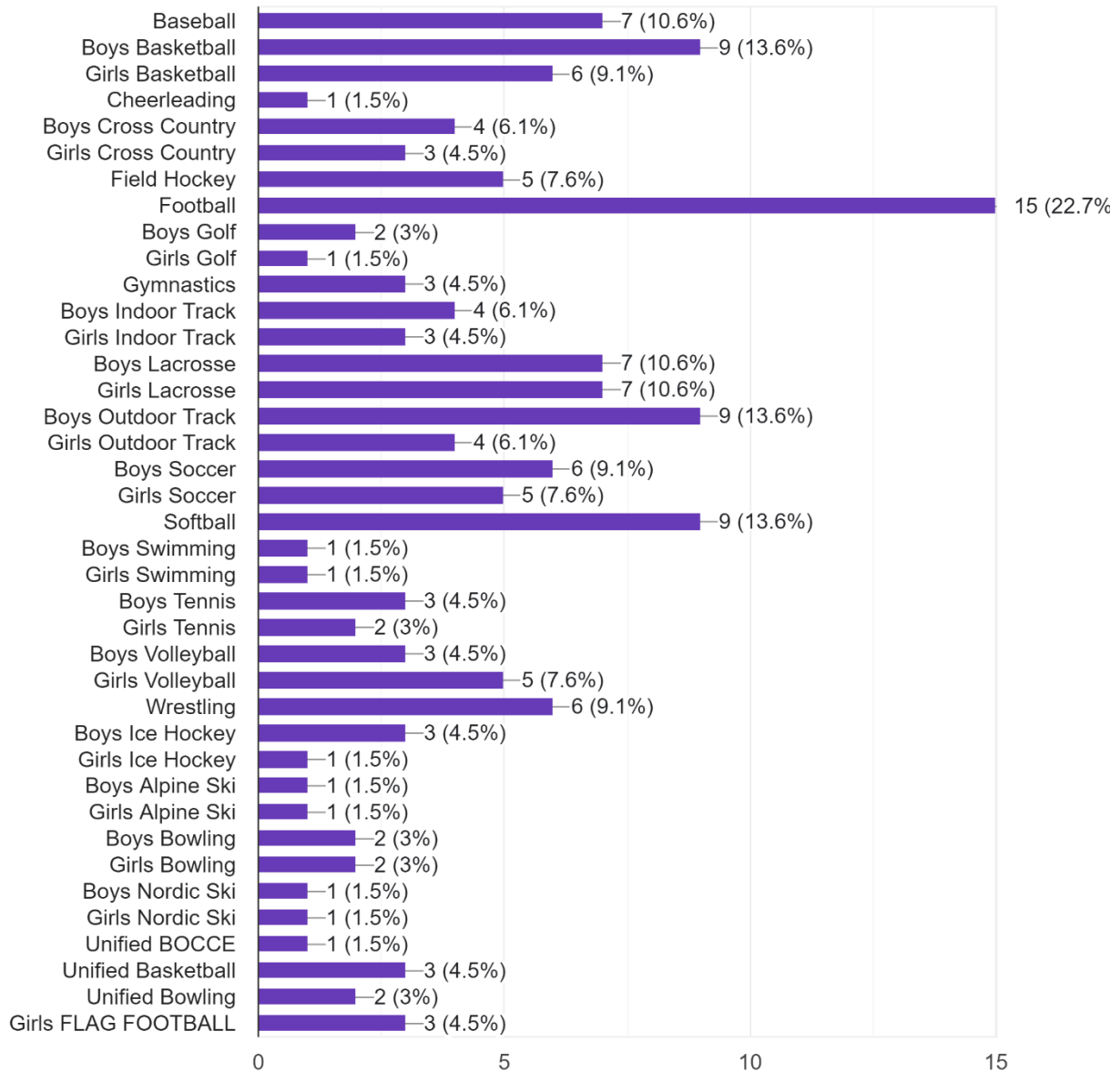
380 responses



## Appendix B: Coaches' Survey Detailed Results

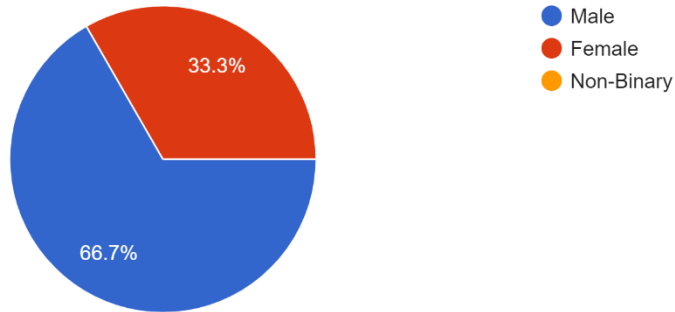
Please check all sports which you coached at your school.

66 responses



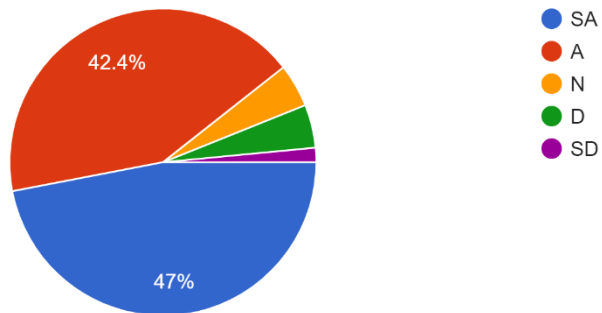
### Sex

66 responses



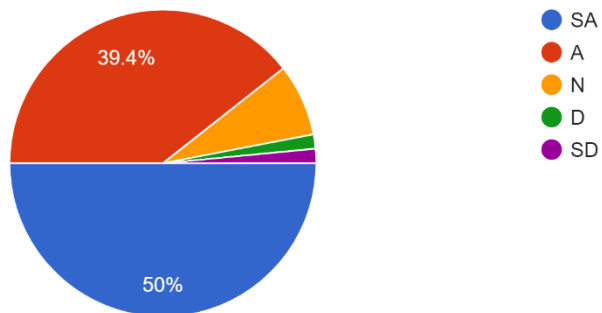
### I am familiar with the mission and goals of the athletic program

66 responses



### The athletic mission reflects the values of the school and community.

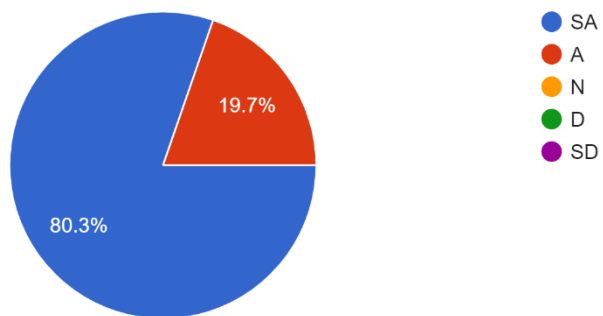
66 responses





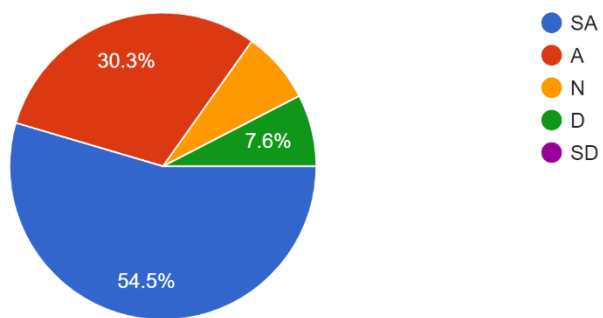
### Participation in high school athletics is a positive experience

66 responses



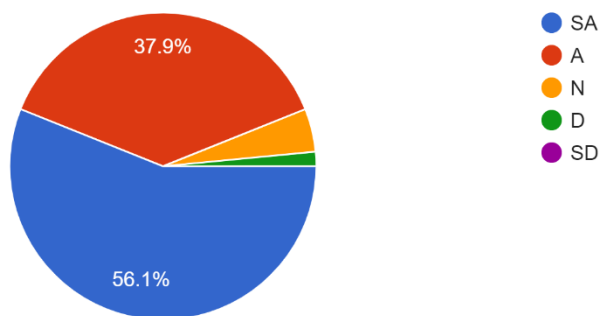
### The athletic program promotes involvement in more than one sport.

