

1 **THREE YEAR INTERSCHOLASTIC ACTIVITY/ATHLETICS PROGRAM EVALUATION FORM**

2

Program Evaluation Compiled by:	
Title:	
Time Period Covered:	
Programs Offered During the Period:	

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5 **STANDARD I: Guiding Principles.** *Activity/athletic programs and competition are an integral*
6 *part of students' academic, social, emotional and physical development. The JHS*
7 *Activity/Athletic Program promotes the academic mission of our school and honorable*
8 *competition. Administration clearly defines and communicates what JHS is seeking to achieve*
9 *and delineate the expectations of each activity/athletic program for participants,*
10 *advisors/coaches, school administration, parents, and the community.*

11

- 12 1. List those involved in preparing this review. What efforts were made to involve
13 leaders/coaches, student, parents and the community? How could participation be
14 improved?
- 15
- 16 2. Describe the process used to communicate expectations for advisors/coaches,
17 participants, school administration, parents, and the community. Are the expectations
18 clearly articulated, understood and accepted by each group? Attach examples of written
19 materials.
- 20
- 21 3. Discuss how advisors/coaches model the beliefs and values expressed in the
22 activity/athletic guiding principles.
- 23
- 24 4. What do advisors/coaches do to ensure that participants understand the importance of
25 the values and beliefs expressed in the guiding principles?
- 26
- 27 5. Discuss the steps the activity/athletic department has taken to assure that the guiding
28 principles are widely disseminated and understood by the entire school and community.
- 29
- 30 6. Discuss the strength of the link between the activity/athletic and academic programs of
31 the school. What, if anything, needs to be enhanced in this area to achieve the mission?
- 32
- 33 7. Discuss how the activity/athletic guiding principles complement and are compatible
34 with the academic mission of the school.

- 1
- 2 8. Do the activity/athletic guiding principles serve as the basis for all decisions relative to
- 3 the program? Cite an example.
- 4
- 5 9. List those attributes the activity/athletic department does well regarding the guiding
- 6 principles.
- 7
- 8 10. List those aspects of the guiding principles in need of intervention by order of
- 9 importance.
- 10
- 11 11. Describe the plan to address areas in need of intervention.
- 12
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14 **STANDARD II: Activity/Athletic Program Expectations.** *Activity/athletic programs are*

15 *developed by administration that enable the school to achieve these expectations: high*

16 *achievement levels in the areas of student participation in activities, activity/athletic-specific*

17 *skill development, promotion of academic achievement, the teaching and endorsement of*

18 *sportsmanship, character development, ethics, values, living a healthy and drug free lifestyle*

19 *and appropriate behavior for all participants ,advisors/ coaches, parents, and spectators.*

20

- 21 1) Describe the process the activity/athletic department has instituted to facilitate the writing
- 22 or revision of curricula, program guides or documents for activity/athletic specific training,
- 23 conditioning and skill development.
- 24
- 25 2) List all activities/sports and describe for each what has been developed to achieve the
- 26 program expectations in these areas, the measurable results and the plan for continued
- 27 improvement (include samples of materials, information disseminated):
- 28 A- High level of participation
- 29 B- Activity/athletic-specific skill development
- 30 C- Promotion of academic achievement
- 31 D- Sportsmanship
- 32 E- Ethics, Value, Character Development
- 33 F- Development of Healthy Lifestyles
- 34 G- Appropriate behavior
- 35
- 36 3) Explain how varsity or head advisors/coaches instruct and support sub-varsity
- 37 advisors/coaches on the developmental skills of the sport.
- 38
- 39 4) Describe how the activity/athletic department promotes and recognizes the academic
- 40 achievement of participants.
- 41

1 5) List those attributes the activity/athletic department does well regarding the
2 activity/athletic program expectations.

3
4 6) List those aspects of the activity/athletic program expectations in need of intervention by
5 order of importance.

6
7 7) Describe the plan to address areas in need of intervention.
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10 **STANDARD III: Program Resources and Equity.** *Sufficient support and resources are provided to*
11 *assure the achievement of the program expectations. Equitable and appropriate resources,*
12 *facilities, and opportunities are afforded to all activity/athletic programs.*
13

14 1) Provide details of the budgeting process used to develop and adjust the activity/athletic
15 department budget.
16

17 2) List all sources of revenue used to fund the activity/athletic program. Are all resources
18 equitably distributed?
19

20 3) Discuss how resources are allocated to each sport and how allocations are determined.
21 Does the activity/athletic department believe there is equity in the process?
22

23 4) Provide details of the activity/athletic budget for the past two years – excluding salaries and
24 transportation. Provide a breakdown by activity/sport for the following:

25 A- Supplies

26 B- Uniforms

27 C- New/replacement equipment
28

29 Are these allocations equitable and sufficient?
30

31 5) What areas of the budget need to be changed in order to meet the activity/athletic guiding
32 principles and program expectations and why?
33

34 6) Do all male and female activity/athletic programs have equal opportunity to compete and
35 equal access to all facilities?
36

37 7) Are all transportation, meal, lodging and end-of-season recognition events/banquets similar
38 and equitable for all participants/athletes? If not, please explain.
39

40 8) List those attributes the activity/athletic department does well regarding program resources
41 and equity.
42

1 9) List those aspects of program resources and equity in need of intervention by order of
2 importance.

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4 10) Describe the plan to address areas in need of intervention.

