

Data and Documents

OSSAA Board Presentation

August 14, 2019

RULE 14 COMMITTEE 2019

Meeting Dates:

April 3rd

April 23rd

May 8th

June 12th

Committee Members:

Brad Rogers, Adair (Chair)

David Morton, Bishop McGuinness

Bobby Odam, Amber-Pocasset

Talita DeNegri, Mount St. Mary

Mike Martin, Pauls Valley

Jay Hight, Metro Christian Academy

Melonie Hau, Duncan

Lance Parks, Bishop Kelley

David Jackson, OSSAA

Mike Whaley, OSSAA

NUMBER OF CHAMPIONSHIPS WON (%)

SPORT	PRE – RULE 14		POST – RULE 14	
	Public	Private	Public	Private
Cheerleading	86%	14%	80%	20%
Cross Country (Boys)	73%	28%	88%	13%
Cross Country (Girls)	83%	18%	80%	20%
Football	92%	8%	93%	7%
Softball (Fast-Pitch)	98%	2%	100%	0%
Volleyball	43%	57%	25%	75%
Basketball (Boys)	88%	13%	93%	7%
Basketball (Girls)	96%	4%	96%	4%
Wrestling (Tournament)	100%	0%	100%	0%
Wrestling (Dual)	100%	0%	100%	0%
Baseball	95%	5%	89%	11%
Golf (Boys)	73%	28%	55%	45%
Golf (Girls)	93%	8%	98%	3%
Soccer (Boys)	52%	48%	67%	33%
Soccer (Girls)	52%	48%	83%	17%
Softball (Slow-Pitch)	100%	0%	100%	0%
Tennis (Boys)	42%	58%	56%	44%
Tennis (Girls)	36%	64%	52%	48%
Track (Boys)	96%	4%	92%	8%
Track (Girls)	98%	2%	92%	8%
Total	84.8%	15.2%	85.4%	14.6%

RULE 14 - TOP 8 QUALIFIERS - Past 16 years (minus Spring 2019)

	TOTAL			TOTAL (minus 6A)		
	L8	P8	TOTAL	L8	P8	TOTAL
FALL						
CHEERLEADING	8.9%	7.3%	8.3%	10.4%	8.5%	9.7%
CROSS COUNTRY	14.9%	11.7%	13.2%	17.7%	14.6%	16.1%
FOOTBALL	9.2%	5.9%	7.6%	11.4%	6.7%	9.0%
VOLLEYBALL	41.4%	30.7%	36.8%	54.8%	45.5%	51.1%
WINTER						
BASKETBALL	5.9%	5.1%	5.5%	6.9%	6.0%	6.4%
SWIMMING	7.0%	6.3%	6.7%	14.1%	18.8%	15.3%
WRESTLING	4.3%	2.7%	3.5%	5.7%	3.6%	4.7%
SPRING						
BASEBALL	5.9%	4.2%	5.0%	6.0%	4.9%	5.4%
GOLF	13.5%	10.9%	12.2%	16.7%	13.7%	15.1%
SOCCER	13.4%	17.0%	15.3%	18.3%	26.8%	22.5%
TENNIS	30.1%	22.0%	25.8%	40.8%	32.6%	36.4%
TRACK	6.3%	4.6%	5.4%	7.5%	5.5%	6.5%
GRAND TOTAL	11.6%	9.2%	10.4%	14.0%	11.6%	12.8%

Does not include : Fall Baseball, Fast Pitch or Slow Pitch

L8 = Last 8 seasons (2011-12 to 2018-19) P8 = Previous 8 seasons (2003-04 to 2010-11)

RULE 14 - ADM x 1.6 CALCULATIONS

SCHOOL	ADM	RANK	ADM x 1.6	RANK x 1.6
Bishop Kelley	883.00	51	1412.80	28
Bishop McGuinness	704.50	67	1127.20	41
Cascia Hall	356.08	136	569.73	83
Christian Heritage	216.00	207	345.60	144
Community Christian	255.20	186	408.32	116
Corn Bible	55.00	441	88.00	364
Crossings Christian	231.60	195	370.56	132
Heritage Hall	350.00	140	560.00	86
Holland Hall	328.87	149	526.19	91
Lawton Academy	15.00	480	24.00	478
Lincoln Christian	284.11	175	454.58	103
Metro Christian	336.00	147	537.60	90
Mount St Mary	406.27	116	650.03	73
Oklahoma Bible	126.80	301	202.88	217
Oklahoma Christian Academy	131.17	294	209.87	216
Oklahoma Christian School	267.00	181	427.20	107
Regents Prep	114.54	314	183.26	235
Rejoice Christian	211.93	212	339.09	147
Riverfield Country Day	129.00	298	206.40	216
Southwest Covenant	94.00	345	150.40	269
Summit Christian	121.00	305	193.60	225
Victory Christian	332.80	148	532.48	92
Victory Life	19.00	479	30.40	468
Wesleyan Christian	85.00	374	136.00	288

2018-19 RULE 14 - ADM x 1.6 CALCULATIONS

SCHOOL	CROSS COUNTRY		CHEERLEADING		FOOTBALL		SOFTBALL FP		VOLLEYBALL	
	2018-19	x 1.6	2018-19	x 1.6	2018-19	x 1.6	2018-19	x 1.6	2018-19	x 1.6
Bishop Kelley	5A	6A	5A	6A	5A	6A	5A	6A	5A	6A
Bishop McGuinness	5A	5A	5A	5A	5A	5A	4A	5A	5A	5A
Cascia Hall	3A	4A	4A	4A	3A	4A	3A	4A	5A	4A
Christian Heritage	2A	3A	3A	3A	A	2A	2A	3A	4A	3A
Community Christian	3A	4A	3A	4A	2A	3A	2A	3A	4A	4A
Corn Bible	2A	2A	2A	2A	C	B	B	B	3A	3A
Crossings Christian	3A	3A	3A	4A	A	2A	2A	3A	4A	4A
Heritage Hall	3A	4A	4A	4A	3A	4A	3A	4A	3A	4A
Holland Hall	4A	4A	3A	4A	2A	4A	3A	4A	3A	4A
Lawton Academy	2A	2A	2A	2A			B	B		
Lincoln Christian	4A	4A	3A	4A	3A	3A	3A	4A	3A	4A
Metro Christian	4A	4A	3A	4A	2A	4A	3A	4A	5A	4A
Mount St Mary	4A	4A	4A	5A	3A	4A	4A	4A	5A	5A
Oklahoma Bible	2A	2A	2A	2A	A	A	A	2A	3A	3A
Oklahoma Christian Academy	2A	2A	2A	2A	A	A	A	2A		
Oklahoma Christian School	3A	4A	3A	4A	2A	3A	3A	4A	4A	4A
Regents Prep	2A	2A	2A	2A	B	B	A	2A	4A	3A
Rejoice Christian	2A	3A	2A	3A	A	2A	2A	3A	4A	3A
Riverfield Country Day	2A	2A	2A	2A			A	2A		
Southwest Covenant	2A	2A	2A	2A	C	B	A	A	4A	3A
Summit Christian	2A	2A	2A	2A	B	B	A	2A	3A	3A
Victory Christian	3A	4A	3A	4A	2A	4A	3A	4A	4A	4A
Victory Life	2A	2A	2A	2A			B	B		
Wesleyan Christian	2A	2A	2A	2A	B	B	B	A	3A	3A

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Current Rule 14 moved up 1 Class this season

ADM x 1.6 WOULD move up 1 Class for the season

2018-19 RULE 14 - ADM x 1.6 CALCULATIONS

SCHOOL	BASKETBALL		SWIMMING		WRESTLING	
	2018-19	x 1.6	2018-19	x 1.6	2018-19	x 1.6
Bishop Kelley	5A	6A	5A	6A	5A	6A
Bishop McGuinness	4A	5A	5A	5A	5A	5A
Cascia Hall	3A	4A			4A	4A
Christian Heritage	3A	3A				
Community Christian	3A	4A				
Corn Bible	B	A				
Crossings Christian	3A	3A			3A	3A
Heritage Hall	4A	4A	5A	5A	4A	4A
Holland Hall	4A	4A			3A	4A
Lawton Academy	B	B				
Lincoln Christian	4A	4A				
Metro Christian	3A	4A	5A	5A	3A	4A
Mount St Mary	4A	4A	5A	5A		
Oklahoma Bible	A	2A				
Oklahoma Christian Academy	A	2A			3A	3A
Oklahoma Christian School	3A	4A	5A	5A		
Regents Prep	2A	2A				
Rejoice Christian	2A	3A				
Riverfield Country Day	A	2A				
Southwest Covenant	A	2A	5A	5A		
Summit Christian	A	2A				
Victory Christian	4A	4A				
Victory Life	B	B				
Wesleyan Christian	A	A				

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Current Rule 14 moved up 1 Class this season

ADM x 1.6 WOULD move up 1 Class for the season

2018-19 RULE 14 - ADM x 1.6 CALCULATIONS

SCHOOL	BASEBALL		GOLF (BOYS)		GOLF (GIRLS)		SOFTBALL - SP		SOCCER (BOYS)		SOCCER (GIRLS)		TENNIS (BOYS)		TENNIS (GIRLS)		TRACK	
	2018-19	x 1.6	2018-19	x 1.6	2018-19	x 1.6	2018-19	x 1.6	2018-19	x 1.6	2018-19	x 1.6	2018-19	x 1.6	2018-19	x 1.6	2018-19	x 1.6
Bishop Kelley	5A	6A	5A	6A	5A	6A			5A	6A	5A	6A	5A	6A	5A	6A	5A	6A
Bishop McGuinness	5A	5A	5A	5A	5A	5A			5A	5A	5A	5A	5A	5A	5A	5A	5A	5A
Cascia Hall	3A	4A	4A	4A	3A	4A			5A	4A	5A	4A	5A	4A	5A	4A	3A	4A
Christian Heritage	2A	3A	3A	3A	2A	3A			4A	4A	4A	4A	5A	4A	4A	4A	2A	3A
Community Christian	3A	4A	2A	3A	2A	3A	4A	5A	4A	4A	4A	4A					3A	4A
Corn Bible	B	B	2A	2A	2A	2A	A	2A									A	A
Crossings Christian	2A	3A	3A	3A	2A	3A					4A	4A	4A	4A	5A	4A	2A	3A
Heritage Hall	4A	4A	4A	4A	3A	4A			5A	4A	5A	4A	5A	4A	5A	4A	4A	4A
Holland Hall	3A	4A	4A	4A	3A	4A			4A	4A	4A	4A	5A	4A	5A	4A	3A	4A
Lawton Academy	B		2A	2A	2A	2A											A	A
Lincoln Christian	3A	4A	2A	4A	2A	4A											4A	4A
Metro Christian	4A	4A	4A	4A	3A	4A			4A	4A	5A	4A	4A	4A	4A	4A	3A	4A
Mount St Mary	3A	4A	4A	4A	3A	4A			4A	4A	4A	4A	5A	5A	5A	5A	4A	4A
Oklahoma Bible	A	2A	2A	2A	2A	2A	2A	3A					5A	4A	5A	4A	A	2A
Oklahoma Christian Academy	A	2A	2A	2A	2A	2A							4A	4A	4A	4A	A	2A
Oklahoma Christian School	3A	4A	3A	4A	2A	4A			4A	4A	4A	4A	5A	4A	4A	4A	4A	4A
Regents Prep	A	2A	3A	3A	2A	2A			4A	4A	4A	4A	4A	4A	4A	4A	2A	2A
Rejoice Christian	2A	3A	2A	3A	3A	3A			4A	4A	4A	4A	4A	4A	4A	4A	2A	3A
Riverfield Country Day	A	2A	2A	2A	2A	2A			4A	4A	4A	4A	5A	4A	4A	4A	A	A
Southwest Covenant	A	A	2A	2A	2A	2A											A	2A
Summit Christian	A	2A	2A	2A	2A	2A			4A	4A	4A	4A	4A	4A	4A	4A	A	2A
Victory Christian	3A	4A	3A	4A	3A	4A			4A	4A	4A	4A	4A	4A	4A	4A	3A	4A
Victory Life	B	A	2A	2A	2A	2A											A	A
Wesleyan Christian	B	A	2A	2A	2A	2A			4A	4A	4A	4A	4A	4A	4A	4A	A	2A

Current Rule 14 moved up 1 Class this season

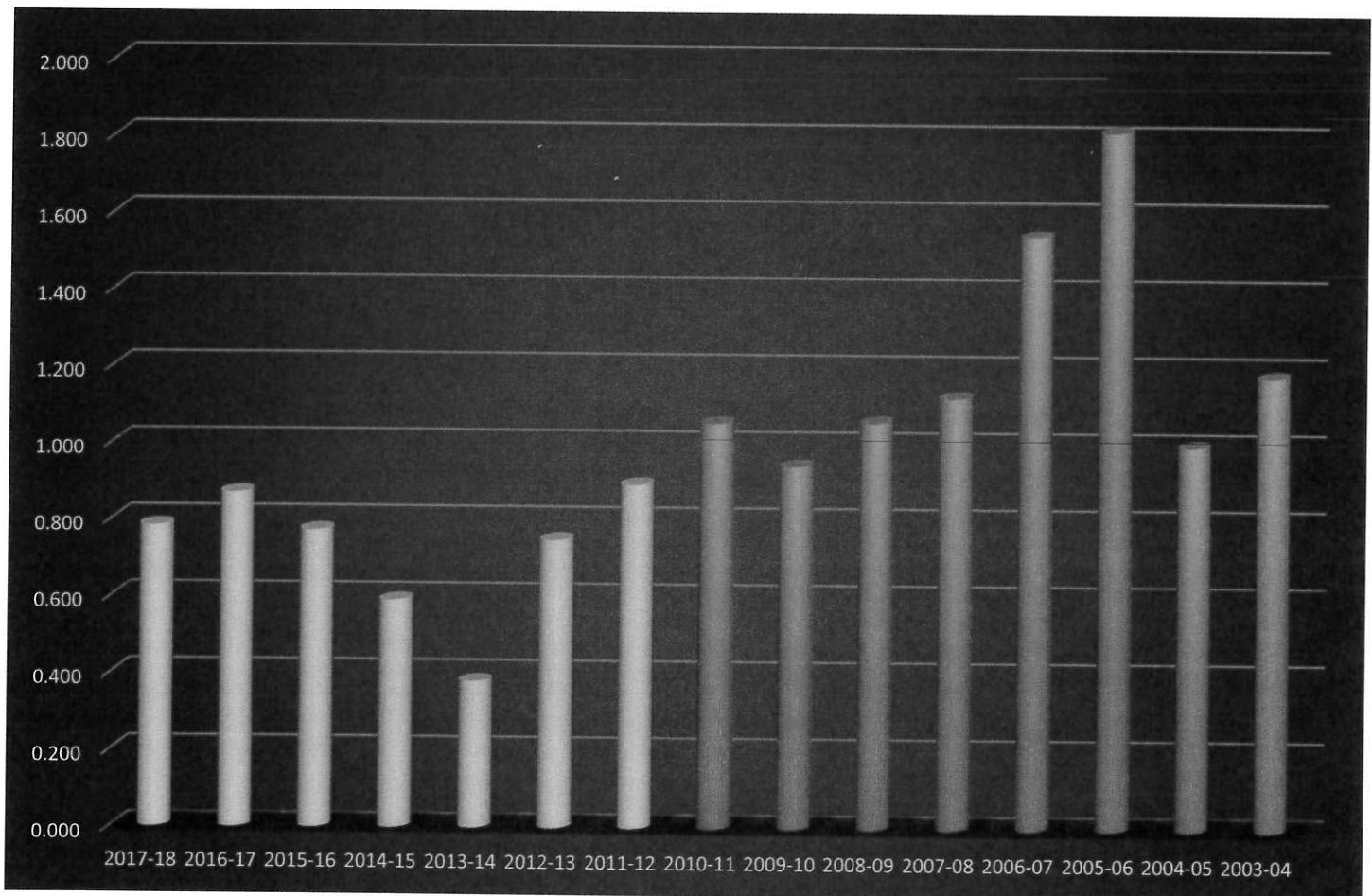
ADM x 1.6 WOULD move up 1 Class for the season