66 responses



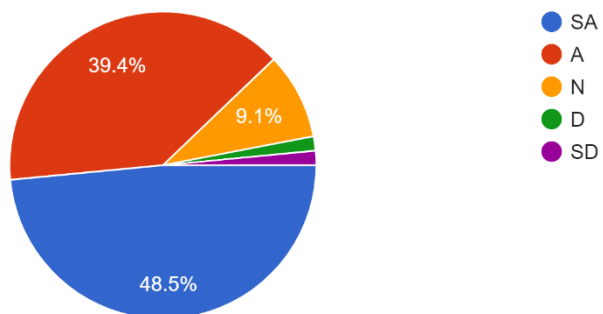
### Expectations of student athletes are fair and equitable.

66 responses



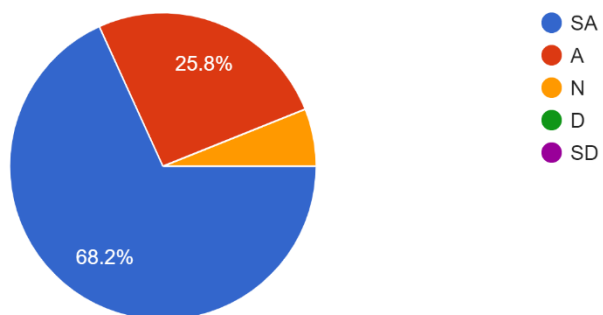
Rules of conduct listed in the Athletic Handbook are effectively followed.

66 responses



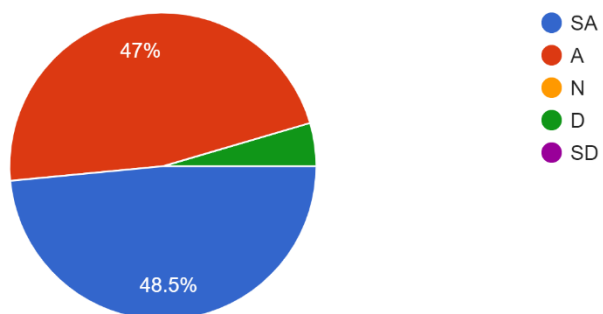
Our school belongs to the most appropriate athletic conference.

66 responses



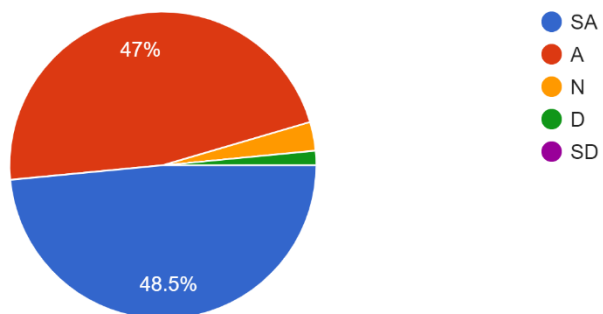
In general, athletic policies and procedures are clearly defined and effective.

66 responses



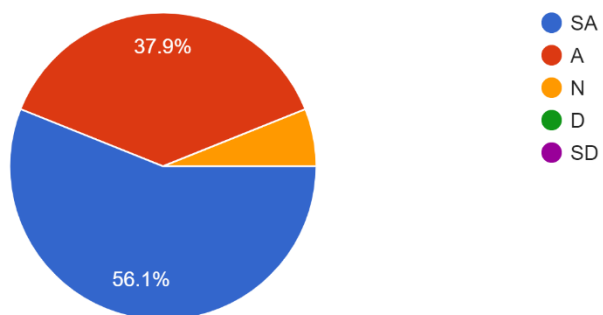
Coaches are given adequate time for practices.

66 responses



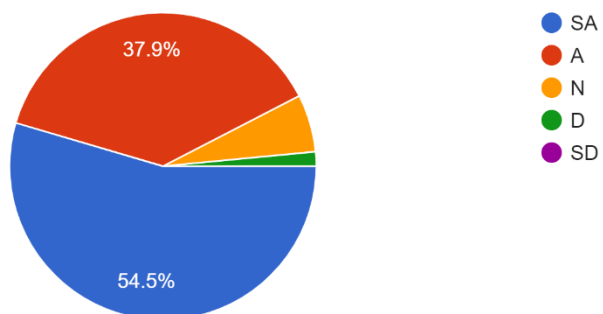
An appropriate balance exists between athletics and academics.

66 responses



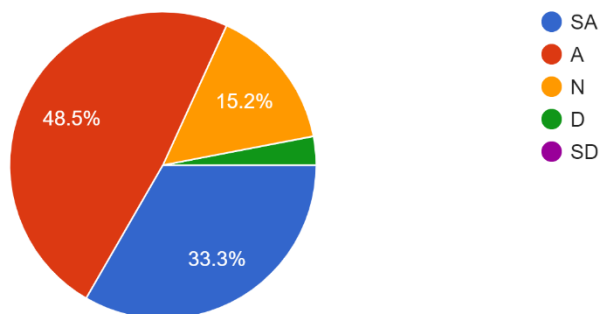
The athletic department promotes and recognizes academic achievements.

66 responses



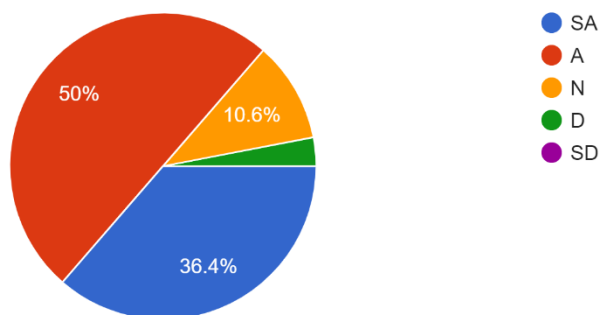
The athletic program is well administered.

66 responses



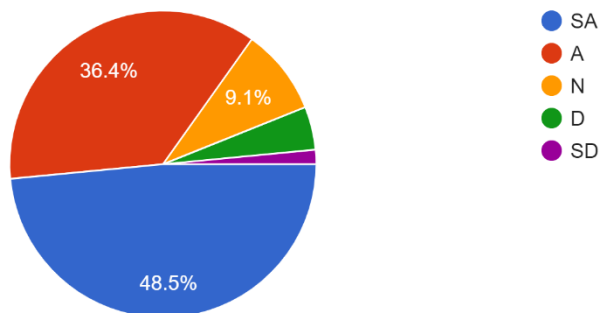
Athletics are perceived as important by the student body.

66 responses



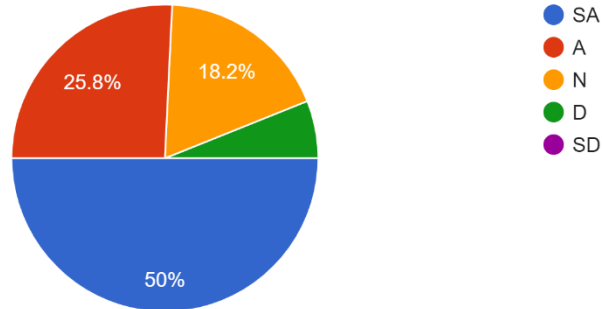
Recreation, youth league, and other developmental programs allow our teams to be competitive at the high school level.

66 responses



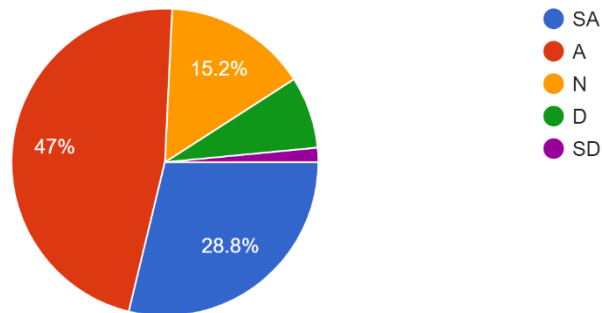
Additional sport offerings at the middle school level would improve the competitiveness of our high school programs.

66 responses



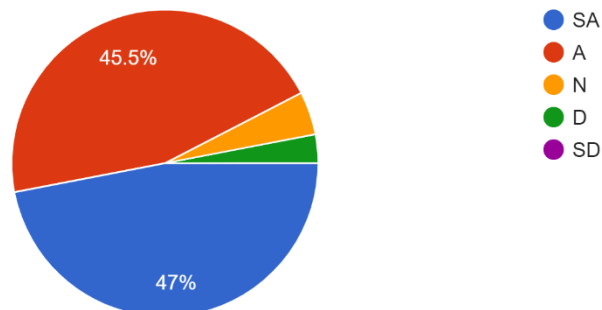
Appropriate emphasis is placed on off-season programs, sports camps, summer leagues, etc.