5
6 **STANDARD IV: Program Administration.** *Structure, policies, procedures, and personnel to allow*
7 *for the attainment of these five activity/athletic program standards are provided by*
8 *administration. Administration incorporates and encourages the active involvement of*
9 *advisors/coaches, participants, parents, booster clubs, and the community in decision-making to*
10 *promote an atmosphere of participation and ownership. The accomplishments of the program,*
11 *the participants and the coaches are regularly acknowledged and celebrated. The program has*
12 *a clearly defined evaluation plan in place which is designed to enhance the professional growth*
13 *of all advisors/coaches and participants.*

- 14
- 15 1. Describe and discuss the adequacy of the personnel, time and resources provided the
16 activity/athletic department to effectively administer and lead the activity/athletic
17 program. Specifically detail any guideline or expectation of the program not being met
18 as a result of insufficient personnel, resources or time, suggest changes.
19
 - 20 2. Are the policies and procedures and associated handbooks or manuals of the
21 activity/athletic department clearly written and articulated to all involved? If yes, are
22 copies given to advisors/coaches and school administrators? When was the last time
23 these policies and procedures were updated? Were advisors/coaches, participants, and
24 parents involved in the writing or review of these policies and procedures? Please
25 discuss how the department informs the school and community of its programs,
26 policies, and procedures as well as MHSA rules and regulations. How often does the
27 school review the handbook with advisors/coaches and how often is the handbook
28 updated? Attach copies of or provide a link to all handbooks.
29
 - 30 3. Are the present policies and procedures of the activity/athletic department sufficient for
31 the effective operation of an exemplary activity/athletic program in line with the guiding
32 principles and expectations? Please explain.
33
 - 34 4. Does the activity/athletic department have written job descriptions for all advisor/coach
35 positions?
36
 - 37 5. Describe the procedures used by the school/activity/athletic department to evaluate
38 advisors/coaches. Have the evaluation procedures improved the performance of
39 advisors/coaches and enhanced learning for the participants?
40
 - 41 6. Does the school activity/athletic department offer staff development or in-service
42 programs to enhance the skills and ability of advisors/coaches based upon data from the

1 annual evaluation of advisors/coaches? Provide a listing of any programs offered by the
2 school or attended by the advisor/coaching staff.

3
4 7. Describe how the school regularly acknowledges, celebrates, and displays the
5 accomplishments of the participants and advisors/coaches. Do all programs receive the
6 same recognition?

7
8 8. List those attributes the activity/athletic department does well regarding program
9 administration.

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11 9. List those aspects of program administration in need of intervention by order of
12 importance.

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14 10. Describe the plan to address areas in need of intervention.

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17 **STANDARD V: Program Evaluation.** *Ongoing evaluation procedures are in place to measure the*
18 *department's success in achieving the five activity/athletic program standards. Team growth*
19 *goals and plans are co-developed by the participants and leader/coach at the beginning of each*
20 *season and formally assessed at the end of each season. A form for use is attached as 2151F5.*
21 *Each activity/athletic leader/coach reports their progress in meeting team growth goals to the*
22 *school administration.*

23
24 1. Discuss the data collection procedures and what data the activity/athletic department uses
25 to measure its success in meeting the five athletic/activity program standards.

26
27 2. Detail how team growth goals are evaluated by their advisors/coaches both pre-and post-
28 season. Provide examples of team growth goals and plans and end-season assessments co-
29 developed by advisors/coaches and players. Provide start and end of season team growth
30 goal forms for each activity/sport.

31
32 3. Discuss how the team growth goals and plan and the end-season assessment are developed
33 with and then shared with the participants and activity/athletic director and
34 advisors/coaches.

35
36 4. List those attributes the activity/athletic department does well regarding program and
37 player evaluation.

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39 5. List those aspects of program and player evaluation in need of intervention by order of
40 importance.

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42 6. Describe the plan to address areas in need of intervention.

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ACTIVITY/ATHLETIC PROGRAM STRENGTHS / NEEDS

Please list those attributes that the activity/athletic department does well:

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Please list areas in need of improvement as a result of the self-study review in priority order:

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What are the major obstacles the activity/athletic department faces in meeting the five standards, if any? Please list in priority order:

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- 2.
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- 5.

PROVIDE THIS DEMOGRAPHIC DATA AS A SPREADSHEET SHOWING A ROLLING FIVE YEARS OF DATA

- 1 1. Number of participants (boys/girls)* in the JHS activity/athletic program.
- 2 2. Number of boys/girls per activity/sport.
- 3 3. Total instances of participants declared academically ineligible by activity/sport.
- 4 4. Number of students cut from activities/sports (boys/girls) per activity/sport by grade.
- 5 5. Number of students removed from activities/sports for reasons other than academic
- 6 performance. List the activity/sport and reason.
- 7 6. Number of sportsmanship issues, e.g., game ejections, altercations, red cards, taunting, etc.,
- 8 by activity/sport. List data for participants and advisors/coaches separately.
- 9 7. Number of advisors/coaches who are certified teachers, the number of certified teachers
- 10 from outside the district, the number of non-certified individuals who are advisors/coaches in
- 11 the district.
- 12 8. Percentage of participants achieving academic honors by activity/sport.
- 13 9. The percentage of turnover of advisors/coaches over the past five years.

14

15 Legal Reference:

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17 Policy History:

18 Adopted on: May 2016

19 Revised on:

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21 *Revision Note:*