STATE CHAMPIONSHIPS - RULE 14

L7 TOTALS	679	108		0.720	15.9%
P8 TOTALS	740	133		1.177	18.0%
	TOTAL	PRIVATE	PRIV	PRI/PART	%
	TITLES	TITLES	PART	RATIO	TITLES
2018-19	55	8	24		
2017-18	97	18	23	0.783	18.6%
2016-17	98	20	23	0.870	20.4%
2015-16	98	17	22	0.773	17.3%
2014-15	100	13	22	0.591	13.0%
2013-14	96	8	21	0.381	8.3%
2012-13	95	15	20	0.750	15.8%
2011-12	95	17	19	0.895	17.9%
2010-11	95	19	18	1.056	20.0%
2009-10	96	17	18	0.944	17.7%
2008-09	94	18	17	1.059	19.1%
2007-08	92	18	16	1.125	19.6%
2006-07	93	17	11	1.545	18.3%
2005-06	92	20	11	1.818	21.7%
2004-05	89	11	11	1.000	12.4%
2003-04	89	13	11	1.182	14.6%

L7 = Last 7 Seasons (2011-12 to 2017-18)

P8 = Previous 8 Seasons (2003-04 to 2010-11)



RULE 14 - TOP 8 QUALIFIERS - Past 16 years (minus Spring 2019)

	TOTAL			TOTAL (minus 6A)		
	L8	P8	TOTAL	L8	P8	TOTAL
FALL						
CHEERLEADING	8.9%	7.3%	8.3%	10.4%	8.5%	9.7%
CROSS COUNTRY	14.9%	11.7%	13.2%	17.7%	14.6%	16.1%
FOOTBALL	9.2%	5.9%	7.6%	11.4%	6.7%	9.0%
VOLLEYBALL	41.4%	30.7%	36.8%	54.8%	45.5%	51.1%
WINTER						
BASKETBALL	5.9%	5.1%	5.5%	6.9%	6.0%	6.4%
SWIMMING	7.0%	6.3%	6.7%	14.1%	18.8%	15.3%
WRESTLING	4.3%	2.7%	3.5%	5.7%	3.6%	4.7%
SPRING						
BASEBALL	5.9%	4.2%	5.0%	6.0%	4.9%	5.4%
GOLF	13.5%	10.9%	12.2%	16.7%	13.7%	15.1%
SOCCER	13.4%	17.0%	15.3%	18.3%	26.8%	22.5%
TENNIS	30.1%	22.0%	25.8%	40.8%	32.6%	36.4%
TRACK	6.3%	4.6%	5.4%	7.5%	5.5%	6.5%
GRAND TOTAL	11.6%	9.2%	10.4%	14.0%	11.6%	12.8%

Does not include : Fall Baseball, Fast Pitch or Slow Pitch

L8 = Last 8 seasons (2011-12 to 2018-19) P8 = Previous 8 seasons (2003-04 to 2010-11)

RULE 14 - Additional Information

L8 = Last 8 seasons (2018-19 to 2011-12) P8 - Previous 8 seasons before Rule 14 (2010-11 to 2003-04)

FALL SPORTS	SPORT	AVG # PARTICIPATING SCHOOLS OVER 8 YRS	AVG # PARTICIPATING NON-PUBLIC SCHOOLS OVER 8 YR		CHAMPIONSHIPS WON BY NON-PUBLIC		NON-PUBLIC IN FINAL 8	
L8	FOOTBALL	344	19	6%	5	7%	51	9%
P8		330	12	3%	8	13%	30	6%
L8	XRC Boys & Girls	963	44	5%	13	16%	88	15%
P8		954	29	3%	18	23%	75	12%
L8	VOLLEYBALL	125	18	15%	21	72%	96	41%
P8		121	14	12%	13	57%	54	31%
L8	CHEER	481	23	5%	12	24%	68	9%
P8		477	14	3%	12	14%	34	7%
L8	FAST PITCH	481	23	5%	0	0%	2	1%
P8		477	14	3%	1	2%	2	1%
WINTER SPORTS	SPORT	AVG # PARTICIPATING SCHOOLS OVER 8 YR	AVG # PARTICIPATING NON-PUBLIC SCHOOLS OVER 8 YR		CHAMPIONSHIPS WON BY NON-PUBLIC		NON-PUBLIC IN FINAL 8	
L8	BASKETBALL Boys & Girls	963	45	5%	6	5%	53	6%
P8		954	29	3%	10	9%	46	5%
L8	WRESTLING	148	6	4%	0	0%	11	4%
P8		66	2	3%	0	0%	7	3%
L8	SWIMMING Boys & Girls	129	14	11%	1	3%	18	7%
P8		113	11	10%	2	10%	11	6%
SPRING SPORTS	SPORT	AVG # PARTICIPATING SCHOOLS OVER 8 YR	AVG # PARTICIPATING NON-PUBLIC SCHOOLS OVER 8 YR		CHAMPIONSHIPS WON BY NON-PUBLIC		NON-PUBLIC IN FINAL 8	
L8	GOLF Boys & Girls	963	45	5%	17	24%	76	14%
P8		954	29	3%	15	19%	70	11%
L8	TENNIS Boys & Girls	221	29	13%	20	43%	107	30%
P8		214	20	9%	32	62%	87	22%
L8	SOCCER Boys & Girls	248	28	11%	9	21%	45	13%
P8		213	18	9%	21	50%	60	17%
L8	BASEBALL	481	23	5%	5	10%	23	6%
P8		477	14	3%	4	7%	19	4%
L8	TRACK Boys & Girls	963	45	5%	7	8%	43	6%
P8		954	29	3%	4	4%	36	5%
L8	SLOW PITCH	301	5	2%	0	0%	0	0%
P8		302	5	1%	0	0%	1	0%

4/29/2019

RULE 14 - FINAL 8 STATE QUALIFIERS by CLASS

	FINAL 8 QUALIFIERS (L8)							
	4A-2A TOT	5A	4A	3A	2A	A	B	TOTAL
Basketball Boys TOT	192	64	64	64	64	64	64	384
Basketball Boys PRI	25	5	9	10	6	3	2	35
BASKETBALL BOYS %	13.0%	7.8%	14.1%	15.6%	9.4%	4.7%	3.1%	9.1%
Basketball Girls TOT	192	64	64	64	64	64	64	384
Basketball Girls PRI	14	1	6	6	2	2	1	18
BASKETBALL GIRLS %	7.3%	1.6%	9.4%	9.4%	3.1%	3.1%	1.6%	4.7%
BASKETBALL TOTAL %	10.2%	4.7%	11.7%	12.5%	6.3%	3.9%	2.3%	6.9%

	FINAL 8 QUALIFIERS (L8)								
	4A-2A TOT	5A	4A	3A	2A	A	B	C	TOTAL
Football TOTAL	192	64	64	64	64	64	64	64	448
Football PRIVATE	28	10	7	13	8	5	3	5	51
FOOTBALL %	14.6%	15.6%	10.9%	20.3%	12.5%	7.8%	4.7%	7.8%	11.4%

	FINAL 8 QUALIFIERS (L8)							
	4A-2A TOT	5A	4A	3A	2A	A	B	TOTAL
Baseball TOTAL	168	56	56	56	56	56	56	336
Baseball PRIVATE	15	6	4	9	2	1	1	23
BASEBALL %	8.9%	10.7%	7.1%	16.1%	3.6%	1.8%	1.8%	6.8%

	FINAL 8 QUALIFIERS (P8)							
	4A-2A TOT	5A	4A	3A	2A	A	B	TOTAL
	192	64	64	64	64	64	64	384
	31	2	11	12	8	0	1	34
	16.1%	3.1%	17.2%	18.8%	12.5%	0.0%	1.6%	8.9%
	192	64	64	64	64	64	64	384
	6	4	2	2	2	1	1	12
	3.1%	6.3%	3.1%	3.1%	3.1%	1.6%	1.6%	3.1%
	9.6%	4.7%	10.2%	10.9%	7.8%	0.8%	1.6%	6.0%

FINAL 8 QUALIFIERS (P8)								
4A-2A TOT	5A	4A	3A	2A	A	B	C	TOTAL
192	64	64	64	64	64	64	64	448
22	3	4	9	9	3	0	2	30
11.5%	4.7%	6.3%	14.1%	14.1%	4.7%	0.0%	3.1%	6.7%

	FINAL 8 QUALIFIERS (P8)							
	4A-2A TOT	5A	4A	3A	2A	A	B	TOTAL
	192	64	64	64	64	64	64	384
	10	9	5	3	2	0	0	19
	5.2%	14.1%	7.8%	4.7%	3.1%	0.0%	0.0%	4.9%

RULE 14 - STATE CHAMPIONS by CLASS

FINAL 8 STATE CHAMPIONS (L8)									
	4A-2A TOT	5A	4A	3A	2A	A	B		TOTAL
Basketball Boys TOT	24	8	8	8	8	8	8		48
Basketball Boys PRI	3	1	1	1	1	0	0		4
BASKETBALL BOYS %	12.5%	12.5%	12.5%	12.5%	12.5%	0.0%	0.0%		8.3%
Basketball Girls TOT	24		8	8	8	8	8		40
Basketball Girls PRI	2		0	0	2	0	0		2
BASKETBALL GIRLS %	8.3%		0.0%	0.0%	25.0%	0.0%	0.0%		5.0%
BASKETBALL TOTAL %	10.4%		6.3%	6.3%	18.8%	0.0%	0.0%		6.8%

FINAL 8 STATE CHAMPIONS (L8)									
	4A-2A TOT	5A	4A	3A	2A	A	B	C	TOTAL
Football TOTAL	24	8	8	8	8	8	8	8	56
Football PRIVATE	5	0	1	3	1	0	0	0	5
FOOTBALL %	20.8%	0.0%	12.5%	37.5%	12.5%	0.0%	0.0%	0.0%	8.9%

FINAL 8 STATE CHAMPIONS (L8)									
	4A-2A TOT	5A	4A	3A	2A	A	B		TOTAL
Baseball TOTAL	24	8	8	8	8	8	8		48
Baseball PRIVATE	4	1	1	2	1	0	0		5
BASEBALL %	16.7%	12.5%	12.5%	25.0%	12.5%	0.0%	0.0%		10.4%

FINAL 8 STATE CHAMPIONS (P8)									
4A-2A TOT	5A	4A	3A	2A	A	B			TOTAL
24	8	8	8	8	8	8			48
8	0	3	3	2	0	0			8
33.3%	0.0%	37.5%	37.5%	25.0%	0.0%	0.0%			16.7%
24	8	8	8	8	8	8			48
0	1	0	0	0	0	1			2
0.0%	12.5%	0.0%	0.0%	0.0%	0.0%	12.5%			4.2%
16.7%	6.3%	18.8%	18.8%	12.5%	0.0%	6.3%			10.4%

FINAL 8 STATE CHAMPIONS (P8)									
4A-2A TOT	5A	4A	3A	2A	A	B	C		TOTAL
24	8	8	8	8	8	8	8		56
8	0	2	3	3	0	0	0		8
33.3%	0.0%	25.0%	37.5%	37.5%	0.0%	0.0%	0.0%		14.3%

FINAL 8 STATE CHAMPIONS (P8)									
4A-2A TOT	5A	4A	3A	2A	A	B			TOTAL
24	8	8	8	8	8	8			48
1	3	1	0	0	0	0			4
4.2%	37.5%	12.5%	0.0%	0.0%	0.0%	0.0%			8.3%

CROSS COUNTRY

	XRC BOYS 2018-19				XRC BOYS 2017-18					XRC GIRLS 2018-19				XRC GIRLS 2017-18			
	6A?8	ACT	ADM	TOP4	6A?8	ACT	ADM	TOP4		6A?8	ACT	ADM	TOP4	6A?8	ACT	ADM	TOP4
Bishop Kelley	6A	5A	5A	5A	5A	5A	5A	5A		6A	5A	5A	6A	6A	5A	5A	5A
Bishop McGuinness	6A	5A	5A	5A	6A	5A	5A	5A		6A	5A	5A	6A	6A	5A	5A	6A
Cascia Hall		3A	3A	3A		4A	3A	3A			3A	3A	3A		4A	3A	3A
Christian Heritage		2A	2A	2A		2A	2A	2A			2A	2A	2A		2A	2A	2A
Community Christian		3A	3A	3A		3A	3A	3A			3A	3A	3A		3A	3A	3A
Corn Bible		2A	2A	2A		2A	2A	2A			2A	2A	2A		2A	2A	2A
Crossings Christian		3A	3A	3A		2A	2A	2A			3A	3A	3A		2A	2A	2A
Heritage Hall		3A	3A	3A		3A	3A	3A			3A	3A	3A		3A	3A	3A
Holland Hall		4A	3A	4A		3A	3A	3A			3A	3A	3A		3A	3A	3A
Lawton Academy																	
Lincoln Christian		4A	3A	4A		4A	3A	4A			4A	3A	3A		4A	3A	4A
Metro Christian		4A	3A	4A		4A	3A	4A			4A	3A	4A		4A	3A	4A
Mount St Mary		4A	4A	4A		3A	4A	3A			4A	4A	4A		4A	4A	4A
Oklahoma Bible		2A	2A	2A		2A	2A	2A			2A	2A	2A		2A	2A	2A
Oklahoma Christian Academy		2A	2A	2A		3A	2A	2A			2A	2A	2A		3A	2A	2A
Oklahoma Christian School		3A	3A	3A		3A	3A	3A			3A	3A	3A		3A	3A	3A
Regents Prep		2A	2A	2A		2A	2A	2A			2A	2A	2A		2A	2A	2A
Rejoice Christian		2A	2A	2A		2A	2A	2A			2A	2A	2A		2A	2A	2A
Riverfield Country Day		2A	2A	2A		2A	2A	2A			2A	2A	2A		2A	2A	2A
Southwest Covenant		2A	2A	2A		2A	2A	2A			2A	2A	2A		2A	2A	2A
Summit Christian		2A	2A	2A		2A	2A	2A			2A	2A	2A		2A	2A	2A
Victory Christian		3A	3A	3A		3A	3A	3A			3A	3A	3A		3A	3A	3A
Victory Life		2A	2A	2A		2A	2A	2A			2A	2A	2A		2A	2A	2A
Wesleyan Christian		2A	2A	2A		2A	2A	2A			2A	2A	2A		2A	2A	2A

6A?8 = Would have been in 6A (current Top 8)

