

Conclusions and Recommendations:

A comprehensive Athletics Program Evaluation of this scope and magnitude is a rare thing in the State of New Hampshire and indeed, the Nation. In fact, Connecticut, seen as a progressive State with an Athletics Program Evaluation Model and support Team at the State level, has only completed 18 high school Athletic Program Evaluations to date. The lack of extensive comparative data is significant and needs to be considered by the reader. Also, the survey data utilized from the Connecticut Interscholastic Athletic Conference is not normed. Simply put, there is no opportunity to compare data set to data set. There is no possibility to identify if survey data is “below average – average – or above average”. These data can be used as a baseline that future surveys could be used to measure change over time; such analysis would still not be in a norm-referenced data collection model, however. This process should be viewed as an opportunity to identify what GHS does well in athletics and where improvements can be made within an environment that values continuous improvement. There are many strengths of the Goffstown High School Athletics Program; this section of the report does not contain a specific Commendations section. Indeed, there are many commendations for the program that are worthy of recognition and focus.

This program evaluation highlights that participation in high school athletics is a positive experience for most students (93%) and most parents (85%), respectively, at Goffstown High School. A variety of sports are offered and many high school students take advantage of the opportunity to participate in sports. Students describe their association with athletic teams as being part of a Goffstown family, well-supported by the fellow students, coaches, parents, and the community. They take great pride in the

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accomplishments of their sports teams. Communication is good. Sportsmanship is emphasized and clearly communicated. Most parents understand the expectations of student athletes and agree they are balanced with academic demands.

Conversely, this Program Evaluation revealed areas for further investigation. One such focal point is the area of equity. There is a perception that all sports are not treated equitably, with some favored over others. There is also a perception that girls and boys programs are not treated equitably. Some perceive that Goffstown facilities are not as good as those of opponent. Likewise, some perceive that uniforms are a concern. Another issue for further investigation is that of the administration of the athletic department. Support personnel that once supported the Athletic Director was cut through the budget process a number of years ago, making the position more challenging. This reduction occurred within an environment where program offerings have continued to grow and expand.

### Recommendations:

#### I. Standard I - Program Guiding Principles:

- Develop a mission statement that is unique and specific to Goffstown High School Athletics – this should be done in alignment with the 2016/2017 NEASC Accreditation utilizing a similar process and structure that seeks and values multiple constituency input and participation

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- Clarity is needed around communication expectations for all teams that includes core beliefs and intended outcomes of our athletic teams
- Develop a Student Athlete/Parent Handbook for Athletics
- Develop expectations and provide education around SAU or District employees, coaches, volunteers, etc. who are also parents of Goffstown students – this could include additional language to the Ethics Policy and should include all potential parents from the Superintendent and other administrators to teachers and volunteers.

### II. Standard II - Program Curriculum

- A consistent supervision and evaluation model for all coaches and co-curricular advisors needs to be established and implemented that provides on-going support, guidance, and input. A system that is aligned closely with the SAU19 teacher evaluation system is recommended
- Develop a model where all coaches are given opportunities for and required to participate in on-going professional development – utilization of the National Federation of State High School Associations training courses is recommended. Courses include many free courses and other courses are offered at a nominal fee. Explore a requirement for coaches to complete an additional course annually.
- Establish a consistent College Night for Student Athletes where information and support could be provided for aspiring collegiate athletes

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- The current model of Coaches Council (understanding that most NH high schools do not even have this model) should be strengthened and expanded to allow for a Professional Learning Community for coaches to learn and grow together in a safe, supported environment.

### III. Standard III – Program Resources and Equity

- The Human Resources Department is recommended to consider coach compensation. This would include current rates of compensation as defined by the Goffstown Education Association Teacher Contract. Additionally, The Goffstown School Board, SAU Administration, and GHS Administration should consider and review the number of coaching positions that are not district-funded. This critique should be done within an environment that considers all extra curricular activities.
- Current budgeting practices should be reviewed. Many athletic lines are continuously over-budget which can detract from funding possibilities for other budget lines. Uniform cycle replacement should be investigated in particular.
- Guidelines for all Booster Clubs are needed. The School District should request and archive all relevant Booster Club information including (but not limited to) status with the State of New Hampshire, accounting information, membership, spending history, etc. Booster Club parity does not exist and should be considered. Booster Clubs provide extensive

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support for our Athletic Programs and their support is invaluable;  
however, clarification and archiving documentation is needed.

- Student survey data raises questions of perceived equity among boys and girls programs. Further exploration on this topic should be conducted. A facilitated focus group should be used to further explore student perceptions of the role of gender.
- Long-term planning should occur around athletic fields and facilities.
- Athletic Director is requested to develop a comprehensive inventory of all athletic equipment and to all equipment meets safety requirements
- Weight room systems, expectations, logistics, and practices need to be reviewed and enhanced to ensure safety, consistency, and equitable opportunity.
- Coverage of athletics by Goffstown Television needs to be more equitable; GHS should develop a team of volunteers to record, edit, and post games and other athletic contests. Currently, there is significant variability of recording games (softball streamed live with commentary vs. other sports with no video coverage all season).

### IV. Standard IV – Program Administration

- Explore if the Athletic Director has sufficient administrative assistant time – the position was full time historically and cut by previous administration
- Develop a Coaches Handbook that contains all Policies, expectations, forms, etc.

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- Develop written guidelines for Booster Clubs
- Guidelines and expectations should be established for the non-renewal of a coach or co-curricular advisors
- Grounds support has been recommended by the Superintendent in previous budgets, there are many services that are currently provided by contracted services that could be done more cost-effectively through District staff

### V. Standard V – Program and Player Evaluation

- Consider the development of a formal player assessment program in all sports at all levels
- Current student athlete evaluations (not a standard practice in the majority of NH high schools) need to be computer-based to expand reporting functionality and standardized administration. Questions about the Athletic Director and Athletics logistics should be included in the survey.