

DPI

Pupil Nondiscrimination

Self-Evaluation Report:

May 1, 2024

***Complete Self Evaluation Report and Related Requirements**

School District: Royall

Approved by the School Board on
(May 13, 2024)

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Section I - General Overview of PI-9 Pupil Nondiscrimination

The self-evaluation required by PI 9.06, Wis. Admin. Code, is more than simply a legal requirement. It is an invaluable tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students.

Cycle I: Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of educational opportunity within their own districts and then reported on their evaluation to the Department of Public Instruction. This process is referred to as Cycle I. The focus of Cycle I was primarily on whether compliance had been achieved with the procedural requirements established under s. 118.13, Stats., Wisconsin's pupil nondiscrimination law. School districts were asked, for example, whether the requisite nondiscrimination policies and procedures had been developed and implemented.

Cycle II: In 2000-2001, districts were required to conduct a second self-evaluation, which was referred to as Cycle II. The Cycle II evaluation required more than an assessment of whether compliance has been achieved with the procedural requirements of the law. In Cycle II, school districts were asked to assess the effectiveness of their efforts in achieving pupil nondiscrimination and equality of educational opportunity. In other words, school districts were asked to report "how they are doing" in achieving these goals.

Cycle III: In 2006-2007, districts were required to complete Cycle III of the self-evaluation. Reporting requirements under Cycle III were much different than under Cycle I or II because of a detailed data analysis conducted by the department. Cycle III required districts to evaluate these three elements, create an evaluation report, and assure the department of their work:

- "Methods, practices, curriculum, and materials used in ... counseling..." (PI 9.06(1)(c), Wis. Admin. Code)
- "Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district" (PI 9.06(1)(f), Wis. Admin. Code)
- "Participation trends and patterns and school district support of athletic, extracurricular and recreational activities" (PI 9.06(1)(e), Wis. Admin. Code).

Cycle IV: In 2011, districts were once again required to complete Cycle IV of the self-evaluation. Cycle IV required districts to evaluate the same three elements as in Cycle III, create an evaluation report, and assure the department of their work.

Cycle V: In 2017-18, districts were once again required to complete the self-evaluation. Cycle V required districts to evaluate the same three elements as in Cycle III and Cycle IV, create an evaluation report, and assure the department of their work.

Cycle VI: In 2023-24, districts were once again required to complete the self-evaluation. Cycle VI requires districts to evaluate the following elements:

School board policies and administrative procedures.

>Enrollment trends in classes and programs.

>Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.

>Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.

>Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.

>Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.

>School district efforts to achieve equality of educational opportunity and nondiscrimination.

>School district technology, including electronic communications by school district staff.

Wisconsin State Statute 118.13 and Administrative Rule PI 9.06

Wisconsin State Statute 118.13	Administrative Rule PI 9.06
<p>118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's:</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> -Sex -Ancestry -Sexual orientation -Race -Religion -National Origin -Creed -Pregnancy, marital or parental status -Physical, mental, emotional or learning disability </div>	<p>PI 9.06 Evaluation. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s. 118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following:</p> <ul style="list-style-type: none"> a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions expulsions and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patters in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. <p>(2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.</p> <p>(3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.</p>

Section II - Contributors to the Pupil Nondiscrimination Self-Evaluation Cycle IV Report PI-9.06(2)

The following individuals were responsible for the development, writing, and/or review of the Pupil Nondiscrimination Self Evaluation Cycle IV Report:

Name	Position
Scott Uppena	Chairperson/High School Principal
Hailey Brown	7-12 School Counselor
Kole Huth	Elem./Inter. Counselor/Athletic Director
Darcy Parrish	4K- 6 Principal
Thomas Benson	District Administrator
Sheri Kobel	Instructional Coach/District Librarian
Melanie Benson	District Administrative Assistant

Opportunities to Participate in the Writing and/or Development of the Pupil Nondiscrimination Self-Evaluation Cycle IV Report PI-9.06(2)

Opportunity for participation in the writing and/or development of this report was offered to pupils, teachers, administrators, parents and residents of the school district in the following manner:

- **Open meeting portion of a scheduled school board meeting**
- **Individual meetings**
- **Department Meetings**
- **Discussion item at an administrative meeting**

Section III District Overview- Royall School District

The Royall School District serves 459 students ages 3-21 across three school locations. The school district serves two communities, Royall and Kendall, with population totals of 1819.

