

Competitive Equity

Frequently Asked Questions

Draft 1/8/15

What criteria did the committee use to arrive at a recommendation?

The criteria we agreed any recommendation would satisfy included:

- Sport Specificity - that the recommendation would only be applied in the sport where “significant postseason success” had been achieved.
- Universal Application to all Member Schools.
- The ability to address the diversity of our membership institutions needs and resources; rural vs. urban, affluent vs. impoverished, public vs. private
- Clear and Concise plan which could be supported by data.
- The ability to conduct reviews and evaluations.

Why these seven sports?

These seven sports are the only sports with multi-divisional playoff formats in which all schools qualify and where no individual champions are crowned. Football was excluded because the qualifying element to postseason play already includes some year-by-year divisional movement and the field is not determined until one week prior to the first games being played. Other sports like golf, tennis, and swimming, for example, have individual state champions crowned as well as team champions; and while, to meet the task set before us by the membership, we accepted some teams must be moved up a division, we could not reconcile that with individuals.

Why the change to 6 points from 7?

After reviewing the previous 3-years of postseason play in the seven sports and calculating the point totals teams would have earned had the success factor been in place, the committee felt that 6 points more adequately address the concerns of the membership. The 6-point cutoff, essentially, will move more teams via promotion every year than a 7-point cut off would.

Why not the 1.65 multiplier proposed at the 2014 Annual Meeting?

Since the 1.65 multiplier proposal did not meet either the sport-specificity or universal application criteria established by the committee, it was eliminated from our consideration.

Why not a Free/Reduced-Lunch Reducer?

First, this plan has been in place in Minnesota for a number of years, and the Executive Director of the Minnesota State High School League states that it has made no tangible impact on competitive balance. Second, access to data on Free and Reduced lunch is constantly shifting and inconsistent between member schools. Third, this plan would likely

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cause large, successful public schools to move down in divisional placement based on enrollment.

Why not the geography plan?

The amazing diversity of the districts in our district made it difficult for us to identify a plan that could be universally applied to all member institutions. In densely packed urban areas, with little or no clarity over “attendance boundaries” a plan with a boundary based on distance from the school made the most sense. However, in sparsely populated rural areas to the north, that same rule would have unfairly punished schools where the majority of students live a dozen miles or more away.

How does this address the urban/rural issue?

This plan addresses any competitive imbalance by using ALL teams’ actual past success to determine if that team should play in a different division. If a team from a small urban school competes primarily against teams from small rural schools AND achieves significant postseason success as a result of that competition, it will be promoted and play teams from larger schools.

How can the membership evaluate if this proposal is successful following implementation? Since there is no single metric for tracking the resolution of the membership’s many disparate concerns in regard to competitive equity, the membership should be asked to provide feedback annually as to the effectiveness of the success factor. Further, accurate records will be kept and annually published to the membership displaying the impact of the success factor. From these two data sources, the membership should be in a position to annually determine whether to maintain the plan as written, or whether a need exists to modify or replace the success factor.