66 responses



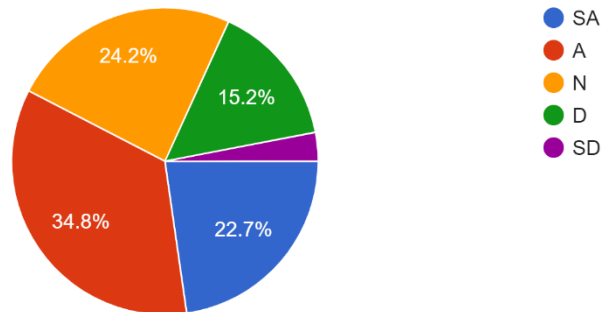
Sports offerings are sufficient to accommodate the interests of most students.

66 responses



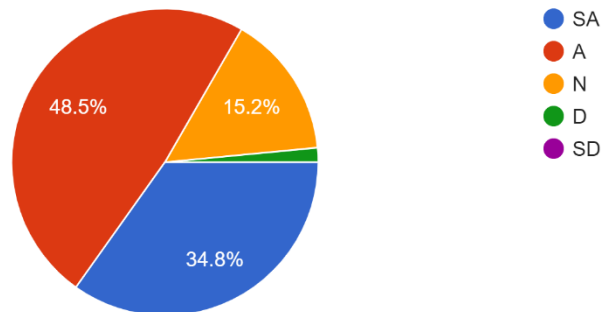
The athletic department has clearly defined guidelines regarding booster clubs.

66 responses



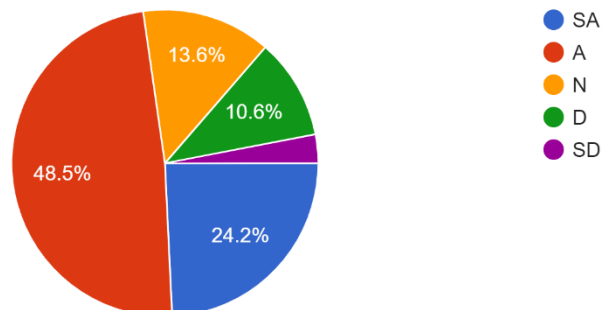
Coaches develop skill goals for each individual player and assess each student-athlete in relation to these goals.

66 responses



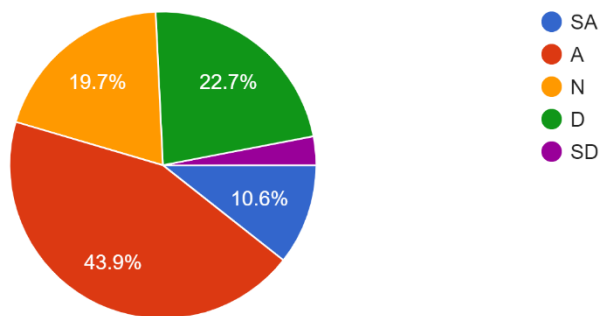
The process of selecting coaches is fair and effective.

66 responses



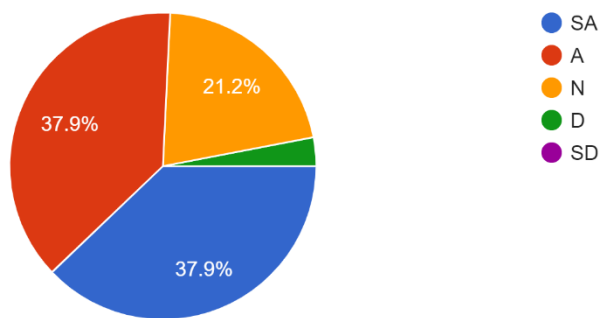
Appropriate staff development opportunities exist for coaches.

66 responses



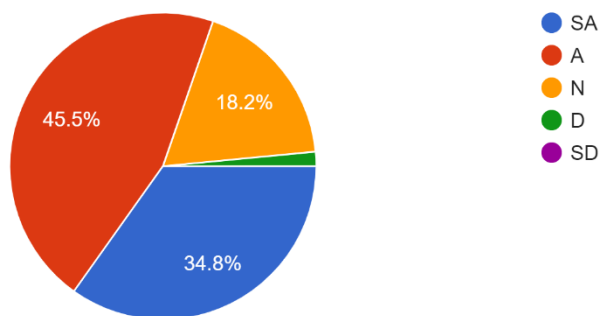
Varsity coaches instruct and guide JV and freshman coaches.

66 responses



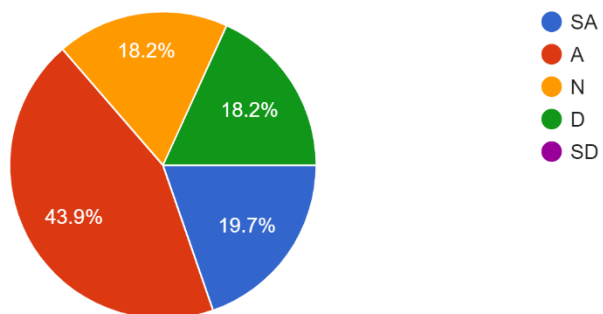
The system of evaluating coaches is fair and effective.

66 responses



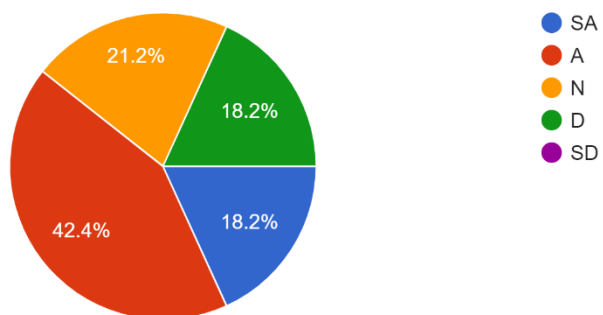
A cooperative spirit exists between coaches of different sports.

66 responses



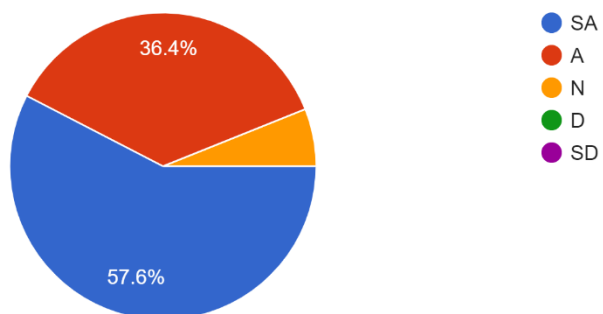
A cooperative spirit exists between coaches of different sports.

66 responses



Athletes can approach coaches freely to discuss personal issues.

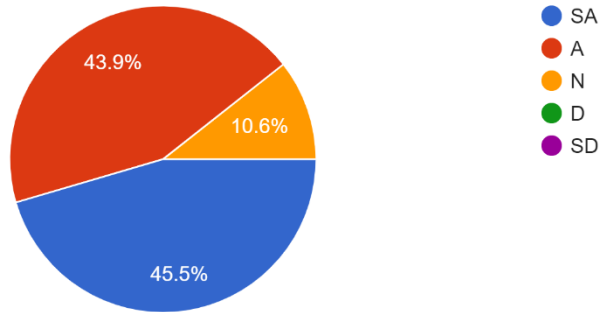
66 responses





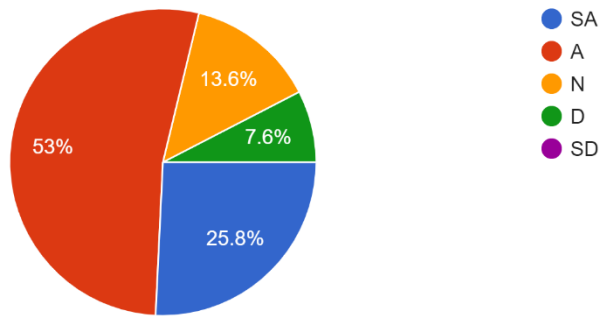
Coaches provide guidance and assistance to student-athletes intending to play in college.

66 responses



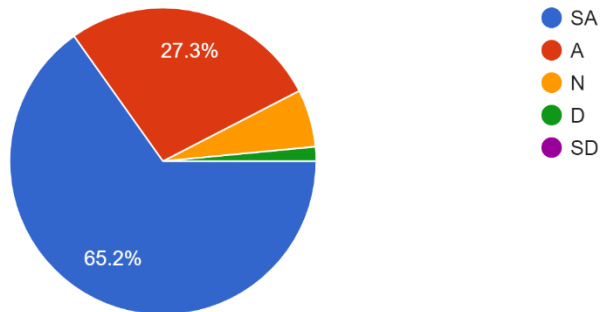
Coaches input regarding athletic programs is valued.