Our Mission

Achieving Excellence Together...Whatever it Takes!

School District of Royall

PI-9 School Demographics for 2019/20, 2020/21, 2021/22, 2022/23, 2023/24

The following information was used as a baseline when comparing and analyzing the overall composition of the student population by sex and disability. (Although data on race, national origin and English language learners is a component of the PI-9 statute, in most cases, DPI guidelines on data disaggregation suggests that the student enrollment must be five or more to identify the population for analysis.)

Year-Baseline	Total District 4K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	2 or more races	% with Disabilities
2020	520	47	53	0.2	0.2	0.4	4.6	0.2	4.6	15.5

Year-Baseline	Total District 4K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	2 or more races	% with Disabilities
2021	495	48	52	0	0.2	0.2	4	0.2	4.6	16.5

Year-Baseline	Total District 4K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	2 or more races	% with Disabilities
2022	490	48	52	0	0.4	0.2	3.4	0.2	3.8	17

Year-Baseline	Total District 4K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	2 or more races	% with Disabilities
2023	487	47	53	0.1	0.2	0.2	4	0.4	4.6	16.6

Year-Baseline	Total District 4K-12 Enrollment	% Female	% Male	% American Indian	% Asian	% Black	% Hispanic	% ELL	2 or more races	% with Disabilities
2024	459	47	56	0.4	0.2	0.2	4	0	3.4	18.5

This data represents the demographic breakdown of our student population. This data was utilized during the analysis within each of the required areas of the study. This data was derived and disaggregated from the Wisconsin Department of Public Instruction WISE Dash Database. The school district submits data annually to this state-wide system. The district recommends caution in the review of data, especially from the 2019-20 and the 2020-21 school years. This data has been included, but will limit some of the ability to examine multi-year trends or patterns. This was primarily due to the significant impact of the pandemic on the data of the school during those years. Some of the data from the 2021-22 school year may also be impacted due to the district offering virtual learning options. During those times co-curricular activities, clubs, class enrollments, programming, curriculum materials, discipline, and instruction were greatly impacted. For this reason, the 2022-23 data will be the primary focus and given greater emphasis in determining recommendations or considerations for improvement. It is also important to note that all data present in the WISE Dash system for the 2023-24 school year has not been validated or updated, and should be disregarded from the graphs and charts provided below.

Section IV -School Board Policies and Administrative Procedures

The purpose of this section is to ask the district to examine the board policies and procedures that have been adopted by the board.

By evaluating this area, school districts will have an opportunity to:

Ensure that policies include all protected categories listed under Wis. Stat. 118.13.

Ensure that policies address harassment or that there is a separate anti-harassment policy

The policies are published annually, are easily accessible and clearly articulate the compliance officers, the complaint timeline, and procedures for the complaint process.

Summary Report Data

Findings:

The District has board approved policies prohibiting discrimination against pupils on the basis of each of the protected classes set forth in Wis. S. 118.13 and as identified in PI 9.03. The District uses Neola Policy Services to ensure they are up-to-date.

The district's nondiscrimination policies generally apply to all areas of school operations, including school-sponsored programs and activities.

These policies provide written procedures for filing, investigating and resolving complaints of pupil discrimination which set forth a written timeline for investigating complaints, provide for a written response, and provide information regarding appeal procedures.

The district has trained each building principals as compliance officers for gender diversity and flexibility in situations where a conflict of interest may exist.

Information is shared on school and district websites, newsletters to parents, newspaper notifications, and student handbooks.