ACT = Actual Classification

ADM = ADM Classification

TOP4 = Classification if TOP 4 were criteria

STATE CHAMPION

TOP 4

UP FROM ADM CLASS

DOWN FROM ACTUAL CLASS

GOLF

	GOLF BOYS 2018-19				GOLF BOYS 2017-18					GOLF GIRLS 2018-19				GOLF GIRLS 2017-18			
	6A?8	ACT	ADM	TOP4	6A?8	ACT	ADM	TOP4		6A?8	ACT	ADM	TOP4	6A?8	ACT	ADM	TOP4
Bishop Kelley	6A	5A	5A	6A	6A	5A	5A	6A		5A	5A	5A	5A	5A	5A	5A	5A
Bishop McGuinness	6A	5A	4A	6A	6A	5A	5A	6A		5A	5A	5A	5A	5A	5A	5A	5A
Cascia Hall		4A	3A	3A		4A	3A	4A						6A	5A	4A	4A
Christian Heritage		3A	2A	3A		3A	2A	3A									
Community Christian		2A	2A	2A		2A	2A	2A									
Corn Bible		2A	2A	2A		2A	2A	2A									
Crossings Christian		3A	2A	3A		2A	2A	2A									
Heritage Hall		4A	3A	4A		4A	3A	4A									
Holland Hall		4A	3A	4A		3A	3A	3A									
Lawton Academy																	
Lincoln Christian		2A	2A	2A		2A	2A	2A									
Metro Christian		4A	3A	3A		4A	3A	3A									
Mount St Mary		4A	3A	3A		3A	3A	3A									
Oklahoma Bible		2A	2A	2A		2A	2A	2A									
Oklahoma Christian Academy		2A	2A	2A		2A	2A	2A			2A	2A	2A				
Oklahoma Christian School		3A	2A	3A		3A	2A	3A			2A	2A	2A				
Regents Prep		3A	2A	3A		2A	2A	2A			2A	2A	2A				
Rejoice Christian		2A	2A	2A		3A	2A	2A									
Riverfield Country Day		2A	2A	2A		2A	2A	2A									
Southwest Covenant		2A	2A	2A		2A	2A	2A									
Summit Christian		2A	2A	2A		2A	2A	2A									
Victory Christian		3A	3A	3A		2A	2A	2A									
Victory Life		2A	2A	2A		2A	2A	2A									
Wesleyan Christian		2A	2A	2A		2A	2A	2A									

6A?8 = Would have been in 6A (current Top 8)

ACT = Actual Classification

ADM = ADM Classification

TOP4 = Classification if TOP 4 were criteria

STATE CHAMPION

TOP 4

UP FROM ADM CLASS

DOWN FROM ACTUAL CLASS

SWIMMING

	SWIM BOYS 2018-19				SWIM BOYS 2017-18					SWIM GIRLS 2018-19				SWIM GIRLS 2017-18			
	6A?8	ACT	ADM	TOP4	6A?8	ACT	ADM	TOP4		6A?8	ACT	ADM	TOP4	6A?8	ACT	ADM	TOP4
Bishop Kelley	6A	5A	5A	6A	6A	5A	5A	6A		6A	5A	5A	5A	5A	5A	5A	5A
Bishop McGuinness		5A	5A	5A		5A	5A	5A		5A	5A	5A	5A	5A	5A	5A	5A
Cascia Hall																	
Christian Heritage																	
Community Christian																	
Corn Bible																	
Crossings Christian																	
Heritage Hall		5A	5A	5A		5A	5A	5A			5A	5A	5A		5A	5A	5A
Holland Hall																	
Lawton Academy																	
Lincoln Christian																	
Metro Christian		5A	5A	5A		5A	5A	5A		6A	5A	5A	5A	6A	5A	5A	5A
Mount St Mary		5A	5A	5A		5A	5A	5A			5A	5A	5A		5A	5A	5A
Oklahoma Bible																	
Oklahoma Christian Academy																	
Oklahoma Christian School		5A	5A	5A		5A	5A	5A			5A	5A	5A		5A	5A	5A
Regents Prep						5A	5A	5A							5A	5A	5A
Rejoice Christian																	
Riverfield Country Day																	
Southwest Covenant		5A	5A	5A		5A	5A	5A			5A	5A	5A		5A	5A	5A
Summit Christian																	
Victory Christian																	
Victory Life																	
Wesleyan Christian																	

6A?8 = Would have been in 6A (current Top 8)

ACT = Actual Classification

ADM = ADM Classification

TOP4 = Classification if TOP 4 were criteria

STATE CHAMPION

TOP 4

UP FROM ADM CLASS

DOWN FROM ACTUAL CLASS

TENNIS

	TENNIS BOYS 2018-19				TENNIS BOYS 2017-18					TENNIS GIRLS 2018-19				TENNIS GIRLS 2017-18			
	6A?8	ACT	ADM	TOP4	6A?8	ACT	ADM	TOP4		6A?8	ACT	ADM	TOP4	6A?8	ACT	ADM	TOP4
Bishop Kelley	6A	5A	5A	6A	6A	5A	5A	6A		6A	5A	5A	6A	6A	5A	5A	6A
Bishop McGuinness	6A	4A	5A	6A	6A	5A	5A	6A		5A	4A	5A	4A	5A	5A	5A	5A
Cascia Hall		5A	4A	4A		5A	4A	5A			5A	4A	5A		5A	4A	5A
Christian Heritage		5A	4A	4A		5A	4A	4A			4A	4A	4A		4A	4A	4A
Community Christian																	
Corn Bible																	
Crossings Christian		4A	4A	4A		4A	4A	4A			5A	4A	4A		5A	4A	4A
Heritage Hall		5A	4A	5A		5A	4A	5A			5A	4A	5A		5A	4A	5A
Holland Hall		5A	4A	5A		4A	4A	4A			5A	4A	5A		4A	4A	4A
Lawton Academy																	
Lincoln Christian																	
Metro Christian		4A	4A	4A		4A	4A	4A			4A	4A	4A		4A	4A	4A
Mount St Mary		5A	4A	4A		5A	4A	4A			5A	4A	4A		4A	4A	4A
Oklahoma Bible		5A	4A	5A		5A	4A	5A			5A	4A	4A		5A	4A	4A
Oklahoma Christian Academy		4A	4A	4A		4A	4A				4A	4A	4A		4A	4A	4A
Oklahoma Christian School		5A	4A	4A		5A	4A	4A			4A	4A	4A		4A	4A	4A
Regents Prep		4A	4A	4A		4A	4A	4A			4A	4A	4A		4A	4A	4A
Rejoice Christian		4A	4A	4A		4A	4A	4A			4A	4A	4A		4A	4A	4A
Riverfield Country Day		5A	4A	5A		5A	4A	4A			4A	4A	4A		4A	4A	4A
Southwest Covenant																	
Summit Christian		4A	4A	4A							4A	4A	4A				
Victory Christian		4A	4A	4A		4A	4A	4A			4A	4A	4A		4A	4A	4A
Victory Life																	
Wesleyan Christian																	

6A?8 = Would have been in 6A (current Top 8)

ACT = Actual Classification

ADM = ADM Classification

TOP4 = Classification if TOP 4 were criteria

STATE CHAMPION

TOP 4

UP FROM ADM CLASS

DOWN FROM ACTUAL CLASS

TRACK

TRACK	TRACK BOYS 2018-19				TRACK BOYS 2017-18					TRACK GIRLS 2018-19				TRACK GIRLS 2017-18			
	6A?8	ACT	ADM	TOP4	6A?8	ACT	ADM	TOP4		6A?8	ACT	ADM	TOP4	6A?8	ACT	ADM	TOP4
Bishop Kelley	5A	5A	5A	5A	5A	5A	5A	5A		5A	5A	5A	5A	5A	5A	5A	5A
Bishop McGuinness	5A	5A	5A	5A	6A	5A	5A	6A		5A	5A	5A	5A	6A	5A	5A	6A
Cascia Hall		3A	3A	3A		3A	3A	3A			3A	3A	3A		3A	3A	3A
Christian Heritage		2A	2A	2A		2A	2A	2A			2A	2A	2A		2A	2A	2A
Community Christian		3A	3A	3A		2A	2A	2A			3A	3A	3A		3A	3A	3A
Corn Bible		A	A	A		A	A	A			A	A	A		A	A	A
Crossings Christian		2A	2A	2A		2A	2A	2A			2A	2A	2A		2A	2A	2A
Heritage Hall		4A	3A	4A		4A	3A	4A			4A	3A	4A		4A	3A	4A
Holland Hall		3A	3A	3A		3A	3A	3A			3A	3A	3A		3A	3A	3A
Lawton Academy																	
Lincoln Christian		4A	3A	4A		4A	3A	3A			4A	3A	4A		4A	3A	3A
Metro Christian		3A	3A	3A		3A	3A	3A			3A	3A	3A		3A	3A	3A
Mount St Mary		4A	4A	4A		3A	4A	4A			4A	4A	4A		4A	4A	4A
Oklahoma Bible		A	A	A		A	A	A			A	A	A		A	A	A
Oklahoma Christian Academy		A	A	A		2A	A	A			A	A	A		2A	A	A
Oklahoma Christian School		4A	3A	4A		3A	3A	3A			4A	3A	4A		3A	3A	3A
Regents Prep		2A	A	A		A	A	A			2A	A	A		A	A	A
Rejoice Christian		2A	2A	2A		2A	2A	2A			2A	2A	2A		2A	2A	2A
Riverfield Country Day		A	A	A		A	A	A			A	A	A		A	A	A
Southwest Covenant		A	A	A		A	A	A			A	A	A		A	A	A
Summit Christian		A	A	A		A	A	A			A	A	A		A	A	A
Victory Christian		3A	3A	3A		3A	3A	3A			3A	3A	3A		3A	3A	3A
Victory Life		A	A	A		A	A	A			A	A	A		A	A	A
Wesleyan Christian		A	A	A		A	A	A			A	A	A		A	A	A

6A?8 = Would have been in 6A (current Top 8)

ACT = Actual Classification

ADM = ADM Classification

TOP4 = Classification if TOP 4 were criteria

STATE CHAMPION

TOP 4

UP FROM ADM CLASS

DOWN FROM ACTUAL CLASS

VOLLEYBALL

	VOLLEYBALL 2018-19				VOLLEYBALL 2017-18			
	6A?8	ACT	ADM	TOP4	6A?8	ACT	ADM	TOP4
Bishop Kelley	6A	5A	5A	6A	6A	5A	5A	6A
Bishop McGuinness	6A	5A	5A	6A	6A	5A	5A	6A
Cascia Hall		5A	4A	4A		5A	4A	4A
Christian Heritage		4A	3A	4A		4A	3A	4A
Community Christian		4A	3A	4A		4A	3A	4A
Corn Bible		3A	3A	4A		3A	3A	3A
Crossings Christian		4A	3A	3A		3A	3A	3A
Heritage Hall		3A	4A	4A		5A	4A	5A
Holland Hall		3A	4A	4A		3A	4A	4A
Lawton Academy								
Lincoln Christian		3A	3A	3A		4A	3A	4A
Metro Christian		5A	4A	4A		5A	4A	4A
Mount St Mary		5A	4A	5A		5A	4A	5A
Oklahoma Bible		3A	3A	3A		4A	3A	4A
Oklahoma Christian Academy								
Oklahoma Christian School		4A	3A	3A		4A	3A	3A
Regents Prep		4A	3A	4A		4A	3A	4A
Rejoice Christian		4A	3A	3A		4A	3A	3A
Riverfield Country Day								
Southwest Covenant		4A	3A	3A		3A	3A	3A
Summit Christian		3A	3A	3A		3A	3A	3A
Victory Christian		4A	4A	5A		5A	4A	5A
Victory Life								
Wesleyan Christian		3A	3A	3A				

6A?8 = Would have been in 6A (current Top 8)

ACT = Actual Classification

ADM = ADM Classification

TOP4 = Classification if TOP 4 were criteria

STATE CHAMPION

TOP 4

UP FROM ADM CLASS

DOWN FROM ACTUAL CLASS

OSSAA Board Presentation

August 14, 2019

**WHAT
SURROUNDING
STATES HAVE IN
PLACE**

Kansas

Missouri

Nebraska

New Mexico

Arkansas

Colorado

Kansas

Mike Whaley

From: Mark Lentz <MLentz@kshsaa.org>
Sent: Sunday, April 21, 2019 4:00 PM
To: Mike Whaley
Subject: Re: public/private and classification

Mike

We do not classify differently! We are in the middle of discussions, as our membership continues to express some displeasure or concerns! Are you looking at changing?

Mark Lentz
Sent from my iPhone

On Apr 18, 2019, at 8:03 AM, Mike Whaley <mwhaley@ossaa.com> wrote:

Dear Colleague.....my apology for bothering you at this busy time of year.....our Public/Private Classification Committee is meeting (next Tuesday) and the committee has requested information from surrounding states on what type of policy/rule/guideline is used in trying to balance the playing field between public and non-public schools when it comes to classification (i.e.; do you move non-public schools up based on a multiplier?, is there a success factor in moving schools up?...do you use economic factors?....etc.....)....if you could take a minute and shoot me a copy of any guidelines/rules/policies that are used in your state to classify non-public schools in to the membership I would greatly appreciate it.....(if you have no such animal just respond that you do not have any adjustments for non-public schools).....thanks for your help and again, I apologize for bothering you during this busy time.....

Respectfully,

Mike Whaley
Associate Director
OSSAA
7300 Broadway Extension
Oklahoma City, OK 73116
Office: 405-840-1116
Fax: 405-840-9559
Cell: 405-818-3541
mwhaley@ossaa.com
<Picture (Device Independent Bitmap) 1.jpg>

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Executive Board, shall file written statements of substantial interests, as provided by K.S.A. 46-248 through 46-252, and amendments thereto.

Sec. 5: INDEMNIFICATION POLICY of Kansas State High School Activities Association Officers, Directors, Employees and Agents

Sub-Section. 1: The Kansas State High School Activities Association shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Kansas State High School Activities Association) by reason of the fact that he/she is or was a director, officer, employee, or agent of the Kansas State High School Activities Association, or is or was serving at the specific written request or with the written approval of the Kansas State High School Activities Association Executive Board as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against expenses (including attorneys' fees), judgements, fines and amount to be paid in settlement actually and reasonably incurred by him/her in connection with such action, suit or proceeding if he/she acted in good faith and in a manner he/she reasonably believed to be in or not opposed to the best interests of the Kansas State High School Activities Association, and, with respect to any criminal action or proceeding, had no reasonable cause to believe his/her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction, or upon a plea of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which he/she reasonably believed to be in or not opposed to the best interests of the Kansas State High School Activities Association, and with respect to any criminal action or proceeding, had reasonable cause to believe his/her conduct was unlawful.

Sub-Section. 2: Any indemnification under Sub-Section 1 (unless ordered by a court) shall be made by the Kansas State High School Activities Association upon a determination that indemnification of the director, officer, employee, or agent is proper in the circumstances because he/she has met the applicable standards of conduct set forth in Sub-Section 1. Such determination shall be made (1) by the Board of Directors by a majority vote of a quorum consisting of Board of Director members who were not parties to such action, suit or proceeding, or (2) if such a quorum is not obtainable, or even if obtainable, a quorum of disinterested Board of Director members so directs, by independent legal counsel in a written opinion, or (3) by the membership of the Kansas State High School Activities Association.

Sub-Section. 3: Expenses (including attorneys' fees) incurred in defending a civil or criminal action, suit or proceeding shall be paid by the Kansas State High School Activities Association in advance of the final disposition of such action, suit or proceeding as authorized in the manner provided in Sub-Section 2 upon receipt of an undertaking by or on behalf of the director or officer to repay such amount if it is ultimately determined that the director or officer is not entitled to be indemnified by the Kansas State High School Activities Association as authorized herein. Such expenses incurred by other employees and agents may be so paid upon such terms and conditions, if any, as the Board of Directors deems appropriate.

Sub-Section. 4: The indemnification and advancement of expenses provided by, or granted pursuant to, the other section hereof, shall not be deemed exclusive of any other rights to which those seeking indemnification or advancement of expenses may be entitled under any policy of insurance, agreement or provision of law.

Sub-Section. 5: The Kansas State High School Activities Association may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Kansas State High School Activities Association, or is or was serving at the request of the Kansas State High School Activities Association as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him/her and incurred by him/her in any such capacity or arising out of his status as such, whether or not the corporation would have the power to indemnify him/her against such liability under the provisions hereof, **PROVIDED HOWEVER**, neither the existence of such policy nor any retention or deductible amounts applicable to such policy of insurance shall impair or limit the full right of indemnity provided for herein.