66 responses



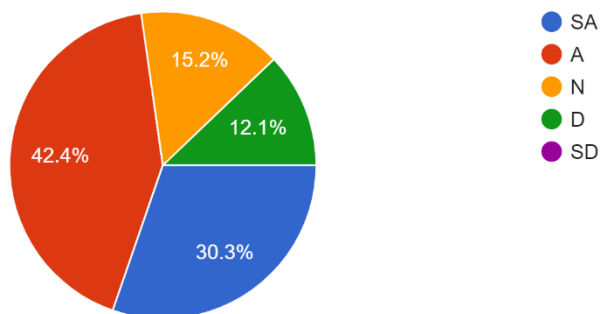
The athletic department clearly communicates its expectations concerning sportsmanship and fan behavior.

66 responses



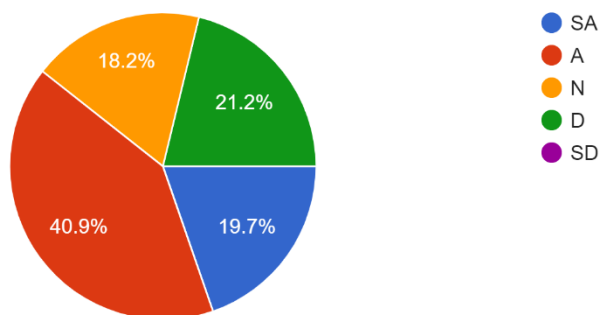
Athletic achievements are given appropriate exposure within the school.

66 responses



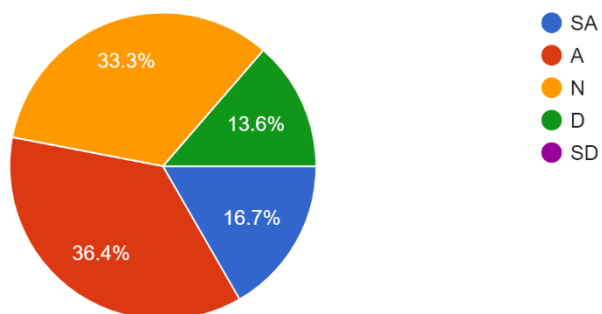
Press and media coverage of athletic events is appropriate.

66 responses



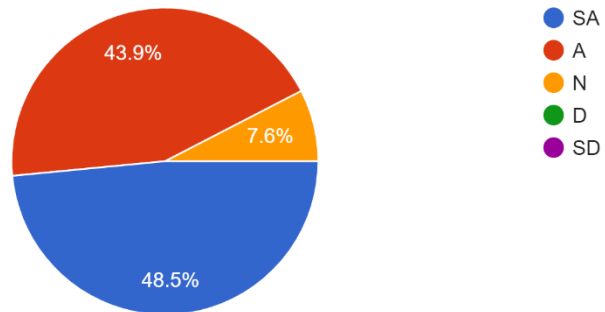
Parental input regarding coaches is fairly considered by the administration.

66 responses



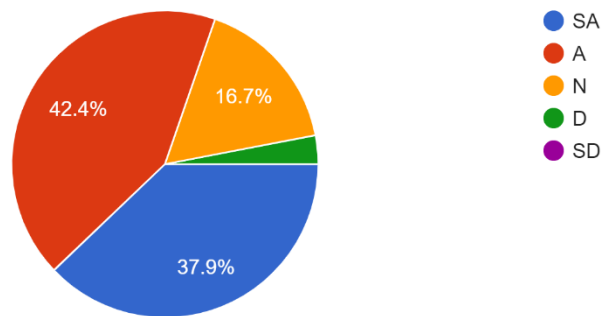
Coaches effectively communicate their expectations of athletes to parents.

66 responses



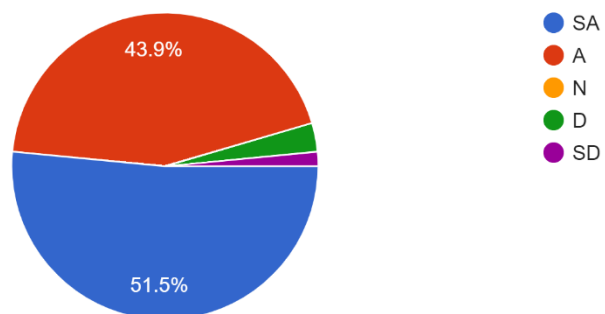
Varsity coaches instruct and guide JV and freshman coaches.

66 responses



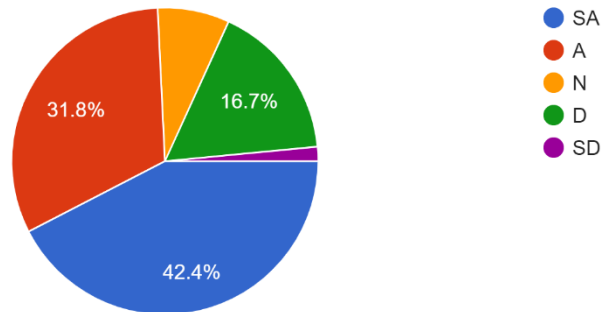
All students are given an equal opportunity to participate in athletic programs.

66 responses



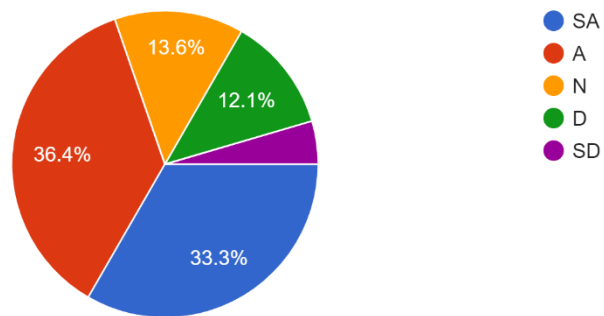
Athletic programs for which I am responsible have been treated equitably with all other sports.

66 responses



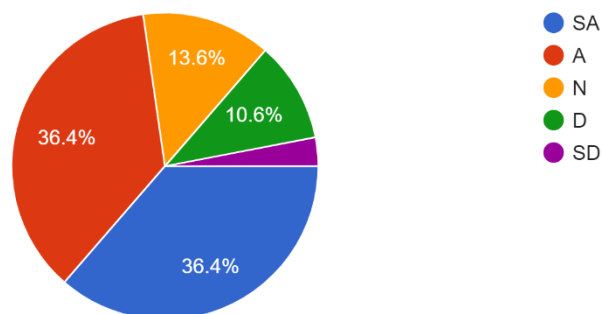
Boys and girls athletic programs receive equitable treatment.

66 responses



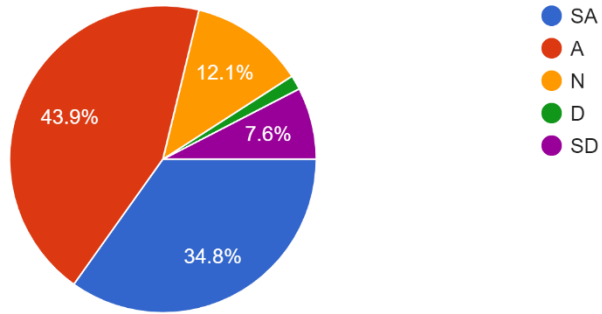
Practice and game facilities are equitable for boys and girl's sports.

66 responses



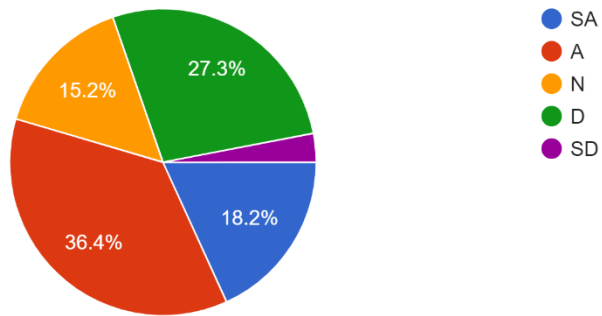
Provision of uniforms is equitable for boys and girl's teams.

66 responses



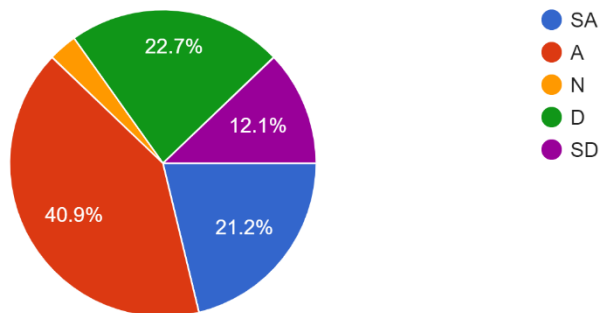
Athletic teams are financially as well supported as those of our opponents.