Method of Analysis:

Review and Examination of policies related to Pupil Nondiscrimination and Equal Education Opportunity

Review and Examination of administrative guidelines related to Pupil Nondiscrimination and Equal Education Opportunity

Review of Student Handbooks

Supporting Information: The following information was reviewed:

Link to District Policies: <https://go.boarddocs.com/wi/royall/Board.nsf/Public?open&id=policies>

Policy 2260 – Nondiscrimination and access to equal educational opportunity

Policy 2260.01- Sectional 504/ADA Prohibition against discrimination based on disability

Policy 2266- Nondiscrimination on the basis of sex in educational programs or activities

Policy 5517- Student Anti-Harassment

Policy 5730 Equal Access for non district-sponsored student clubs and activities School Student Handbooks

Title IX procedures and investigative process materials

Recommendations for Improvement and Implementation Strategies:

The District's designated compliance officers are Scott Uppena, 7-12th grade principal and Darcy Parrish, K4-6th grade principal. The district should consider yearly refresher training for the compliance officers.

The District shall continue to publish an annual class 1 legal notice and include the nondiscrimination statement in all student handbooks as required in Policy 2260. It is recommended that the staff resource page have Title IX procedures and investigative process materials as well as a resource page for parents and students on the school website.

It is recommended that the District update their Administrative Rules.

Section V – Enrollment trends in classes and programs

The purpose of this section is to ask the district to examine enrollment trends and patterns within classes and programs provided by the district.

By evaluating this area, school districts will have an opportunity to:

Ensure progress is made each year towards increased enrollment in courses and programs by underrepresented groups based upon race, gender, disability, and national origin.

Particular programs and courses that merit attention included advanced and/or college preparatory courses, talented and gifted programming, and vocational education classes or programs.

Year	HS Enrollment	Advanced/ CTE Classes	Caucasian	American Indian	Asian	Black	Hispanic	2 or more races	IDEA/504
2020	156	28	26	0	0	0	0	2	0
2021	160	25	22	0	0	0	1	2	1
2022	160	29	26	0	0	0	2	1	1
2023	157	56	53	0	1	0	1	1	0
2024	144	46	42	0	0	0	2	2	1

Summary of Data

While our diversity population is smaller, our enrollment trends in our advanced placement, dual credit, college credit and career and technical education continue to show active participation and success by all our students. We have been able to offer increased college level class offerings and participation is growing.

Method of Analysis

Our counselor and building principal meet throughout the year to go over course offerings and enrollment numbers. The school counselor and the student database manager ensure that information is adequately documented into Skyward which also creates opportunities for discussion and ways to improve enrollment and offerings.

Supporting Information

Information can be gathered from our student database as well as WISEdash.

Recommendations for Improvement and Implementation Strategies

Increase advanced academic enrollment for students with disabilities.

We are looking at increasing our programs that will offer a certificate of completion such as commercial driving licensing and fabricating as well as more involvement for all the students in youth apprenticeship programs.

Our building principal and administrator have met with two other local school districts to talk about sharing resources in order to offer more opportunities for our students.

Our counselor meets with all students individually throughout the year to find out their area of interests and actively searches opportunities to provide courses of interest and courses that will be of help for them post high school.

Section VI - Methods, Practices, Curriculum and Materials used in instruction, counseling, and assessment.

The purpose of this section is to ask the district to examine the method, practices, curriculum, and materials used in PK-12 school counseling to determine whether all students are being included in the learning process.

By evaluating this area, school districts will have an opportunity to:

Ensure that the goals of equity and excellence for all students are demonstrated through the school counseling practices in the district.

Ensure counselors emphasize that courses, programs, roles, and careers are open to all students regardless of gender, race, national origin, or disability.

Summary Report Data

Findings:

In 2018 Wisconsin adopted the American School Counselor Association (ASCA) model.

The ASCA National Model guides school counselors in the development of school counseling programs that are based on data-informed decision making, are delivered to all students systematically, include a developmentally appropriate curriculum focused on the mindsets and behaviors all students need for postsecondary readiness and success, close achievement and opportunity gaps (see how equity is woven into the ASCA National Model) and result in improved student achievement, attendance and discipline.