Sub-Section. 6: The indemnification and advancement of expenses provided by, or granted pursuant to, the other sections hereof shall, unless otherwise provided when authorized or ratified, continue as to a person who has ceased to be a director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

ARTICLE XI

Entries

Section 1: Entries or registrations for Association-sponsored events shall be received by a specific date in order to be accepted. The Executive Board may authorize acceptance of late entries or registrations, provided a penalty of not less than ten dollars (\$10) plus a double entry fee, total penalty and double entry fee not to exceed fifty dollars (\$50), is paid by the school not meeting deadline requirements.

ARTICLE XII

Classification of Senior High Schools

Section 1: A classification system shall be established for senior high schools involved in interscholastic activities under the supervision of the KSHSAA.

Sec. 2: The classification system for each activity is based upon criteria developed and approved by the KSHSAA Board of Directors.

Sec. 3: The Executive Board may combine or separate Classes at any time if the number of participating schools in an activity so warrants.

Sec. 4: Modification of the classification system may be proposed by the KSHSAA Board of Directors, the Executive Board, or by petition from a member school. A petition must be signed by the principal and superintendent of at least 20 percent of the schools in the Classes modified by the proposal and presented to the KSHSAA Executive Director

Continued >

- a. as a member of a National Team (and the actual, direct tryouts therefore), which is defined as one selected by the national governing body of the sport on a national qualification basis either through a defined selective process or actual tryouts for the purpose of international competition which requires the entries to officially represent their respective nations, although it is not necessary there be team scoring by nation; or
- b. in an Olympic Development Program, which is defined as a training program or competition:
 - (1) conducted or sponsored by the United States Olympic Committee (USOC); or
 - (2) directly funded and conducted by the USOC member national governing body (NGB) on a national level (e.g. NGB national championship competition and the direct qualifications therefore); or

PROVIDED, HOWEVER, participation as described in (a) and (b) above is an exception to the other rules of the KSHSAA only if:

- (1) the participation, if during the school year, is approved by the student's high school principal, and the KSHSAA is notified in writing by the principal at least 30 days prior to the start of the program; and
- (2) the student makes prior arrangement to complete missed academic lessons, assignments and tests before the last day of classes of the credit grading period in which the student's absence occurs; and
- (3) the student misses no KSHSAA-sponsored post-season athletic event involving a team in that sport.

Rule 5

CLASSIFICATION OF SENIOR HIGH SCHOOLS

Section 1: General Regulations (none)

Section 2: Senior High Regulations

Art. 1: All member senior high schools shall be divided into six Classes—6A, 5A, 4A, 3A, 2A and 1A. Class 6A shall include the ~~thirty-two (32)~~ ~~thirty-six (36)~~ high schools with the largest enrollments; Class 5A the next ~~thirty-two (32)~~ ~~thirty-six (36)~~; 4A the next ~~sixty-four (64)~~ ~~thirty-six (36)~~; 3A the next sixty-four (64); 2A the next sixty-four (64); and Class 1A, the remainder.

FOOTBALL EXCEPTION: Classifications, for the purpose of determining district football assignments, shall be based on the total enrollment in the school's ninth, tenth and eleventh grades as submitted to the KSHSAA on the date established by state statute for official enrollment. (Exception: See Note in Article 3 below for football classification procedure for USD #207 and USD #453.)

For the purpose of district football, utilizing this exception, member schools will be classified as follows:

Class 6A: 32 largest member schools playing 11-Player football

Class 5A: 32 next largest member schools playing 11-Player football

Class 4A: ~~64~~ ~~32~~ next largest member schools playing 11-Player football will be split equally into Division I & Division II

Class 3A: ~~64~~ ~~48~~ next largest member schools playing 11-Player football

Class 2A: 48 next largest member schools playing 11-Player football

Class 1A: All other member schools playing 11-Player football

8-Player: participating schools will be assigned to two separate Divisions, as established by the Executive Board

NOTE: For 8-Player district football participation, assignments shall be limited to those schools with a maximum enrollment of 100 students in grades 9, 10 and 11. (See **Rule 35-2-3, Football**.)

Schools not requesting a football district assignment will have their position filled in each category by the next school moving up in enrollment.

Class 1A Exception: Class 1A schools shall compete in two separate divisions in volleyball, basketball and scholars bowl for postseason and KSHSAA state championship competition.

Following annual classification and determination of schools assigned to Class 1A, the half of the schools with the larger enrollments will be assigned to Division I and the half with smaller enrollments will be assigned to Division II. If Class 1A has an odd number of schools, Division I will be assigned one more school than Division II.

Class 4A Exception: Class 4A schools shall compete in two separate divisions for postseason and KSHSAA state championship competition in the following activities: football, volleyball, basketball, baseball, and softball.

Following the annual classification and determination of schools assigned to Class 4A, the half of the schools with the larger enrollments will be assigned to Division I and the half of the schools with the smaller enrollment will be assigned to Division II. If Class 4A has an odd number of schools, Division I will be assigned one more school than Division II.

Art. 2: If two or more schools have identical enrollments and are on the lower end of a Class division, the school(s) having the larger enrollment the previous year(s) shall be assigned to the higher classification.

Art. 3: Annual classifications (except football), shall be determined by the total enrollment in the ninth, tenth, eleventh and twelfth grades as of the date established by state statute for official enrollment. Students who are on the school rolls as of that date must be counted.

NOTE: K.S.A. 72-5333b does not permit USD #207, Fort Leavenworth school district to offer or operate grades 10 through 12. To accommodate high school participation of 9th grade students attending Patton Junior High in Fort Leavenworth – the annual and football classification count of USD #453 Leavenworth High School shall include the count of 9th grade students attending Fort Leavenworth-Patton Junior High School according to the following formula:

Determine the percentage of Patton Junior High students entering Leavenworth High School as 10th graders during the previous four year period. This number shall determine the percentage of USD #207 9th graders to be included in USD #453's classification count for annual and football classification.

Missouri

Mike Whaley

From: Greg Stahl <greg@MSHSAA.org>
Sent: Monday, April 22, 2019 8:38 AM
To: Mike Whaley
Subject: RE: public/private and classification

Mike,

Sorry for the delay on this response. This response would be representing the state of Missouri.

Currently we use a 1.35 multiplier for all non-public schools in Missouri. Furthermore, for gender specific private schools, their enrollment is doubled as will prior to using the 1.35 multiplier.

Annual Ballot Proposal: Our member schools are voting during the month of April on a ballot item directly impacting Classifications AND a potential Championship Factor for non-public schools. If it passes, this new Classifications system and Championship Factor for non-public schools would go into effect for the 2020-2021 school year.

Thank you,

Greg Stahl
Assistant Executive Director
Missouri State High School Activities Association
1 N. Keene St.
Columbia, Mo. 65201
573-875-4880
greg@mshsaa.org

From: Mike Whaley [mailto:mwhaley@ossaa.com]
Sent: Thursday, April 18, 2019 8:04 AM
To: Mark Lentz; Greg Stahl; Nate Neuhaus
Subject: public/private and classification

Dear Colleague.....my apology for bothering you at this busy time of year.....our Public/Private Classification Committee is meeting (next Tuesday) and the committee has requested information from surrounding states on what type of policy/rule/guideline is used in trying to balance the playing field between public and non-public schools when it comes to classification (i.e.; do you move non-public schools up based on a multiplier?, is there a success factor in moving schools up?...do you use economic factors?....etc.....)....if you could take a minute and shoot me a copy of any guidelines/rules/policies that are used in your state to classify non-public schools in to the membership I would greatly appreciate it.....(if you have no such animal just respond that you do not have any adjustments for non-public schools).....thanks for your help and again, I apologize for bothering you during this busy time.....

Respectfully,

Mike Whaley
Associate Director
OSSAA
7300 Broadway Extension
Oklahoma City, OK 73116
Office: 405-840-1116
Fax: 405-840-9559

5.1 DISTRICT AND STATE TOURNAMENT PROCEDURES

- 5.1.1 Member Schools:** All district and state events sponsored by MSHSAA shall be for member senior high schools only, or those member schools planned for and evolving as senior high schools which include the tenth grade or higher grades in their enrollments.
- 5.1.2 Eligibility:** To be eligible to enter a team or individual in any preliminary or state event, a school must have competed in at least half of the number of contests permitted under the by-law pertaining to that particular sport. No individual student shall be entered who has not represented his or her school in interscholastic competition in that sport during the season. This provision does not apply to activities in Section 4 of the Handbook.
- 5.1.3 Other Regulations:** Regulations contained in the activity manuals shall be considered official under this By-Law.
- 5.1.4 Classifications:** Member high schools, as defined in Article III, Section 1, shall be divided into a maximum of six classes, based on the number of schools registered for districts in the activity, for competition in district and state athletic tournaments or meets. Affiliate Registered Schools are not eligible for districts or the state series. In order for a district and state series to be sponsored by MSHSAA for an activity, a minimum of 50 schools in three Board Districts must be registered for the activity for a period of two consecutive years. (See By-Law 5.2, Emerging Activities.) The **procedure** for grouping schools into classes for each sport shall be established by the **Board of Directors**. Other than specified exceptions (By-Laws 5.1.7 through 5.1.16) the number of classes in each activity shall be based on the number of schools entering the state series in that sport as follows:
- One class -- 50 through 128 schools.
 - Two classes -- 129 through 192 schools.
 - Three classes -- 193 schools through 256 schools.
 - Four classes -- 257 through 512 schools.
 - Five classes -- 513 through 576 schools.
 - Six classes -- 577 or more schools.
- Editor's Note:** See Board Policy on Enrollment and Classification in regard to classification of Speech/Debate/Theatre.*
- 5.1.5 Co-Ed Enrollments:** High schools shall be classified on the basis of their coed enrollments in grades 9-11. The enrollment of any school that has the ability to limit its enrollment through selectivity and is exempt from the Missouri School Improvement Program (MSIP) guidelines shall be multiplied by a 1.35 adjustment factor for classification. The enrollment for a single gender school shall be doubled. For single gender schools that are also selective and MSIP exempt, an enrollment adjustment factor of 1.35 shall then be applied for classification.
- 5.1.6 No Alterations of Official Enrollment:** Except in case of annexation, reorganization, consolidation, or discontinuance of a high school, the enrollment count submitted to MSHSAA on an official enrollment report listing all students by name, shall be utilized for the enrollment adjustment calculation and activity classification. If further verification is needed, the school shall be required to furnish such proof. In case of annexation, reorganization, consolidation, or discontinuance of a high school, classification shall be determined by the combined or separated enrollments, as applicable. The classification for high schools in all sports and activities will be published by MSHSAA on its website for each sport.
- 5.1.7 11-Man Football:** For safety purposes, schools shall be divided into six classes in 11-man football regardless of the number of schools registered. The Board of Directors shall be authorized to assign all schools entering the state 11-man football playoffs to districts and shall be authorized to require each school to play all other schools within the assigned district during the regular season to determine qualifiers for the state playoffs.
- 5.1.8 8-Man Football:** MSHSAA shall sponsor an 8-man state football championship playoff:
- When at a minimum 16 schools are registered to play in the 8-man district and state series; and
 - Enrollment of the participating school is 200 and below.
- 5.1.9 Girls and Boys Athletic Activity Within the Same Season:** Schools participating in cross country, track and field and basketball shall be divided into classes based on the enrollment of the gender with the larger number of schools participating in the district and state series.
- 5.1.10 Boys Wrestling:** Schools participating in boys wrestling shall be equally divided into four classes on the basis of enrollment for competition in the state wrestling tournament series.
- 5.1.11 Girls Wrestling:** Schools participating in girls wrestling shall compete in one classification in the district and state tournament series.
- 5.1.12 Baseball:** Schools participating in baseball shall be equally divided into five classes on the basis of enrollment for competition in the state baseball tournament series.

11. BOARD POLICY ON ENROLLMENT AND CLASSIFICATION (SUPPLEMENT TO BY-LAW 5.1)

District and State Tournament procedures are covered in By-Law 5.1, including the collection of enrollment data and the procedures for classification in each sport and activity. This policy serves to further describe the procedures for classification breaks and district assignment release.

NUMBER OF CLASSES PER SPORT: The number of classes a sport qualifies for is based on the number of schools that have **registered** for districts and participated (eligibility roster and schedule) in that sport, or specific exceptions approved by the membership, and those requirements are outlined in By-Law 5.1. MSHSAA does not sponsor state championships in "emerging sports/activities" (see By-Law 5.2) and those are not classified.

SCHEDULE FOR SCHOOLS RECLASSIFICATION: MSHSAA member schools are classified annually based on updated school enrollment figures. Enrollments (Grades 9-11) are due annually by March 15 via an electronic submission of student data, for use in classification for the following school year. The schools in each classification, or class, will compete against one another in MSHSAA-sponsored district and/or state competition. The State Music Festival is evaluative only.

DETERMINATION OF CLASSIFICATION BREAKS BETWEEN CLASSES: The activities sponsored by MSHSAA are broken into classes in various ways, but all procedures are based on school enrollment. The advisory committee for each sport/activity recommends to the Board of Directors what classification break system should be used. Once classes are established (based on the various procedures described below), classification breaks are defined. Classification breaks are the numerical enrollment lines which describe the enrollment span of a particular class, and are based on the largest school's enrollment in that class. The difference between the smallest enrollment number in a particular class and the largest enrollment number in the class immediately below will always equal "1." This insures that there are no gaps in the classification breaks.

EQUAL CLASSIFICATION BREAKS: Equal breaks take into account only the schools that have registered for a particular activity, and then divide those schools equally among the number of classes for which the activity qualifies. The schools participating in that particular activity are arranged in enrollment order and the total number of schools is divided by the number of classes allowed. There will be approximately the same number of schools in each class. If there is an enrollment tie across a classification break, tied schools would be moved down into the lower class. The breaks are then determined based on the enrollment of the largest school in each class. For example, if a sport has 400 schools registered, the sport would be divided into four classes. The number of schools divided by classes (400/4) would place 100 schools in each class (with adjustments downward for ties).

ACTIVITIES USING EQUAL BREAKS: Baseball, boys and girls cross country, boys and girls golf, scholar bowl, girls softball, boys and girls tennis, girls volleyball, and wrestling utilize equal breaks.

FOOTBALL BREAKS: Football is classified as follows: The smallest 64 schools registered for districts in football (based on official enrollments) comprise Class 1, the next smallest 64 schools are in Class 2, the next 64 schools are in Class 3, and the next 64 schools comprise Class 4. The largest 32 schools (based on official enrollments) are placed in Class 6. The remaining schools (between those in Class 4 and Class 6) comprise Class 5. For football, enrollment ties must be broken. When there is a tie at a classification break, the official enrollment of the tied schools during the previous cycle is reviewed. The school(s) with the lowest enrollment(s) during the last cycle would go to the lower class for the current cycle, and the school(s) with the highest enrollment(s) during the last cycle would go to the higher class for the current cycle.

BASKETBALL BREAKS: Boys and girls basketball is classified as follows: The smallest 128 schools registered for districts in basketball (based on official enrollments) comprise Class 1, the next smallest 128 schools are in Class 2, the next 128 schools are in Class 3, the next 96 schools comprise Class 4, and the remaining schools (the largest based on official enrollments) comprise Class 5. If there is an enrollment tie across a classification break, tied schools would be moved down into the lower class.

MUSIC BREAKS: The activity of music places the largest 80 schools registered for districts in music (based on official enrollments) in Class 5, the next largest 80 schools in Class 4, then places the smallest 128 schools in Class 1 and the next smallest 128 schools in Class 2. The remaining schools comprise Class 3. If there is an enrollment tie across a classification break, tied schools would be moved down into the lower class.