66 responses



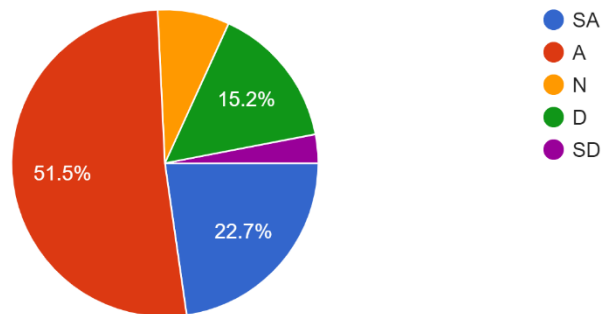
Athletic facilities are as good as those of our opponents.

66 responses



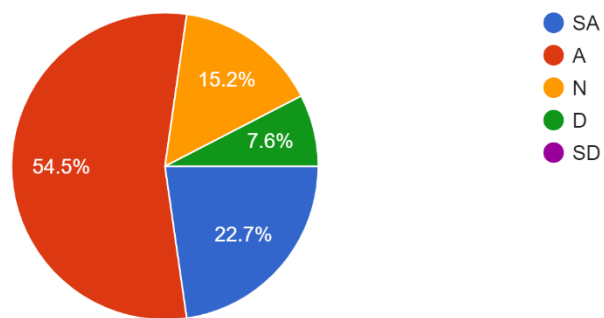
Team uniforms and equipment are as good as those of our opponents.

66 responses



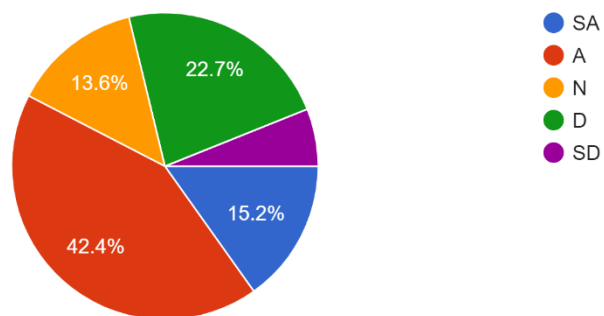
Coach's stipends are fair relative to surrounding communities.

66 responses



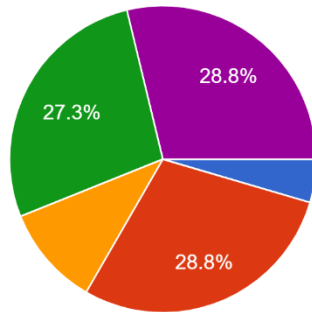
Maintenance of athletic facilities is adequate.

66 responses



Funding for transportation is adequate.

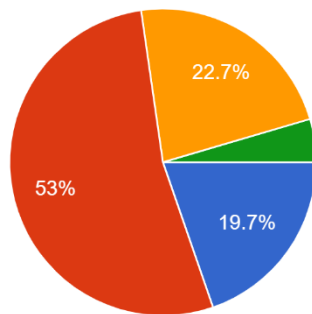
66 responses



- SA
- A
- N
- D
- SD

Funding for athletic awards is adequate.

66 responses

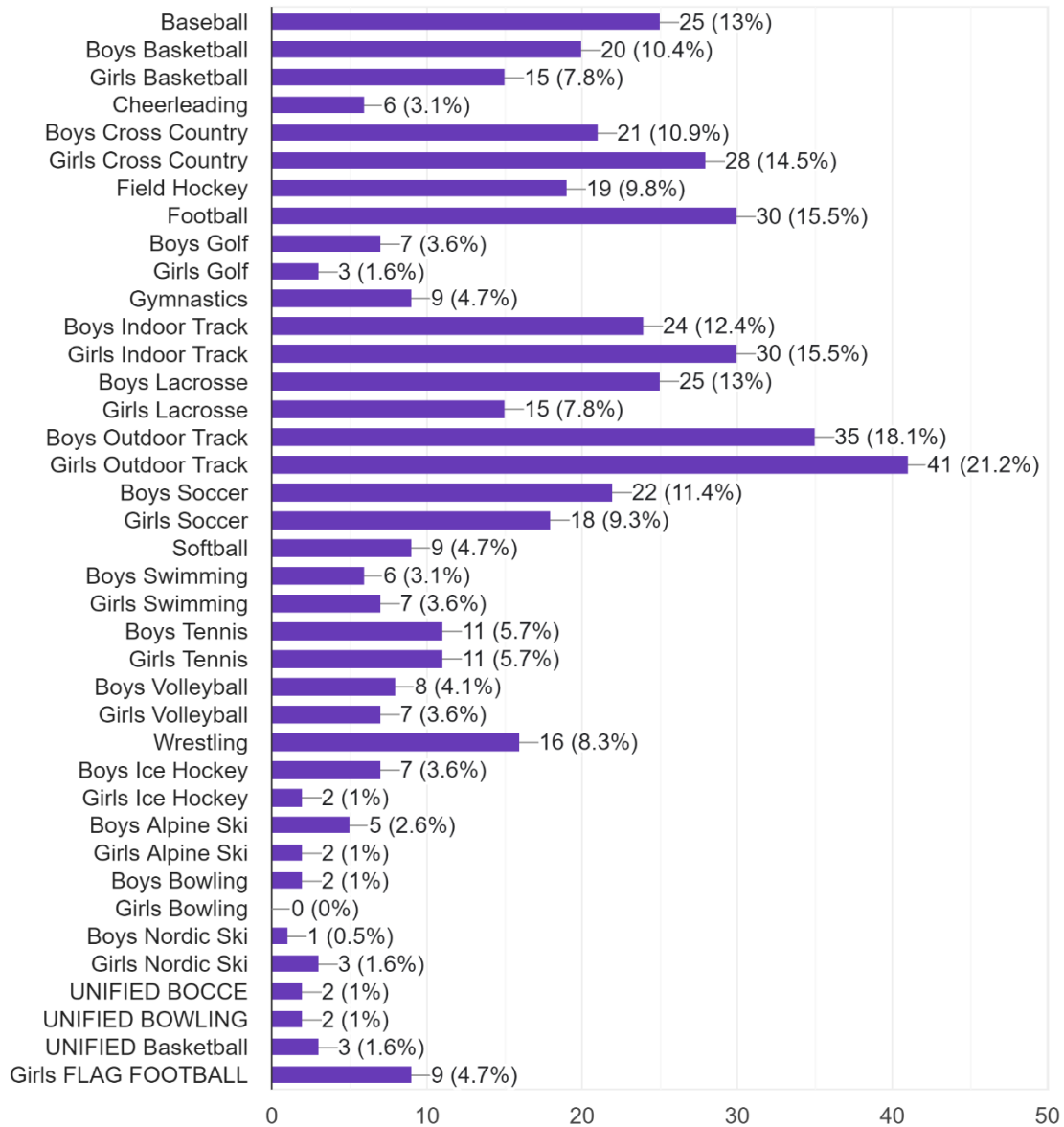


- SA
- A
- N
- D
- SD

## Appendix C: Parent Survey Detailed Results

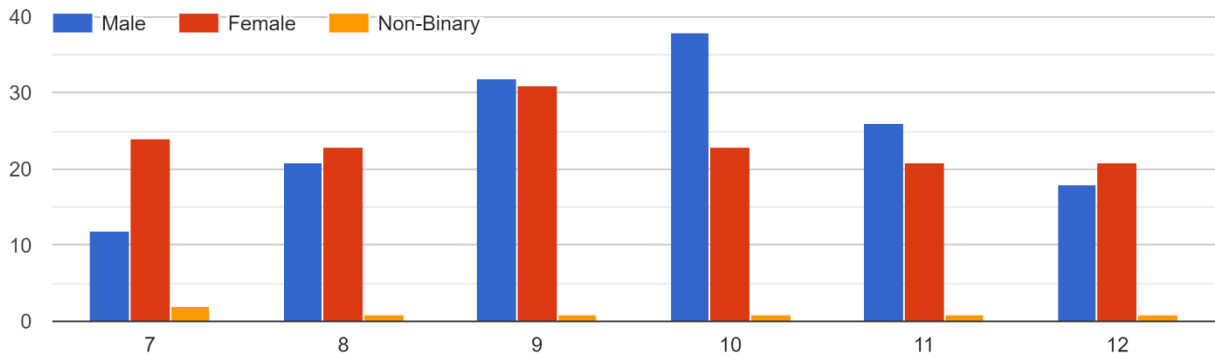
Please check all sports in which your student-athlete(s) have participated.