SOCCER: Boys and girls soccer is classified as follows: The largest 64 schools registered for districts in soccer (based on official enrollments) are placed in Class 4. The next largest 64 schools will be placed in Class 3. The next largest 64 schools are placed in Class 2. The remaining schools comprise Class 1. If there is an enrollment tie across a classification break, tied schools would be moved down into the lower class.

TRACK AND FIELD BREAKS: Boys and girls track and field is classified as follows: The largest 64 schools registered for districts in track and field (based on official enrollments) are placed in Class 5. The next largest 96 schools will be placed in Class 4. The next largest 96 schools will be placed in Class 3. The next largest 96 schools will be placed in Class 2 with the remaining schools making up Class 1. If there is an enrollment tie across a classification break, tied schools would be moved down into the lower class.

SPEECH / DEBATE / THEATRE: All schools registered for the district level in speech / debate / theatre compete in **one class**, as recommended by the Speech/Debate/Theatre Advisory Committee and approved by the Board of Directors.

Nebraska

Mike Whaley

From: Nate Neuhaus <nneuhaus@nsaahome.org>
Sent: Thursday, April 18, 2019 8:34 AM
To: Mike Whaley
Subject: RE: public/private and classification

Good Morning Mike.

The great state of Nebraska does not do anything special when it comes to classifying private schools. It has been debated many times. Committees have been formed to discuss multipliers, success factors, as well as economic and demographic factors. It was determined that many of the public schools benefit from the same perceived advantages that the private schools do. A proposal was written to classify all schools, public and private, based on success factors and other economic/demographic factors. The proposal failed miserably. The private schools are classified just like the public schools. The never ending debate rolls on strong.

Nate Neuhaus
Assistant Director
Nebraska School Activities Association
Office - 402 489 0386

This e-mail and any attachments may contain confidential and privileged information from the NSAA. If you are not the intended recipient, please notify the sender immediately by return e-mail, delete this message and destroy any copies. Any dissemination of this information by a person other than the intended recipient is unauthorized and may be illegal.

From: Mike Whaley [mailto:mwhaley@ossaa.com]
Sent: Thursday, April 18, 2019 8:04 AM
To: Mark Lentz <MLentz@kshsaa.org>; Greg Stahl <greg@mshsaa.org>; Nate Neuhaus <nneuhaus@nsaahome.org>
Subject: public/private and classification

Dear Colleague.....my apology for bothering you at this busy time of year.....our Public/Private Classification Committee is meeting (next Tuesday) and the committee has requested information from surrounding states on what type of policy/rule/guideline is used in trying to balance the playing field between public and non-public schools when it comes to classification (i.e.; do you move non-public schools up based on a multiplier?, is there a success factor in moving schools up?...do you use economic factors?...etc.....)....if you could take a minute and shoot me a copy of any guidelines/rules/policies that are used in your state to classify non-public schools in to the membership I would greatly appreciate it.....(if you have no such animal just respond that you do not have any adjustments for non-public schools).....thanks for your help and again, I apologize for bothering you during this busy time.....

Respectfully,

Mike Whaley
Associate Director
OSSAA
7300 Broadway Extension
Oklahoma City, OK 73116
Office: 405-840-1116
Fax: 405-840-9559
Cell: 405-818-3541

New Mexico

Mike Whaley

From: Dusty Young <dusty@nmact.org>
Sent: Thursday, April 18, 2019 8:05 AM
To: Mike Whaley; Joey Walters; Bert Borgmann
Subject: RE: public/private and classification

Hey Mike,

Hope all is well. Here in NM, our private/boarding schools have a 1.3 multiplier applied to the enrollment number used for Classification. Note, however, that this multiplier is not applied to the school for the sport of football. Detailed information can be accessed from the below link on pages 1-2 of the document.

https://www.nmact.org/file/Section_4.pdf

Thanks,

Dusty Young
NMAA Associate Director
(505) 923-3268

From: Mike Whaley [mailto:mwhaley@ossaa.com]
Sent: Thursday, April 18, 2019 6:54 AM
To: Dusty Young <dusty@nmact.org>; Joey Walters <Joey@ahsaa.org>; Bert Borgmann <bborgmann@CHSAA.ORG>
Subject: public/private and classification

Dear Colleague.....my apology for bothering you at this busy time of year.....our Public/Private Classification Committee is meeting (next Tuesday) and the committee has requested information from surrounding states on what type of policy/rule/guideline is used in trying to balance the playing field between public and non-public schools when it comes to classification (i.e.; do you move non-public schools up based on a multiplier?, is there a success factor in moving schools up?...do you use economic factors?...etc.....)....if you could take a minute and shoot me a copy of any guidelines/rules/policies that are used in your state to classify non-public schools in to the membership I would greatly appreciate it.....(if you have no such animal just respond that you do not have any adjustments for non-public schools).....thanks for your help and again, I apologize for bothering you during this busy time.....

Respectfully,

Mike Whaley
Associate Director
OSSAA
7300 Broadway Extension
Oklahoma City, OK 73116
Office: 405-840-1116
Fax: 405-840-9559
Cell: 405-818-3541
mwhaley@ossaa.com

SECTION IV CLASSIFICATION AND ALIGNMENT

4.1 NMAA MEMBER SCHOOL CLASSIFICATION AND ALIGNMENT

4.1.1 General

Classification and Alignment falls under the direction and purview of the Board of Directors. The Executive Director and Associate Director are responsible for making recommendations on matters of classification and alignment to the Board of Directors.

4.1.2 Criteria for Classification / Alignment

A comprehensive review of member school enrollment numbers is undertaken to determine classification and alignment for all sports. An average of 80-day enrollment count numbers (grades 9-12) for the second and third years prior to the start of a new block and the 40-day enrollment count numbers just prior to the start of a new block, are utilized to determine the enrollment figure for each school. All member schools are then placed in a classification by their enrollment average.

- A. There will be five (5) classifications for all sports except football in which there will be seven (7) classifications:

A	0 – 99	6, 8, or 11-man	0-99
2A	100 – 234	8 or 11-man	100-129
3A	235 – 549	2A 11-man	130-234
4A	550 – 1299	3A	235-549
5A	1300+	4A	550-999
		5A	1000-1449
		6A	1450+

- B. A multiplier of 1.3 will be applied to all private/boarding schools, except in the sport of football.

Exception: Boarding Schools that provide written notice to the NMAA that they will not use Bylaw 6.7.7 to obtain eligibility for its students will not be subject to the 1.3 multiplier.

- C. Schools will be placed into a particular classification / district for a two-year block.

4.1.3 Rules of Classification and Alignment.

- A. Schools that fail to complete seasons and/or fulfill contracts in any sport may be placed on probationary status in that sport and must petition the Director and the Board of Directors to be eligible for post-season play the succeeding year. Schools must fulfill financial obligations as set by the Director prior to having their status restored.

- B. In team sports, schools will not be allowed to enter a classification and/or district until the beginning of a two-year block. New schools / teams are encouraged to participate as independents but they are not eligible for district or post-season play until the beginning of the next block.

- Exception- new schools that have appropriate plans with the NMAA for the future will be allowed to enter during the middle of a block.

- C. In individual sports, which includes cross country, golf, tennis, swimming & diving, and track & field, schools may enter a district anytime during the block with proper written communication to the NMAA.
- D. Independent status may be achieved by member schools in all team sports. Member schools who desire independent status must inform the NMAA of this intention.

4.1.4 Classification and Alignment Appeals

- A. A school wishing to appeal their placement must notify the Executive Director of this fact within 72 hours of the conclusion of the Board meeting at which Classification and Alignment is decided.
- B. Appeals of Classification will be considered under the following conditions:
 - 1. In the case of an error in enrollment numbers. Appropriate documentation must be provided to indicate that the Public Education Department agrees with the enrollment number change.
 - 2. Schools may appeal to the Board to play up in classification. If approved by the Board to do so, the school must play up in all sports for the entire block, except they may choose to play in their actual classification for football.
 - 3. Schools may appeal to the Board to play up in classification for the sport of football.
- C. Schools are requested to submit their appeal documentation to the Executive Director 72 hours prior to the start of the Board meeting at which appeals will be heard.
- D. Schools will be allowed a maximum of 10 minutes to make their appeal to the Board of Directors.

4.1.5 Sport Specific Classifications for 2018-19 / 2019-20

Baseball	5 classes	A, 2A, 3A, 4A, 5A
Basketball	5 classes	A, 2A, 3A, 4A, 5A
Cross Country	4 classes	A/2A, 3A, 4A, 5A
Football	7 classes	6-Man, 8-Man, 2A, 3A, 4A, 5A, 6A
Golf	3 classes	A-3A, 4A, 5A
Soccer	3 classes	A-3A, 4A, 5A
Softball	4 classes	A/2A, 3A, 4A, 5A
Spirit- Dance	3 classes	A-3A, 4A, 5A
Spirit- Cheer	7 classes	A/2A, 3A, 4A, 5A, & Co-Ed (A-3A, 4A, 5A)
Swimming & Diving	1 class	All classes combined into one (A-5A)
Tennis	2 classes	A-4A, 5A
Track	5 classes	A, 2A, 3A, 4A, 5A
Volleyball	5 classes	A, 2A, 3A, 4A, 5A
Wrestling	3 classes	A-3A, 4A, 5A

Arkansas

Mike Whaley

From: Joey Walters <Joey@ahsaa.org>
Sent: Thursday, April 18, 2019 9:22 AM
To: Dusty Young
Cc: Mike Whaley; Bert Borgmann
Subject: Re: public/private and classification

Arkansas

If a high school has more than 80 students the school moves up one classification.

Classification is done every two years and based on a 3 year average of grade 9, 10, 11.

Sent from my iPhone

On Apr 18, 2019, at 8:06 AM, Dusty Young <dusty@nmact.org> wrote:

Hey Mike,

Hope all is well. Here in NM, our private/boarding schools have a 1.3 multiplier applied to the enrollment number used for Classification. Note, however, that this multiplier is not applied to the school for the sport of football. Detailed information can be accessed from the below link on pages 1-2 of the document.

https://www.nmact.org/file/Section_4.pdf

Thanks,

Dusty Young
NMAA Associate Director
(505) 923-3268

From: Mike Whaley [mailto:mwhaley@ossaa.com]
Sent: Thursday, April 18, 2019 6:54 AM
To: Dusty Young <dusty@nmact.org>; Joey Walters <Joey@ahsaa.org>; Bert Borgmann <bborgmann@CHSAA.ORG>
Subject: public/private and classification

Dear Colleague.....my apology for bothering you at this busy time of year.....our Public/Private Classification Committee is meeting (next Tuesday) and the committee has requested information from surrounding states on what type of policy/rule/guideline is used in trying to balance the playing field between public and non-public schools when it comes to classification (i.e.; do you move non-public schools up based on a multiplier?, is there a success factor in moving schools up?...do you use economic factors?...etc.....)....if you could take a minute and shoot me a copy of any guidelines/rules/policies that are used in your state to classify non-public schools in to the membership I would greatly appreciate it.....(if you have no such animal just respond that you do not have any adjustments for non-public schools).....thanks for your help and again, I apologize for bothering you during this busy time.....

Respectfully,

Mike Whaley

Colorado

Mike Whaley

From: Bert Borgmann <bborgmann@CHSAA.ORG>
Sent: Thursday, April 18, 2019 9:37 PM
To: Mike Whaley; Dusty Young; Joey Walters
Subject: RE: public/private and classification

In Colorado, we classify private schools in the same manner as we do public schools. Several new bylaws allow the staff to place school where they believe the school – public or private belong. It is bylaw 1500.21 and can be found at CHSAANow.com > Info > Bylaws. Here is the bylaw reference:

1500.2 The Legislative Council shall approve classifications for each activity based on the following policies: 1500.21 Classification of schools shall be based upon the CDE Student Membership Counts to address competitive and classification balance. The CHSAA Staff may also consider other factors to justify placing programs up or placing down. Factors including but not limited to: • Socio Economics of the school's population (Free and Reduced Lunch Rate) • Demographics of the school's population (Approved 5th Year Transition Programs Only) • Participant safety concerns • Competitive non-success and success • Competitive History and balance • Geography • School's enrollment trend • School's participation rate in CHSAA sponsored activities (CHSAA Participation Survey) • Entry or selection process of the school Q1: When should a classification be added to a sport? A1: When the total number of schools participating the sport warrant the addition of another State Championship to preserve equity in playoff participation and number of State Championships awarded. • Boy's Lacrosse added a second classification when they approached having 70 schools participate. With a post season field of only 16 teams, having two classifications of roughly 35 schools each was equitable when compared to other sports with a post-season field of 16. • The total number of classification for a given sport should be increased to 6A at some point between the time when the sport has 330 school participating (5 classifications with 66 schools in each) and 384 schools participating (6 classifications with 64 schools in each) 1500.22 Four-year high schools shall count their total enrollments, including all ninth graders not housed at the high school. 1500.23 Classification will be in effect for a minimum of two years based on even years. 1500.24 In January of the odd numbered year of the two-year cycle, schools will declare for each activity and for each gender, the classification in which they prefer to compete for the next two-year cycle. 1500.25 Each school shall submit a declaration form indicating the classification in which the school chooses to compete in each activity for the two-year cycle. A school failing to meet the designated deadline shall be subject to late penalties and shall not be permitted to declare a classification other than the one dictated by its enrollment. In order to change a declaration after the designated deadline, a school shall appear at the February meeting of the CLOC to request an exception to the designated deadline. The school may also request an exception directly from the Legislative Council; such an exception requires a favorable vote of two-thirds of those council members voting. 1500.26 Classification enrollment ranges for the upcoming declaration cycle in all sports will be determined as defined in 1500.21. The Legislative Council, (odd numbered years), will consider the enrollment ranges as recommended by the CHSAA Commissioners and approved by the CLOC. The classification as declared in 1500.25 will be based on the CDE Student Membership Count described in Bylaw 1500.21. EXCEPTION 1: A new school may apply to the CLOC for an exception to the classification rules if one or more grades are not yet included at the school or for other extenuating circumstances. The variance may be granted for one or two years. SCHEDULE (per NFHS calendar) December (even-numbered years) – Preliminary CDE numbers are due Week 24. January (odd-numbered years) – Final CDE numbers are due Week 29 January (odd-numbered years) – CHSAA Commissioners present enrollment numbers to the membership February (odd-numbered years) – CLOC Appeals Meeting April – Legislative Council approves enrollment numbers 1510. CLASSIFICATION, APPEALS AND LEAGUE ORGANIZING COMMITTEE

From: Mike Whaley <mwhaley@ossaa.com>
Sent: Thursday, April 18, 2019 6:54 AM
To: Dusty Young <dusty@nmact.org>; Joey Walters <Joey@ahsaa.org>; Bert Borgmann <bborgmann@CHSAA.ORG>
Subject: public/private and classification

- 1420.11 REINSTATEMENT -- A member school which has failed to pay its service and participation fees to the Association may be reinstated by payment of delinquent fees in an amount to be determined by the Board of Directors of the Association.

ARTICLE 15

1500. CLASSIFICATION OF SCHOOLS

- 1500.1 2018-2020 classifications:

CHSAA classification enrollment ranges for each activity are approved by the Legislative Council in the odd numbered years preceding the beginning of the two-year classification cycle.

ONE CLASSIFICATION

2018-2020

Field Hockey	5A (1-up)
Ice Hockey	5A (1-up)
Lacrosse (girls)	5A (1-up)
Skiing (boys & girls)	5A (1-up)

TWO CLASSIFICATIONS

Gymnastics (girls)	4A (1-1697) 5A (1698-up)
Speech	4A (1-1391) (Festival) 5A (1392-up) (Tournament)
Lacrosse (boys)	4A (1-1391) 5A (1392-up)
Swimming and Diving (boys)	4A (1-1621) 5A (1622-up)
Tennis (boys)	4A (1-1396) 5A (1397-up)

THREE CLASSIFICATIONS

2018-2020

Golf (boys)	3A (1-676) 4A (677-1519) 5A (1520-up)
Golf (girls)	3A (1-869) 4A (870-1589) 5A (1590-up)
Softball (girls)	3A (1-618) 4A (619-1391) 5A (1392-up)
Swimming (girls)	3A (1-1159) 4A (1160-1764) 5A (1765-up)
Tennis (girls)	3A (1-1074) 4A (1075-1649) 5A (1650-up)

FOUR CLASSIFICATIONS

Cross Country (boys & girls)	2A (1-303) 3A (304-787) 4A (788-1519) 5A (1520-up)
Soccer (boys & girls)	2A (1-271) 3A (272-618) 4A (619-1391) 5A (1392-up)
Spirit	2A (1-271) 3A (272-618) 4A (619-1391) 5A (1392-up)
Wrestling	2A (1-303) 3A (304-954) 4A (955-1653) 5A (1654-up)

FIVE CLASSIFICATIONS

2018-2020

Baseball	1A (1-87) 2A (88-271) 3A (272-618) 4A (619-1391) 5A (1392-up)
Basketball (boys & girls)	1A (1-87) 2A (88-271) 3A (272-618) 4A (619-1391) 5A (1392-up)
Music	1A (1-87) 2A (88-271) 3A (272-618) 4A (619-1391) 5A (1392-up)
Track (boys & girls)	1A (1-93) 2A (94-297) 3A (298-787) 4A (788-1513) 5A (1514-up)
Volleyball	1A (1-87) 2A (88-271) 3A (272-618) 4A (619-1391) 5A (1392-up)

SEVEN CLASSIFICATIONS

Football	A6/A8 (1-150) 1A (151-347) 2A (348-787) 3A (788-1233) 4A (1234-1824) 5A (1825-up)
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The CHSAA Commissioners will set classifications based on Bylaw 1500.11/1500.21 and present to the CHSAA membership in January of the odd numbered years.

- 1500.11 The determination as to whether the total number of classifications should be increased is based upon CHSAA sports/activity commissioners' evaluation of the total number of full programs participating in a given sport/activity.

Q1: When should a classification be added to a sport?

A1: When the total number of schools participating the sport warrant the addition of another State Championship to preserve equity in playoff participation and number of State Championships awarded.

- Boy's Lacrosse added a second classification when they approached having 70 schools participate. With a post season field of only 16 teams, having two classifications of roughly 35 schools each was equitable when compared to other sports with a post-season field of 16.
- The total number of classification for a given sport should be increased to 6A at some point between the time when the sport has 330 school participating (5 classifications with 66 schools in each) and 384 schools participating (6 classifications with 64 schools in each)

- 1500.12 Exception: Schools having only boys or only girls enrolled shall have their enrollment doubled for the purpose of classification.

- 1500.2 The Legislative Council shall approve classifications for each activity based on the following policies:

- 1500.21 Classification of schools shall be based upon the CDE Student Membership Counts to address competitive and classification balance. The CHSAA Staff may also consider other factors to justify placing programs up or placing down. Factors including but not limited to:

- Socio Economics of the school's population (Free and Reduced Lunch Rate)
- Demographics of the school's population (Approved 5th Year Transition Programs Only)
- Participant safety concerns
- Competitive non-success and success
- Competitive History and balance
- Geography
- School's enrollment trend
- School's participation rate in CHSAA sponsored activities (CHSAA Participation Survey)
- Entry or selection process of the school

- 1500.22 Four-year high schools shall count their total enrollments, including all ninth graders not housed at the high school.
- 1500.23 Classification will be in effect for a minimum of two years based on even years.
- 1500.24 In **January** of the odd numbered year of the two-year cycle, schools will declare for each activity and for each gender, the classification in which they **prefer to compete for the next two-year cycle**.
- 1500.25 Each school shall submit a declaration form indicating the classification in which the school chooses to compete in each activity for the two-year cycle. A school failing to meet the designated deadline shall be subject to late penalties and shall not be permitted to declare a classification other than the one dictated by its enrollment.

In order to change a declaration after the designated deadline, a school shall appear at the **February** meeting of the CLOC to request an exception to the designated deadline. The school may also request an exception directly from the Legislative Council; such an exception requires a favorable vote of two-thirds of those council members voting.

- 1500.26 Classification enrollment ranges for the upcoming declaration cycle in all sports will be determined as defined in 1500.21. The Legislative Council, (**odd** numbered years), will consider the enrollment ranges as recommended by the **CHSAA Commissioners and approved by the CLOC**.

The classification as declared in 1500.25 will be based on the CDE Student Membership Count described in Bylaw 1500.21.

EXCEPTION 1: A new school may apply to the CLOC for an exception to the classification rules if one or more grades are not yet included at the school or for other extenuating circumstances. The variance may be granted for one or two years.

SCHEDULE (per NFHS calendar)	
December (even-numbered years) – Preliminary CDE numbers are due	Week 24.
January (odd-numbered years) – Final CDE numbers are due	Week 29
January (odd-numbered years) – CHSAA Commissioners present enrollment numbers to the membership	
February (odd-numbered years) – CLOC Appeals Meeting	
April – Legislative Council approves enrollment numbers	

1510. CLASSIFICATION, **APPEALS AND LEAGUE ORGANIZING COMMITTEE**

The Classification, **Appeals** and League Organizing Committee (**CLOC**) is a standing committee of the Association which reports to the Legislative Council. The Classification, **Appeals** and League Organizing Committee's responsibilities are:

- (a) May propose new leagues based on the best interests of member schools and recommend league alignments to the Legislative Council.
- (b) Processes requests for the expulsion of league members not meeting reasonable league member expectations. A one-year probationary period must be served by the school in question before the request for expulsion can be considered by the CLOC. If a league member is expelled, the school will play as an independent for the two-year cycle or remaining year of the cycle.

Reasonable league member expectations include, but are not limited to: League meeting attendance, punctual filing of required paperwork, meeting league schedule expectations, hosting contests according to league standards, appropriate sporting behavior from players, coaches and fans, etc.

- (c) Processes **appeals** to compete in a specific activity in a classification other than dictated by a school's enrollment.

(d) Review and make a formal recommendation on the sanctioning of any new activity.

- (e) Processes requests based on the following timelines:

1. In **odd numbered** years, **the CHSAA** collects school enrollments, establishes the enrollment ranges for all **sport/activity** classifications of the next two-year cycle, and **establishes** placement of schools in classifications.
2. **February**: Receives **appeals** related to changes in the league or classification status of individual schools.
3. **April**: CLOC **committee report is presented** to the Legislative Council **for final approval**. Requests not processed by the CLOC shall require a favorable vote of two-thirds of the Legislative Council members voting, even if the 30-day Legislative Council deadline is met.

ARTICLE 16

GENERAL SCHOOL RULES

1600. SCHOOL REPRESENTATIVE RESPONSIBLE TO ASSOCIATION

1600.1 The principal or superintendent of each school is responsible to the Association in all matters pertaining to the athletic/activities relations of his/her school.

1600.11 He/She may delegate powers to a coach/director/sponsor or faculty manager, but this does not relieve him/her of responsibility in case of infraction of these rules by his/her school.

NOTE: A non-school employee may serve as the adult supervisor of students/athletes when appointed by a school administrator. These individuals may provide transportation to and from the activity and be responsible for the supervision of these student participants as approved by the school administration in areas where no coaching/directing takes place.

1600.12 All contacts between member schools, its students, coaches or faculty members and the Association shall be made through the responsible officer of the school, to be designated by the superintendent. The Association shall rely only on decisions communicated through this officer.

1610. CONTESTS REQUIRE SCHOOL SANCTION

No contests may be held without the sanction of the principal or superintendent.

Interscholastic activities should be handled entirely by the duly appointed administrative officer of the school (the superintendent or the principal) to whom the responsibility for the interscholastic program has been delegated by the Board of Education.

OSSAA Board Presentation

August 14, 2019

**JOURNAL
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SPORT**

**“National Review of Interscholastic
Competitive Balance Solutions Related to
the Public-Private Debate”**

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National Review of Interscholastic Competitive Balance Solutions Related to the Public-Private Debate

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The public-private debate in interscholastic athletics has vexed athletic administrators and policy-makers for more than a century. The ability of private schools to secure athletic talent beyond the defined geographic borders that restrain public schools has led to competitive imbalance in many states. Competitive imbalance is evidenced by a disproportionate amount of athletic success demonstrated by private schools, often in the form of state championships. To determine the current landscape of interscholastic competitive balance, commissioners and high-ranking officials at each state association listed within the directory of the National Federation of State High Schools (NFHS) were contacted to identify their policies. Current competitive balance solutions include enrollment classifications, separate playoffs, enrollment multipliers and subtractors, tournament success factors, and consideration of socioeconomic factors. The results of this analysis provide an overview of competitive balance solutions being implemented in the United States.

Interscholastic sport is extremely popular in the United States with nearly 7.8 million students participating during the 2013-14 academic year (NFHS, 2014). This number eclipses the participation numbers for college and professional sport combined, and demonstrates the

abundance of high school sport opportunities. Despite its popularity, however, high school sport has an ongoing issue that continually causes a quandary for state athletic associations. The issue, sometimes referred to as the public versus private debate (Monahan, 2012), highlights the differences in

athletic success between boundary and non-boundary high schools. This paper examines the public versus private debate within the context of competitive balance by answering the overarching research question: *What competitive balance solutions are being implemented by interscholastic state associations within the United States?*

Public and Private

Public high schools are generally referred to as boundary schools because their enrollment comes from a designated geographical area. These geographical areas dictate that students living within the boundaries attend a specific high school. Students within this boundary can attend the high school without being denied. Private schools are more broadly defined and can include religiously-affiliated parochial schools, preparatory schools, independent vocational-technical schools, charter schools, and other schools operating outside of public school restrictions (Cohen, 1997; Popke, 2012). According to the United States National Center of Education Statistics (2013a) there are 30,381 public schools and 11,941 private schools that offered secondary education for students in grades 9-12. This means that nearly 28.2% of high schools are considered private. However, only 13% of high schools that participate in athletic competitions are considered private (Cohen, 1997). Additionally, only 8% of total secondary enrollment (grades 9-12)

attend private high schools (National Center of Education Statistics, 2013b). These facts reinforce the notion that private schools, while somewhat abundant, tend to be smaller and more selective than their public counterparts.

The primary difference between public and private schools is that private school enrollments are not restricted by geographical boundaries. Private schools can therefore be more selective in the number and quality of students admitted (Cohen, 1997; Epstein, 2008; James, 2010; Popke, 2012). Critics suggest this difference grants private schools a distinct athletic advantage because private schools can secure athletic talent from a wider area. The larger the area from which to accept students, combined with the ability to admit only selected students, provides a more selective group of athletes than may be found in public schools (Popke, 2012). Beyond the geographical and admission differences, private schools are generally understood to have other socioeconomic advantages that would enhance the likelihood of attendance and athletic success. Cohen (1997) noted that private school students, "tend to come from wealthier backgrounds, families who can afford membership at the finest fitness facilities and extras like private lessons" (para.1). Epstein (2008) further noted that private schools generally have "better facilities, better coaching, greater access to facilities and staff out of season, greater parental

involvement, and that non-boundaried schools pick their students and maintain low attendance numbers to compete at lower division levels" (p. 3).

Recruiting

These advantages have led many critics to claim that private schools have the ability to recruit specific athletes from public school districts, thus engaging in a type of cherry-picking for the best athletes in a particular area (James, 2013). The recruiting allegation is central to the public versus private debate because it suggests the advantages of private schools can be used to lure public school students away from the natural geographic boundaries of their public school districts (Cohen, 1997; Epstein, 2008; James, 2013; Popke, 2012).

Epstein (2008) noted that while recruiting is prohibited in nearly all state athletic associations, "there are still those who use recruiting as an explanation for the disproportionate number of state championships won by private schools and evaluate seemingly benign actions on the part of private schools as deliberate efforts to recruit athletes" (p. 17). While recruiting violations have occurred, many accusations are difficult to prove because they are not blatant violations, especially when attempting to discern between the athletic and academic motives of parents, students, administrators, and coaches. For example, the director of the

Delaware Secondary School Athletic Association noted:

Coaches aren't trying to induce kids to attend a particular school for athletic reasons; those kinds of things aren't flagrant anymore... Most of it is by word of mouth among the players themselves. In a small state like Delaware, where say in basketball, the kids all play AAU basketball, go to summer camps and so on, those kids know who's going to have a good team. As of two years ago, we have a statewide school choice program in effect, so a kid can now apply to a school because it has four returning starters and all they need is a point guard. That's the kind of thing that happens now, and it's very difficult to control. (Cohen, 1997, para.29)

The widely held accusations about recruiting, however, are counter to the anti-recruiting legislation that exists in virtually every state high school athletic association. To preserve competitive balance, most state associations specifically restrict recruiting students for athletic purposes, and most have punishments for recruiting violations. State associations can place restrictions on recruiting based on the Supreme Court's decision in *Tennessee Secondary School Athletic Association vs. Brentwood Academy* (2007). However, the viability of implementing even greater recruiting restrictions than are currently in place can

prove difficult. Monitoring behaviors of coaches, players, and parents throughout a given state is already a difficult process. Providing evidence of overt recruiting is often complicated, and evidence of covert recruiting is frequently nonexistent (Saul, 2012). Adding additional personnel to investigate and enforce increased recruiting restrictions would be financially and logistically challenging for most state associations.

Disproportionate Success

The boundary limitations for public schools, as well as the socioeconomic advantages and alleged recruiting behaviors by private schools, have been the cornerstone arguments for why private schools routinely win disproportionately more state championships relative to the number of public schools. It is clear this disproportionality exists in a large number of states and has gradually increased over the last few decades (Popke, 2012). The first study assessing national public versus private school athletic success was completed in 1997 (Cohen, 1997). The results revealed private schools won approximately 18.4% of state championships in all sports despite only accounting for 13.1% of all schools. The states with the most disproportionality demonstrated much wider gaps. For example, in Tennessee only 15% of schools were private, but won 54% of the state championships.

Ohio had 33% of championships won by private schools despite only 8.5% of the schools being private.

Since the initial study in 1997, "the championship chasm between public and non-public schools has widened significantly in some states" (Popke, 2012, para.6). For example, in Alabama in 2011-12, private schools won more than 36% of all state titles. Fifteen years earlier, in 1996-97, private schools won only 25.5% of state titles. The continually growing trend of private school success is also evident in states like California where 26% of schools are private, but win nearly 53% of all state titles, including all five classes of boys and girls basketball in 2012.

Furthermore, states that did not indicate a disproportionate amount of private school championships in 1997 (e.g., Minnesota and South Dakota) currently show double-digit increases between percentage of private schools and percentage of championships won (Popke, 2012). Additionally, private schools have enjoyed prominence in post-season national rankings with six of the Top 25 spots in boys' basketball (MaxPreps, 2013a) and seven in football (MaxPreps, 2013b).

Theoretical Foundations of Equity and Fairness

The power and authority to determine rules and regulations for high school sports lies within individual state

high school athletic associations (Wong, 1994). As the regulatory bodies responsible for the administration of state high school championships for each sanctioned sport, state high school athletic associations are charged with implementing and enforcing regulations that create fair and competitive competition (Hums & MacLean, 2013). State associations have pursued a variety of solutions over the years to eliminate disproportionate success. Most of the competitive balance solutions have come as the result of state associations approving recommendations by a committee tasked with determining the best approach within their state. In states without such committees, proposals generated by individuals, coaching associations, and other stakeholders are sent to the state athletic association for a vote. These efforts to ensure reasonable competition, often referred to as competitive balance solutions (Epstein, 2008), are rooted in the concepts of fairness and justice.