193 responses



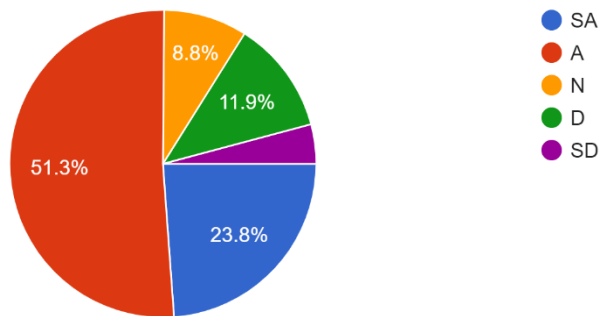


### Grade and Gender



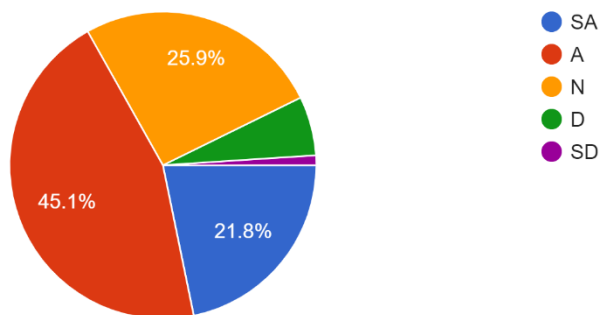
I am familiar with the mission and goals of the athletic department.

193 responses



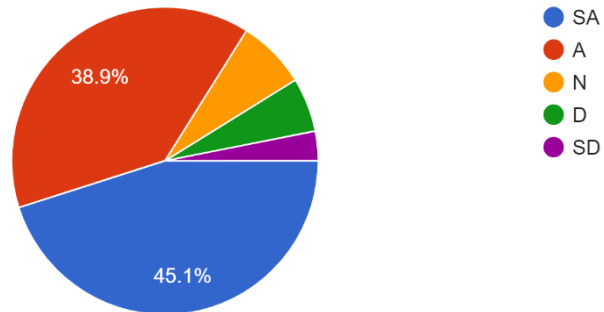
The athletic mission reflects the values of the school and community.

193 responses



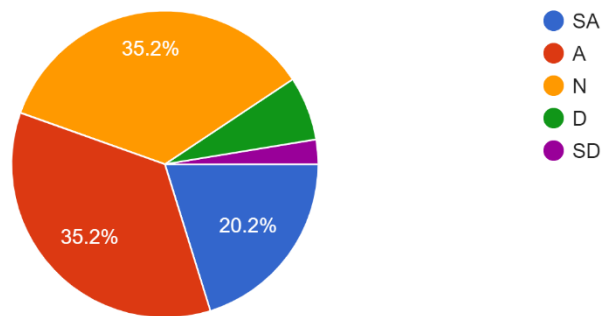
Participation in high school athletics is a positive experience.

193 responses



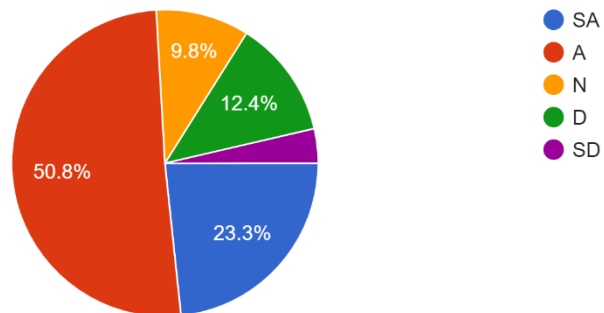
The athletic department encourages participation in more than one sport.

193 responses



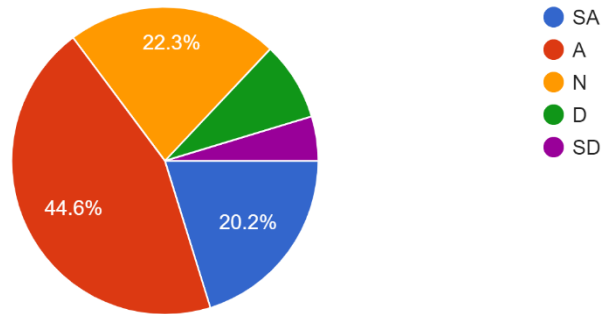
Expectations of student athletes are fair and equitable.

193 responses



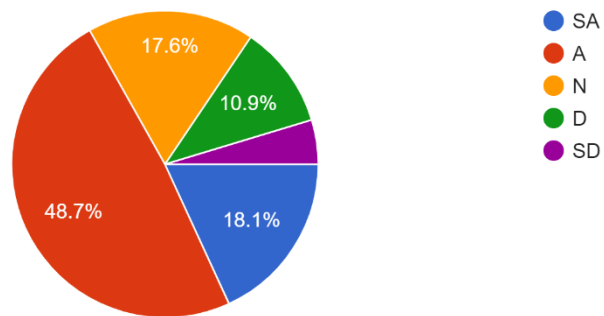
Rules of conduct listed in the Athletic Handbook are effectively followed.

193 responses



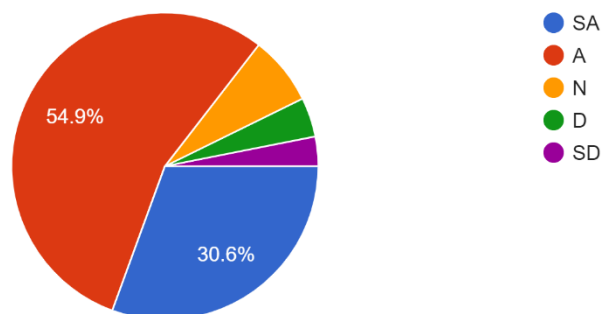
In general, athletic policies and procedures are clearly communicated and effective.

193 responses



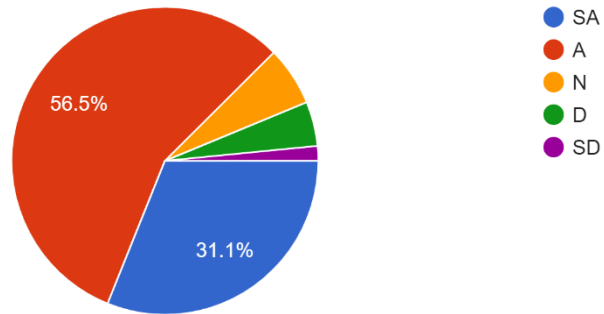
Demands of practice schedules are reasonable.

193 responses



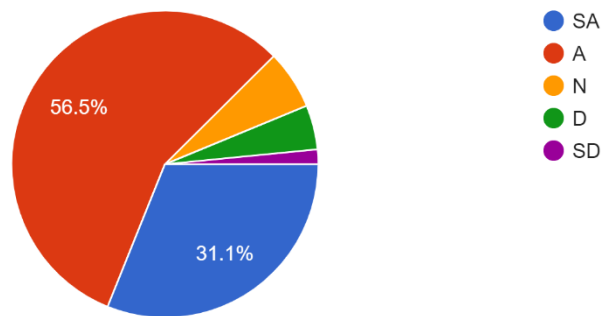
An appropriate balance exists between athletics and academics.

193 responses



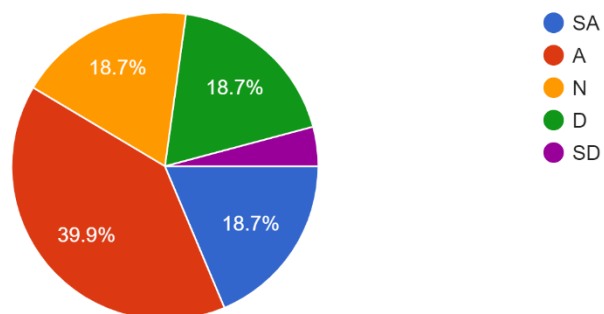
An appropriate balance exists between athletics and academics.