The National Interscholastic Athletic Administrators Association identifies fairness as an important concept in its code of ethics, which also includes honesty, integrity, sportsmanship, and individual dignity (Blackburn, Forsyth, Olson, & Whitehead, 2013). These concepts are important because critics of current competitive balance solutions suggest the system is fundamentally unfair (Popke, 2012). The ambiguity with

how these concepts apply to interscholastic competition is central to the difficulty of adequately changing the systems to meet the spirit of these concepts. For each state, these concepts may emerge in different ways and within different contexts. A mutually agreed upon definition of fair competition, and how it might be implemented, is a primary obstacle for policy-makers:

It seems every state and everybody wants what is perceived as a *level playing field*, but no one seems to have an agreed-upon definition of a *level playing field* or the best way to get there. I think one of the major concerns is a reluctance to change and the fear of the unknown.

(Brocato, 2013, para. 20)

If competitive balance is the ultimate goal, the theoretical concept most applicable is distributive justice (Beauchamp, 1991; Frankena, 1973; Rachels, 1989). This concept refers to the disbursement of benefits so that individuals and groups receive benefits or burdens based on their distinguishing characteristics. Within this theory, there are two components that ensure justice is met. A comparative component is utilized to assess whether a remuneration or burden is applied consistently for all people or groups. This component is key to the competitive balance solutions because it would directly compare the criteria by which schools are categorized and required to compete in post-season

tournaments. The second component of distributive justice is scarcity for any benefit that can be obtained by only one or a select few (Bowie & Simon, 1977). In high school athletics, winning post-season championships would fall under this scarcity component.

Within the theory of distributive justice, three different perspectives can help explain how fairness is not an easily agreed upon construct. First, the libertarian perspective posits "fair procedures, rules, and regulations be in place in society to ensure that people have the freedom to make social and economic choices they please" (DeSensi & Rosenberg, 2010, p. 100). Thus, individuals or groups that deserve to be rewarded the most are the ones that are most industrious and successful based on the rules. Adaptation to the rules is required because limited governing is desired. Changing the rules to accommodate the less industrious is not preferred. This perspective is capitalistic in nature and is a stance sometimes supported by private schools who argue that students have the right to attend these schools and compete in the same manner as public high schools. Thus, from a libertarian perspective, if private high schools are successful they should be rewarded due to their ability to be successful under a rule structure applied evenly to all.

The egalitarian perspective suggests that treatment should be equal as long as

the qualities of the individual or groups are relatively equal. If a group is not equal in terms of resources or skills, they should not be treated as such, and should be allotted additional resources to ensure equality (Raphael, 1981). This perspective would support governing bodies creating competitive balance solutions, especially in favor of public schools. For example, if a disproportionate amount of private schools win post-season competitions due to greater resources or lack of boundary restrictions, the egalitarian point of view would support legislation to counterbalance those advantages. Thus, policy from state athletic associations aimed at competitive balance solutions to specifically buffer disproportionate success would support distributive justice from the egalitarian perspective.

The utilitarian perspective emphasizes that the whole or community is a priority over any one individual. In general, policies that produce the greatest good for the greatest amount of people are preferred. This perspective is widely used in corporate and public policy. Thus, a cost/benefit analysis is often conducted in a way that is the most just for the most people. Applied to high school competitive balance, public schools might argue that policy should favor them because there are more public schools than private schools competing in athletics. However, private schools

could argue that the greatest good is for all students to be treated equally through an open competition without separate limitations to one group. Determining what maximizes the utility is the greatest challenge when creating policy based on the utilitarian perspective.

In light of the equity and fairness principles pursued by state athletic associations, as well as the perceived competitive imbalance between public and private schools, this issue has the potential to impact millions of interscholastic student-athletes, parents, coaches, administrators, and other stakeholders. Understanding what is being done to ensure competitive balance from a national perspective will allow individual state athletic associations to make informed decisions about what is fair and appropriate for their own states. Perhaps more importantly, benchmarking competitive balance solutions nationally will provide baseline data, which future researchers and administrators can build upon. Therefore, the purpose of this paper was to examine the current landscape of interscholastic competitive balance solutions being implemented in the United States.

Method

Between January 30 and April 20, 2014, each member state association listed within the directory of the National Federation of State High Schools (NFHS) was contacted (NFHS, 2011).

The analysis did not include NFHS affiliate associations. In most cases, the commissioner (or equivalent position) was directly responsible for providing the data. When the commissioner was not available, a similar high-ranking administrator (e.g., executive director, director of membership) with access to the data provided information. For each of the 50 states, as well as the District of Columbia, the number of members, public schools, private schools, single vs. multiple class systems, whether there were separate playoffs for public and private schools, whether there was a multiplier used (and the multiplier number), and any other competitive balance legislation (e.g., success factors, socioeconomic formulas) were collected via telephone and email. This comprehensive descriptive analysis was the first to capture all 51 NFHS member state athletic association competitive balance solutions.

Results

Table 1, accompanied by Appendix A (which explains the table subscripts), provides a summary of the national landscape for competitive balance solutions as they relate to the public vs. private debate. The number of athletically eligible high schools in a given state ranged from a low of 44 (District of Columbia) to a high of 1,540 (California). Texas had the most public schools at 1,398, while California had the most

private schools at 412. The state with the highest percentage of private schools was Delaware with 44.8% of the 58 schools designated as private. Eight states had multipliers (i.e., a number which is multiplied by actual enrollment to create an inflated artificial enrollment then used for classification) currently in use with a range from 1.30 (New Mexico) to 2.0 (California, Florida, and New Jersey). With respect to the use of classes based on enrollment figures, all states had multiple classes for at least one sport, and 17 states utilized multiple classes for every sport. Four states implemented some form of separate playoffs for private high schools. Finally, 17 states had some form of legislation (e.g., success factor, socioeconomic formula) in place. These legislative measures originated from a variety of sources including member schools and administrators (see Table 1). It is important to note that the results of this evaluation investigated membership numbers and athletic policies that are constantly in flux. Legislation proposed to state athletic associations could change the landscape of competitive balance literally overnight. However, even with the dynamic nature of competitive balance, the results of this study provide a solid foundation from which to understand the contemporary landscape of competitive balance throughout the United States.

Discussion

State associations have implemented a variety of competitive balance solutions with the hopes of achieving fairness. These solutions have included enrollment classifications, creating separate playoff systems, applying a private school multiplier, developing a tournament success factor, and taking into account the socioeconomic status of schools. Understanding how individual state associations are using competitive balance solutions will allow administrators the ability to compare their solutions with national baseline information. This comparison could have a variety of benefits that might include revised policy and creation of best practices. Ultimately, however, the stakes for student-athletes and their families are highest because competitive balance and equitable playing opportunities are critical to the missions of interscholastic sport associations. The following sections summarize the current usage of competitive balance strategies in the United States, and expand on the impact of their implementation.

Class Sports

Every state implements some form of enrollment classification system for at least one sport, and 17 states have multiple classes for all sports. This competitive balance solution is by far the most common and longstanding. From a theoretical perspective, class sports are

utilitarian in nature allowing public and private schools the ability to compete without restriction based on boundaries. However, in states with both single and multiple class sports there is a wide range of implementation, which can alter the perception of equity and fairness. In many states, the number of classes is determined by the number of high schools participating in a particular sport. In other states, classifications apply broadly to all team sports. No matter the system used to determine the classification structure, the concept of classifications is easily understood. Competition is thought fair when a comparable number of eligible athletic participants compete against schools with a similar number of participants. In other words, class sports eliminate large schools with deep athletic talent pools dominating much smaller schools with shallow talent pools.

Given the widespread use of class sports, this structure appears to be somewhat successful in mitigating athletic dominance based strictly on enrollment. However, this common solution to competitive balance does little to help the public vs. private issue, and could be argued to be one of the catalysts of private school success within smaller classifications. For example, Johnson, Pierce, Tracy, & Haworth (2014) noted that private schools in Indiana were disproportionately successful in the smallest classifications because private

schools were more abundant in those classes. Additionally, Johnson et al. noted that there is likely a threshold where the largest public schools have enough talent to neutralize some advantages held by private schools. In Florida, the public vs. private issue has been indirectly addressed by separating class sports into rural (1A) and urban classifications (1B; Ring, 2010). Because most private schools are in urban environments, the 1B class includes the traditionally powerful private schools. It is difficult to determine the long-term ramifications in Florida because the legislation has only been through one classification cycle. Thus, states that classify schools based strictly on enrollment appear to be rejecting some important differences in the nature of schools (e.g., public/private, rural/urban, socioeconomic profile), and the athletic talent available in those contexts.

There are enrollment-based solutions that have been proposed which could address private school success. An enrollment-based solution that was defeated based on accusations of discrimination occurred in Pennsylvania's attempt to adopt the Bohannon plan (Popke, 2012). This plan would have reclassified all schools based on enrollment *and* public/private designation whereby the top 25% of both public and private schools would be in the highest class. Thus, because there are fewer private schools, the highest enrolled

private schools would be competing against the highest enrolled public schools, even though enrollments could be drastically different (Drago, 2011). This failed plan demonstrates the difficulty of making an enrollment-centric competitive balance solution for both public and private schools. However, similar concepts have been successfully defended to create enrollment multipliers.

Multiplier

Building on enrollment classification solutions, this competitive balance approach requires enrollment at private high schools to be multiplied by a designated number (currently between 1.3 and 2.0) resulting in an artificial enrollment number higher than the actual enrollment. The multiplied enrollment number is then used to classify the school relative to a state's normal enrollment-based classification system (which is practiced in some form in every state). For example, if a multiplier of 1.3 was applied to a private school with enrollment of 1,300 students, the enrollment number used to classify the school would be 1,690 (1.3×1300). Epstein (2008) noted the "underlying motivation for the multiplier is to give an artificial advantage to boundaried schools to compensate for real or perceived illicit recruiting that is not adequately or effectively policed" (p. 3). In a slightly different approach, some states reclassify

private schools by moving them to a certain classification. For example, in Arkansas, a private school that enrolls more than 80 students is automatically moved up by one classification in all sports. In Texas, private schools are automatically placed in the largest classification in the state, which is a stark disincentive for private school inclusion. Multipliers also address distributive justice, but are much more egalitarian in nature due to the specific targeting of private schools. Thus, using a multiplier directly assumes private schools have advantages not available to public schools, and that those advantages should be corrected to ensure that distributive justice is met.

The results of this study indicated that eight states have adopted a multiplier ranging from 1.3 to 2.0. However, it is important to note that three states applied a multiplier to only single-sex schools. The impact of the multiplier on delivering competitive balance, however, indicates limited success. For example, in 2002, a multiplier of 1.35 was ratified in Missouri because 33.2% of state champions and 26.9% of semifinalists were private schools despite only 20.3% of all schools designated as private. Three years after the multiplier was enacted, private schools still won 32.3% of championships and 29% of all semifinals (Epstein, 2008). In this case, "the numbers became even more disproportioned" (Epstein, 2008, p.13).

In Tennessee, however, the multiplier has resulted in fewer private school championships (Epstein, 2008), but that might be due to the unique nature of the Tennessee classification system where there are only two divisions that are very different in size (e.g., six classes in Division 1 football vs. two classes in Division 2 football). Thus, the multiplier alone may not be the answer to competitive balance unless it is strategically intertwined with a classification system that allows for the most equitable impact on private schools. For states that believe in multipliers, it appears to be an ongoing battle to find the appropriate number that results in competitive balance. Or, as expressed by James (2013), is a multiplier a copout for good performance? James asks; "Is it possible that success begets success, and that the key challenge in athletics is to build a tradition of success rather than legislating success through a gerrymandered multiplier?" (p. 429).

In addition to the difficulty associated with pinpointing the correct number to ensure competitive balance, a multiplier appears to be a blunt instrument that impacts many private schools that are not athletically successful (James, 2013). This means that a private school with little athletic success would still be subjected to the multiplier, and perhaps be moved to a higher and more competitive class where it would be "legislated into David and Goliath

matches it never wanted to play" (Epstein, 2008, p. 8). These issues, in turn, open up state associations to legal action by private schools like the one seen in Illinois where a multiplier of 1.65 was used. Among the issues in the *De La Salle v. Illinois High School Association* (2005) case were private schools' right to participate in and host state tournaments, loss of students' educational and personal development associated with participation in interscholastic athletics, equal treatment in general, and loss of potential benefits that accrue from a successful showing in the state tournament. As a result of a settlement agreement, Illinois waived the multiplier for private schools who have not met certain success criteria. Epstein (2008) noted the legal challenges awaiting implementation of multipliers:

As more and more states consider multipliers, the chances of constitutional challenges to the multiplier down the road increase. It is not clear that the most frequently articulated goal of multiplier supporters, to create a system where state high school athletic wins and championships are in proportion to the percentage of students attending public and private schools, is even a legally laudable one. (p. 21)

Separate Playoffs

Like multipliers, separate playoffs have been an option for states specifically targeting the public versus private issue. Georgia, Louisiana, New Jersey, and Tennessee are currently the only states to administer a separate playoff for public and private schools. However, it is important to note that several states (e.g., Maryland, South Carolina, Texas, and Virginia) have one or more separate governing bodies for private schools, which results in a separate playoff system due to the separate nature of multiple governing bodies.

Each state has its own philosophy regarding how and why to pursue separate playoff legislation (Popke, 2012), and utilize different models for executing the playoffs. For example, in 2013, Louisiana passed legislation that split the state's high school football playoffs into select and non-select brackets. The non-select (public) schools compete amongst five classes for five state championships while the select (faith-based, private, charter, magnet, laboratory and dual-curriculum) schools compete for four state championships in four classes. Tennessee draws the distinction between tournament playoff divisions on whether or not a school offers need-based financial aid to varsity athletes. Many private schools have opted to play in Division II, but private schools can compete in Division I against public schools by being subjected to the 1.80

enrollment multiplier for classification. In Georgia, the need for a separate playoff was precipitated by a group of small rural schools that threatened to secede from the state athletic association (Coleman, 2012). This threat led to a split in the smallest class (class A) for all sports.

In contrast, there are forces that prevent associations from pursuing a separate playoff system. Ohio has failed to pass separate playoff legislation in fear of private schools forming their own athletics governance structure that would compete with the public school athletic association (Monahan, 2012). If private schools were able to establish their own association, they could ostensibly establish recruiting bylaws, which would result in more aggressive recruiting tactics aimed at public school athletes (Popke, 2012). One member of the OHSA explained the lack of support for separate playoffs this way:

Let me paint the worst-case scenario for you: If it passes and the non-public schools are kicked out of the normal tournament structure and are just playing other private schools, private schools could certainly withdraw from the association and form their own association. We are worried that would happen, because there have already been many private schools that said they would support a new association. If the private schools

form their own association, they will have their own bylaws, their own regulations, their own everything. So then we're competing for officials, we're competing for tournament sites, we're competing for all kinds of things. Perhaps the deepest repercussion would be if that potential association of non-public schools establishes bylaws that allow for recruiting. We could do nothing about it, because they would have their own association... So, essentially, public school kids could be aggressively recruited by private schools. (Popke, 2012, para.19)

Potential litigation also plays a role in the decision to not implement a separate playoff system. For example, Maryland eliminated the use of a separate playoff system in 2005 after litigation brought forth by a private school wrestling coach (who also happened to be an attorney) that requested 7.7 million dollars in financial damages based on the inability of private and home-schooled children to compete against public schools (Epstein, 2008).

The impact of separate playoffs on competitive balance can be further analyzed by examining Wisconsin, which held separate playoffs since 1902, but elected to merge public and private schools in 2000 (Christi, 2000). Since then, private schools have been particularly successful, especially in

basketball (Venci, 2009). Supporters of separate playoffs point to Wisconsin as a state where separate playoffs seemed to work and, when merged, showed a disproportionate amount of wins by private schools. Returning to the theoretical perspective, the difficulties with implementing separate playoff structure resemble the difficulties with implementing a multiplier. An egalitarian solution specifically targeting private schools is not easily accepted or enforced, and proving the first component of distributive justice (an unequal comparative component) could prove extremely difficult in a court of law. However, it is clear that this solution is the only competitive balance solution to eliminate the public vs. private issue by isolating private schools to separate playoffs. This strategy is obviously successful in addressing the disproportionate amount of success seen by private schools because those schools are now segregated to their own classification, but the ethical and legal implications of this solution appear to be more than most states are willing to endure.

Athletic Success

Connecticut, Indiana, and Rhode Island have led the way in recent years with respect to classifying schools based at least partially on athletic success. Indiana and Connecticut have adopted tournament success factors (TSF) to

address competitive balance, but with different approaches. Beginning with the 2013-14 academic year, Connecticut applied a TSF to private school sport programs that voluntarily participated, but public schools were not subject to the TSF. Each sport determined whether or not it wanted to participate in the TSF and examined success over a three-year period. However, each sport had flexibility in defining success (i.e. quarterfinal, semifinal, championship game appearances). In contrast, the Indiana TSF is more prescriptive. Sports do not have the ability to opt out of the initiative, both public and private schools are subject to the TSF, and success is defined in a systematized way over a two-year period. Teams earn point values for sectional, regional, semi-state, and state championships. Teams move up one class if they exceed a point threshold over a two-year period. After another two-year period, teams are again reclassified based on their performance where they could move up, down, or remain in the same class (IHSAA, n.d.).

Rhode Island began new realignment guidelines in 2014 with a formula that determines classifications for a two-year period. However, a combination of winning percentage and enrollment was used instead of tournament success. The formula consists of 70% winning percentage over the past eight years, 10% winning percentage over the previous three years, and 20% enrollment. The

winning percentages are weighted by division. For example, a win against a Division I team is weighted at 1.0, while a win against a Division IV team is weighted at .22 (RIIL, n.d.).

It is too early to determine whether these success factors are effective to ensure competitive balance, or if they adequately address the public vs. private issue. However, it is clear from the first round of reclassification in Indiana that the success factor does, at least circuitously, impact disproportionate private school success. Johnson et al. (2014) explained that:

Although the Indiana TSF was not specifically designed to address the public versus private debate, it appears to do so indirectly. The fact that 64.7% of reclassified programs were private when only 14% of the schools in the state are private is powerful. An equally powerful truth is that five of the 17 reclassified programs were from football, all of which were private schools. (p. 60)

Observing the continued results from Indiana, Connecticut, and Rhode Island, as well as other states that adopt similar success factors in the coming years, will be critical to determine if this competitive balance solution can minimize the public private debate. Even if this solution works, there will likely be issues with programs feeling as though their reclassifications are punishments for success (Johnson, et al., 2014).

Socioeconomic Factors

Oregon and Oklahoma have adopted legislation that takes socioeconomic factors into account when classifying schools. To date, the socioeconomic metric of choice is the number of students that qualify for free or reduced lunches. In Oregon, the number of students who receive free and reduced lunch is multiplied by .25. That number is subtracted from the total student enrollment. Oklahoma uses the number of students on free or reduced lunches amidst an array of other concepts discussed above. Rule 14 Section 1 of Oklahoma's "Rules Governing Interscholastic Activities in Senior High Schools" details the reclassification process for member schools (OSSAA, 2013). Schools are placed one classification above their enrollment-based classification if they meet any three of the following four criteria:

- i. has the ability to decline admission or enrollment to a student, even if the student and the student's parents (or custodial parent or court-appointed guardian with legal custody of the student) reside within that school's public school district or designated geographic area;
- ii. the school is located within a fifteen (15) mile radius of a school placed in the 5A or 6A classification according to ADM (i.e. enrollment);

- iii. fewer than twenty-five (25) percent of the children enrolled at the school in grades nine through twelve qualify for free or reduced lunches;
- iv. the school's ADM in grades nine through 12 has increased by fifty (50) percent or more over the previous three school years.
(OSSAA, 2013, p. 27)

Finally, a tournament success factor is also taken into consideration. Teams moved up one classification based on the criteria above are moved back down in classification if they have not finished among the top eight teams in at least three of the previous five years.

Like success formulas, states that have implemented socioeconomic formulas have done so in the recent past. Oklahoma initiated their formula in 2011, while Oregon was initiated in 2013. Also like success formulas, it is too early to determine their impact on the public/private debate. However, with one of the principle arguments of competitive imbalance being financial resources (Epstein, 2008; James, 2013), the impact of wealth cannot be ignored. For example, in Oregon, it was noted "*wealthy* schools are typically successful schools" (Yost, 2012, para. 9). If wealth can be shown as a factor more important than public or private designation, using wealth as a primary factor could be an effective solution. However, like other solutions, using only this factor may

exclude many of the criteria that could most effectively ensure competitive balance.

Whether it is success factors or socioeconomic factors, the theoretical concept of distributive justice still applies. Unlike multipliers and separate playoffs specifically targeted towards private schools, these solutions are libertarian in nature because they focus on the relative industriousness of specific schools and their ability to adapt to the established rules. Schools are not targeted due to their nature (i.e., public or private), but rather how they perform in regard to a set of criteria (e.g., athletic success, financial constraints). These contemporary solutions are not without criticism, and time will tell if they can hold up legally, ethically, and politically.

Limitations

There are three primary limitations with this study. First, the study is descriptive in nature and cannot make determinations about the motives of state athletic associations relative to their policy. For this reason, the historical or social contexts of each state's information cannot be determined. Second, this study was conducted using only NFHS member associations, and did not include affiliate associations. Therefore, not all high schools in the nation were accounted for. This is an important point because a few states had separate associations that play a significant role in

their state's interscholastic landscape (see Appendix A). Third, the information provided in this study is likely to change regularly as high schools are created, or as state associations change policy.

Suggestions for Future Research

Based on the findings and limitations of this study, there are some important suggestions for future research.

Examining the context from which many of the policy decisions are created will help scholars and administrators recognize the nuanced decisions of specific state associations.

Understanding the historical, social, and political pressures from which these policies develop can provide each state's unique story regarding their attempts to achieve fair and balanced competition. Thus, each state is a case study in itself that could add to interscholastic body of knowledge. These investigations could be accomplished using a mixed method approach where qualitative interviews could shed light on the decision-making process. Finally, examining affiliate associations could provide a more comprehensive understanding of interscholastic competition in some states.

Conclusion

Competitive balance within American high school athletics has been a topic of conversation for more than a century. At the heart of that conversation has been the public vs. private debate, which has

spurred a variety of potential competitive balance solutions. Among those solutions are classifications based on enrollment, multipliers, recruiting restrictions, separate playoffs, tournament success factors, consideration of socioeconomic status, or some formula that includes one or more of these factors. These solutions have resulted in some success, but often bring about criticism from a variety of stakeholders. The current landscape of competitive balance in the United States suggests most states engage in some form of competitive balance solution that directly or indirectly impacts private school participation. As administrators contemplate the competitive balance in their own state associations, they can use this information as a cornerstone to build or modify future policy.

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Tables

Table 1

NFHS State Association Data

Additional notes and information pertaining to subscripts can be found in Appendix A.

State	Members	Public	Private	Class	Sep. Playoffs	Multiplier	Legislation
Alabama	414	363	51	All Multiple	No	Yes (1.35)	No
Alaska	200	188	12	Single and Multiple	No	No	No
Arizona	269	241	28	Single and Multiple	No	No	Yes ¹
Arkansas	294	278	16	All Multiple	No	No	Yes ²
California	1,540	1,128	412	Single and Multiple	No	Yes (2.00) ⁴	Yes ³
Colorado	343	310	33	Single and Multiple	No	No	No
Connecticut	189	5	5	All Multiple	No	No	Yes ⁶
Delaware	58	32	26	Single and Multiple	No	No	No
D.O.C.	44	34	10	Single and Multiple	No	No	No
Florida	682	471	211	Single and Multiple	No	Yes (2.00) ⁴	No
Georgia	450	400	50	All Multiple	Yes	No	Yes ⁷
Hawaii	96	60	36	Single and Multiple	No	No	No
Idaho	157	146	11	All Multiple	No	No	No
Illinois	815	640	175	Single and Multiple	No	Yes (1.65) ⁸	No
Indiana	412	364	48	Single and Multiple	No	No	Yes ⁹
Iowa (IAHSAA) ¹⁰	373	333	40	Single and Multiple	No	No	No
Kansas	354	327	27	All Multiple	No	No	No
Kentucky	277	230	47	Single and Multiple	No	No	No
Louisiana	389	299	90	All Multiple	Yes ¹¹	No	No
Maine	152	120	32	Single and Multiple	No	No	Yes ¹²
Maryland	198	198	0	Single and Multiple	No ²⁰	No	No
Massachusetts	372	319	53	Single and Multiple	No	No	Yes ¹³
Michigan	760	649	111	Single and Multiple	No	No	Yes ¹²
Minnesota	520	5	5	Single and Multiple	No	No	No
Mississippi	259	246	13	All Multiple	No	No	No
Missouri	591	521	70	Single and Multiple	No	Yes (1.35)	No
Montana	179	170	9	All Multiple	No	No	No
Nebraska	309	276	33	Single and Multiple	No	No	No
Nevada	106	90	16	All Multiple	No	No	No
New Hampshire	91	81	10	Single and Multiple	No	No	Yes ¹²
New Jersey	437	361	76	Single and Multiple	Yes	Yes (2.00) ⁴	Yes ¹²
New Mexico	160	137	23	Single and Multiple	No	Yes (1.30)	No
New York	783	723	60	Single and Multiple	No	No	Yes ¹⁴
North Carolina	399	395	4	All Multiple	No	No	No
North Dakota	171	161	10	Single and Multiple	No	No	No
Ohio	825	702	123	Single and Multiple	No	No	No
Oklahoma	481	455	26	All Multiple	No	No	Yes ¹⁵
Oregon	289	213	76	All Multiple	No	No	Yes ¹⁶
Pennsylvania	760	621	139	Single and Multiple	No	No	No
Rhode Island	55	42	13	Single and Multiple	No	No	Yes ¹⁷
South Carolina	207	203	4	Single and Multiple	No ²⁰	No	No
South Dakota	181	168	13	Single and Multiple	No	No	No
Tennessee	399	330	69	All Multiple	Yes	Yes (1.80)	Yes ¹⁸
Texas	1,400	1,398	2	All Multiple	No ²⁰	No	Yes ¹⁹
Utah	136	112	24	All Multiple	No	No	No
Vermont	80	65	15	Single and Multiple	No	No	No
Virginia	313	313	0	All Multiple	No ²⁰	No	No
Washington	399	344	55	Single and Multiple	No	No	No
West Virginia	126	117	9	Single and Multiple	No	No	No
Wisconsin	505	429	76	Single and Multiple	No	No	No
Wyoming	71	70	1	Single and Multiple	No	No	No

Appendix A

Additional Information Relating to Table 1.

Note : Numerous state associations distinguish public charter, magnet, university, American Indian reservation and town academy etc. schools differently regarding public or private status. The numbers reported in Table 1 are shown based on how each NFHS member state association classifies a school with selective enrollment.

Subscript Information:

- ¹ Arizona passed a motion in March 2013 that changed its Division and Section placement by implementing computer scheduling software that would move non-private schools down to make divisions equal.
- ² In Arkansas, a private school that enrolls more than 80 students is automatically moved up by one classification in all sports.
- ³ Following regular season competition in California, sections within the state association determine where each team moves on to play in state tournaments.
- ⁴ California, Florida, and New Jersey double the total enrollment of single-sex schools.
- ⁵ Connecticut and Minnesota chose to not indicate the number of public and private school members.
- ⁶ Connecticut has a state tournament success factor that impacts classifications of schools that draw from outside their district — charter, magnet, parochial, vocational technical, vocational agricultural and inter-district magnet schools -- or those which have project choice programs, for boys and girls soccer and boys and girls basketball.
- ⁷ Georgia has separate playoffs for public and private playoffs for all sports within their smallest classification, Class A.
- ⁸ In Illinois, a 1.65 enrollment multiplier is implemented, but there are waivers that can be granted to schools that meet specific criteria.
- ⁹ Indiana enacted a tournament success factor for all of its sanctioned team sports in 2012.
- ¹⁰ The Iowa High School Athletic Association (IAHSAA) only governs boy's athletics, the Iowa Girls High School Athletic Union (IGHSAU) governs girl's athletics.
- ¹¹ In 2013, Louisiana passed legislation that split the state's high school football playoffs into select and non-select brackets. The non-select (public) schools compete amongst five classes for five state championships while the select (faith-based, private, charter, magnet, laboratory and dual-curriculum) schools compete for four state championships in four classes.
- ¹² In several states (e.g. Maine, Michigan, New Hampshire, New Jersey) schools can opt to compete in a larger class but must go through an application and review process.
- ¹³ Massachusetts has individual sport committees made up of athletic directors, principals, and other administrators that can consider level of play and whether or not to move a team up or down a classification.

- ¹⁴ New York has 11 sections that each have a “Classification of Non-Public Schools Committee” that can determine a non-public school’s classification based on overall success.
- ¹⁵ Rule 14 Section 1 of Oklahoma’s “Rules Governing Interscholastic Activities in Senior High Schools” details the reclassification process for member schools. If a member school meets three of more of the following four stipulations, it will be moved to a higher classification.
- i.) has the ability to decline admission or enrollment to a student, even if the student and the student’s parents (or custodial parent or court-appointed guardian with legal custody of the student) reside within that school’s public school district or designated geographic area;
 - ii.) the school is located within a fifteen (15) mile radius of a school placed in the 5A or 6A classification according to ADM (i.e. enrollment);
 - iii) fewer than twenty-five (25) percent of the children enrolled at the school in grades nine through twelve qualify for free or reduced lunches;
 - iv) the school’s ADM in grades nine through 12 has increased by fifty (50) percent or more over the previous three school years.
- Also, if a school finishes among the top eight within their class three or more times over a five-year period in a specific sport, that specific sport team will remain in that class regardless of enrollment.
- ¹⁶ Oregon implements an enrollment subtractor. The number of students who receive free and reduced lunch is multiplied by .25 and then that number is subtracted from the total enrollment of students.
- ¹⁷ Rhode Island began new realignment guidelines in 2014-2015 with a formula that takes into account win/loss percentage and enrollment when classifying schools in the sports of baseball, boys and girls basketball, fast pitch softball, field hockey, football, boys and girls lacrosse, boys and girls soccer, boys and girls tennis, boys and girls volleyball, and wrestling.
- ¹⁸ Tennessee classifies schools into Division I and Division II. Division II exists for schools that to give need-based financial aid to varsity athletes. Many private schools have opted to play in Division II, however, private schools can compete in Division I but must be subjected to a 1.80 enrollment multiplier for classification.
- ¹⁹ In Texas, private school members are automatically placed into the largest classification in the state, 6A.
- ²⁰ Maryland, South Carolina, Texas, and Virginia noted that single or multiple athletic associations with high or solely private membership exist within their state. Only the member state associations identified by the National Federation of State High Schools were contacted for this study.