193 responses



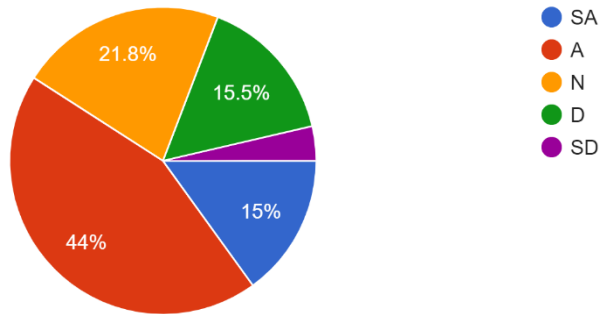
The athletic department promotes and recognizes academic achievements,

193 responses



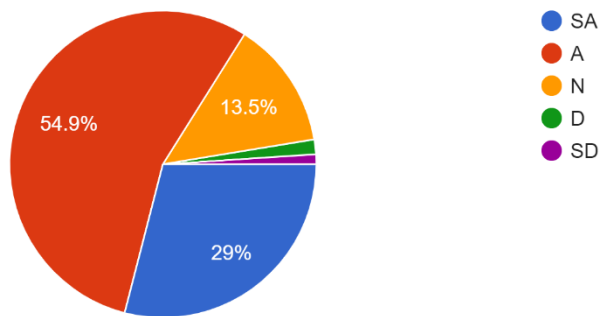
The athletic program is well administered.

193 responses



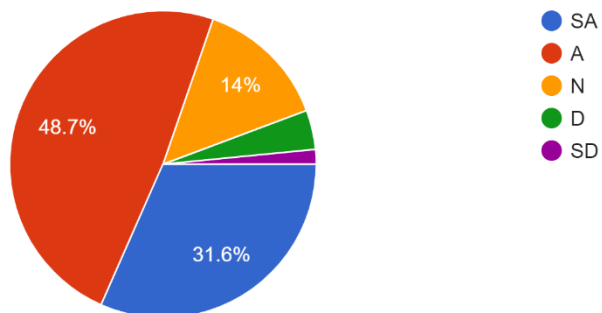
Athletics are perceived as important by the student body.

193 responses



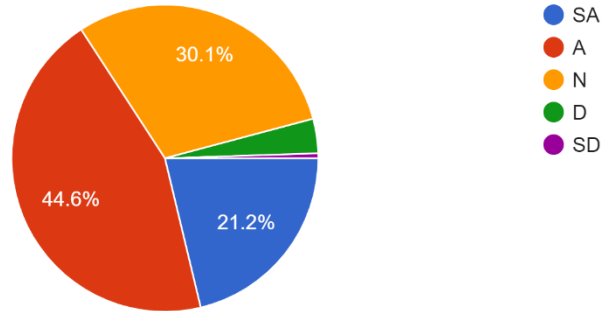
Recreation, youth league, and other developmental programs allow our teams to be competitive at the high school level.

193 responses



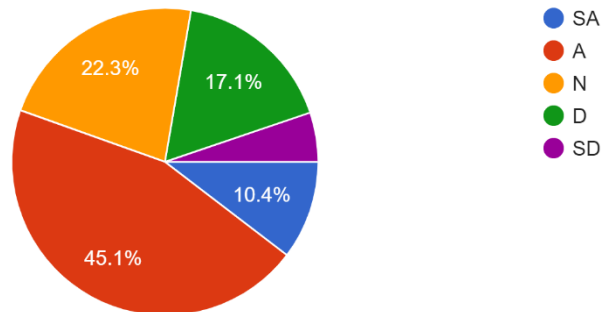
Additional sport offerings at the middle school level would improve the competitiveness of high school programs.

193 responses



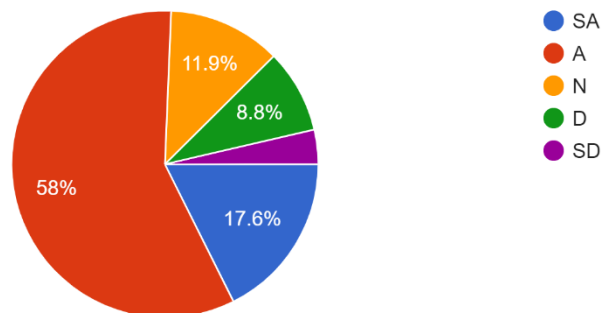
Appropriate emphasis is placed on off-season programs, sports camps, summer leagues, etc.

193 responses



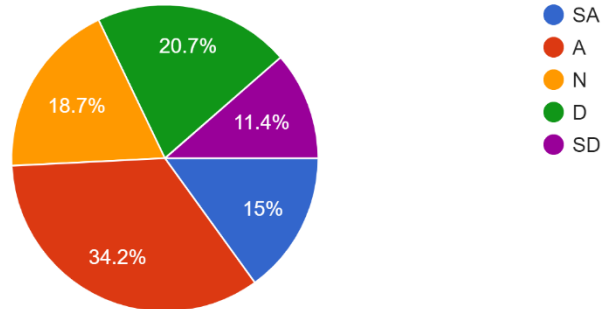
Sports offerings are sufficient to accommodate the interests of most students.

193 responses



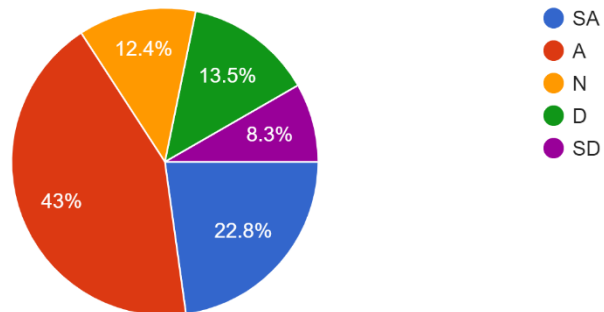
Coaches develop skill goals for each individual student and assess each player in relation to these goals.

193 responses



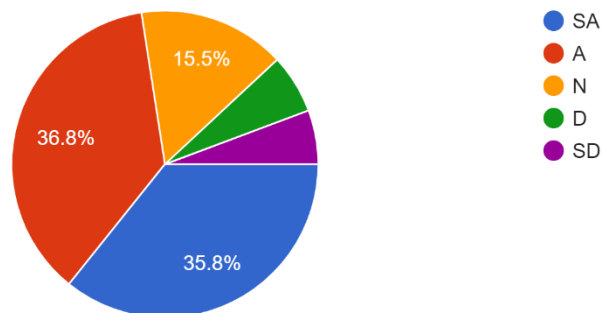
Coaches are generally fair in choosing teams and playing athletes.

193 responses



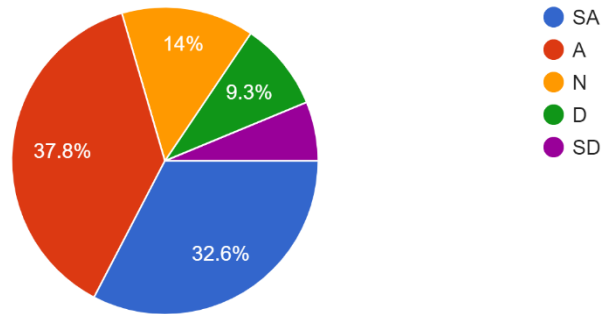
Coaches teach positive values to athletes.

193 responses



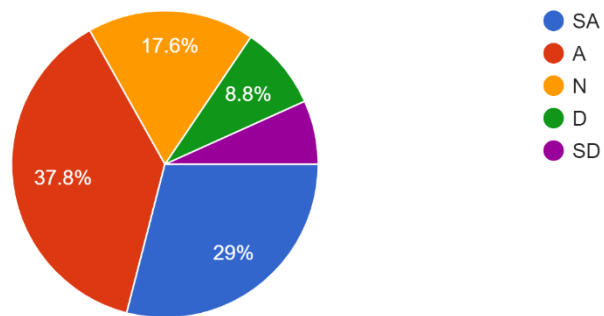
Coaches demonstrate competence in teaching about sport.

193 responses



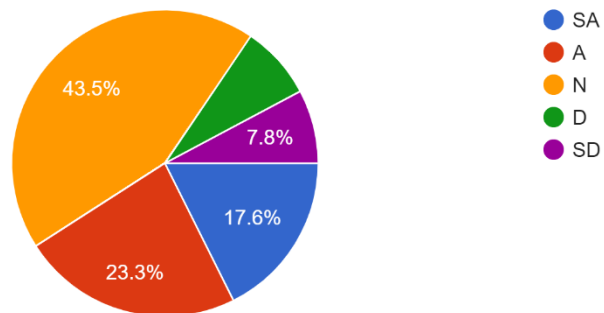
Coaches demonstrate competence in game strategies.

193 responses



Coaches provide guidance and assistance to student-athletes intending to play in college.

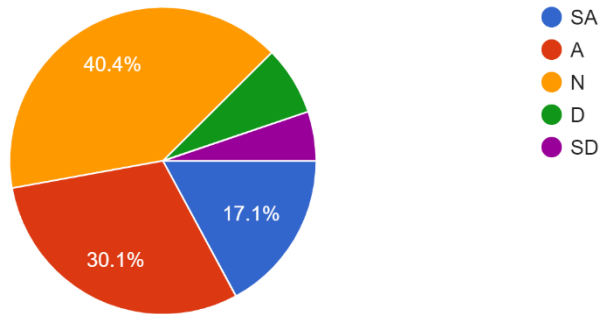
193 responses





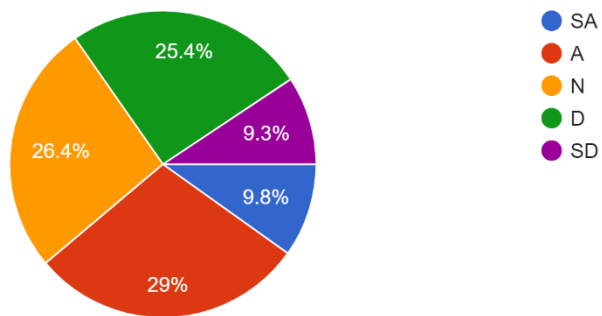
Coaches are objective in their post season evaluations of athletes.

193 responses



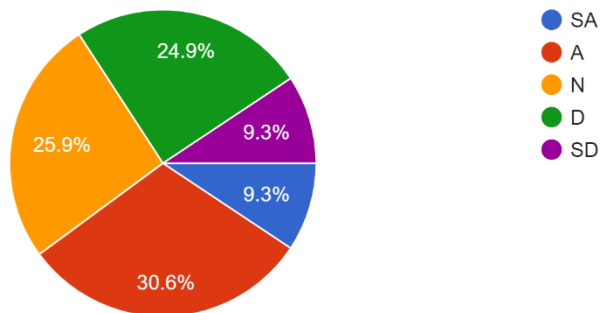
Parents input regarding athletic programs is valued.

193 responses



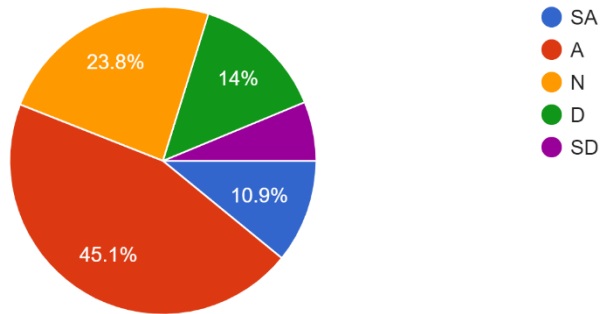
Parents input regarding athletic programs is valued.

193 responses



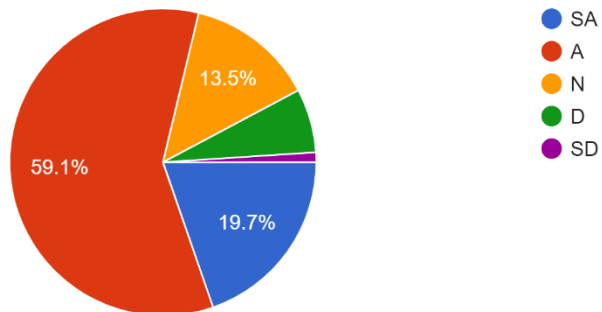
Athletic achievements are given appropriate exposure within the school.

193 responses



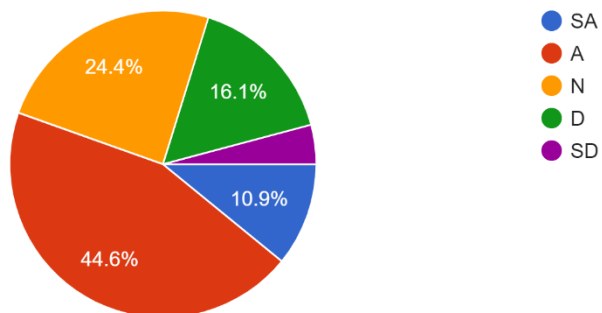
The athletic department articulates its expectations regarding sportsmanship and proper fan behavior.

193 responses



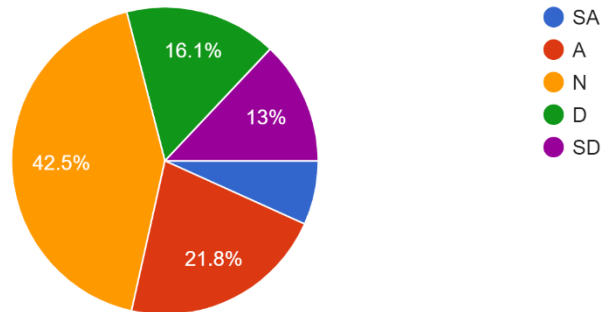
Press and media coverage of athletic events is appropriate.

193 responses



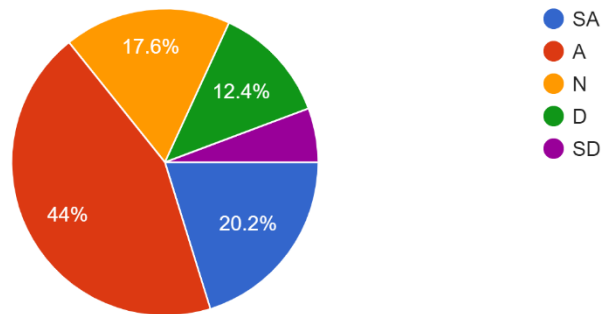
Parental input regarding coaches is fairly considered by the administration.

193 responses



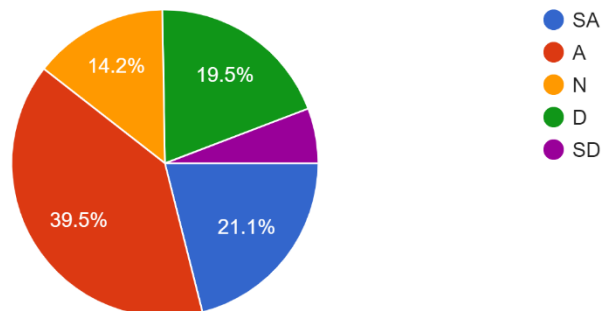
Coaches effectively communicate their expectations of athletes to parents.

193 responses



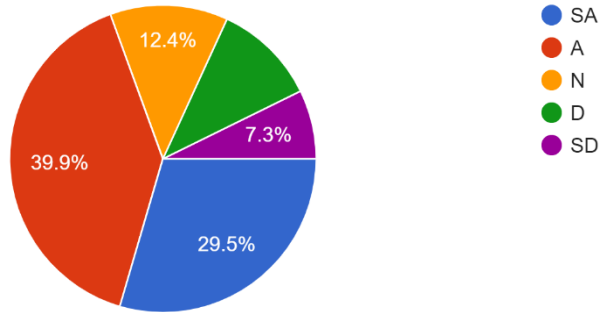
All students are given an equal opportunity to participate in athletic programs.

190 responses



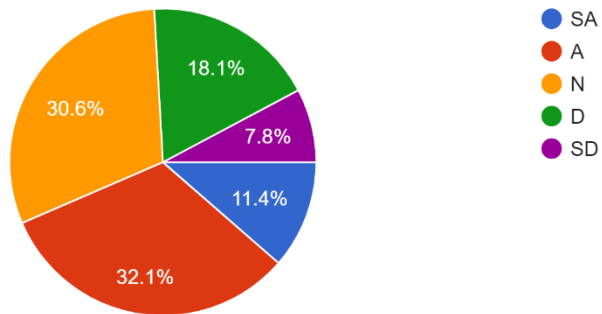
Athletic programs in which my student athlete(s) have participated have been treated fairly.

193 responses



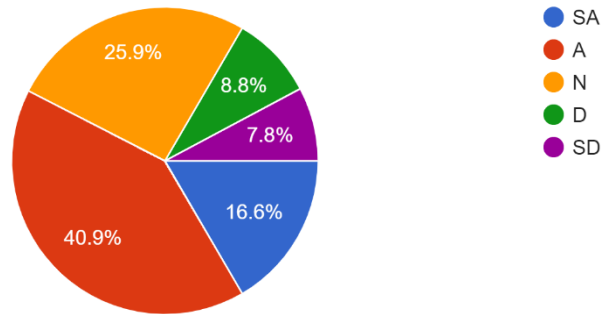
Boys and girls athletic programs receive equitable treatment.

193 responses



Practice and game facilities are equitable for boys and girls sports.

193 responses



Provision of uniforms is equitable for boys and girls teams.

193 responses