Our middle and high school counseling team continue to use the ASCA model. For our socioemotional learning, we use Lifeskills Curriculum. There are pre and post tests that are given to gather data and then individual behavioral charts. At the end of the year, there is post-assessment for all students.

Our elementary and intermediate counselor uses GoZen Curriculum. GoZen offers a creative and effective way to help students with their socioemotional learning. The elementary and intermediate grade levels use behavioral charts as well as individual observations.

Our counselors meet with students to deliver curriculum in the classroom as well as an individual basis. Our counselors also meet with our team of teachers to discuss students that are demonstrating areas of need for accommodations to be implemented in either academics, socioemotional and/or health concerns.

Each year our counselors review with social service programs in our local hospital as well as Juneau and Monroe counties to ensure education is provided on suicide awareness and prevention.

Through a mental health grant, we have been able to offer a Mental Health Counseling Service and plan to continue to have this service available for our students post grant funding.

Method of Analysis:

Participation and discussion with school counselors

Participation and discussion with building level principals and administration

Review of curriculum decisions and changes related to the counseling program

Supporting Information:

Review of counseling practices and procedures (small group offerings, risk assessment procedures, and student support plans)

Review of counseling program procedures/processes

Recommendations for Improvement and Implementation Strategies:

Research and purchase new socioemotional curriculum for grades 7-12.

Increase the use of data tracking with Skyward, our student database.

Analyze data gathered quarterly with the building principal and counselor to detect students that are at-risk and develop a “team” for individual students to ensure their success both academically and socioemotionally.

Implement strategies to encourage student and teacher engagement and cohesiveness among staff and students in the middle and high schools.

Section VII – Trends and Patterns of Disciplinary Actions, including suspensions, expulsions, and handling of pupil harassment.

The purpose of this section is to evaluate trends and patterns in disciplinary actions, policies, and procedures.

By evaluating this area, school districts will have an opportunity to:

Ensure disciplinary actions and procedures are applied consistently to all students.

Harassment policies define harassment, provide examples, explain the consequences, prohibit retaliation and provide for as much confidentiality as reasonably possible.

Staff, students, and parents/guardians are aware of the ability and how to file a complaint for harassment.

Responses to harassment are prompt, firm, and effective.

DISCIPLINE DATA 2019/20-2023/24

Female	Male	Caucasian	American Indian	Asian	Black	Hispanic	2 or more races	IDEA/504	Out of School Suspension	In School Suspension
8	14	18	0	0	0	0	4	9	18	11

Summary Report Data

Findings:

64% account for male suspensions

36% account for female suspensions

2 out of the 3 with multidisciplinary (in and out of school) were males.

5 out of the 8 females qualified for IDEA/504.

2 out of the 9 IDEA/504 qualified for services during the 5 year data collection.

Method of Analysis:

Review of suspension rates over multiple years

Review of policies:

PO 5605 Suspension/Expulsion of Students with Disabilities

PO 5610 Suspension and Expulsion

PO 5611 Due Process Rights

Review of Student Handbooks

Analysis of WISE Dash Discipline Data

Review of Annual State Pupil Nondiscrimination Reports

Supporting Information:

Skyward – Student Information Database

[WISEdash Data Review](#)

Royall School District - WI Pupil Nondiscrimination Annual Report

Recommendations for Improvement and Implementation Strategies:

Recommend annual training and reminders for staff on how to identify vaping activity in their classrooms and other areas throughout the school.

Recommend vaping detectors in bathrooms and locker rooms.

Section VIII - Trends and Patterns of School District Support of Athletic, Extracurricular, and Recreational Activities

The purpose of this section is to review participation in PK-12 athletic, extra curricular, and recreational activities to determine trends and patterns in disciplinary actions, policies, and procedures.

By evaluating, this area school districts will have an opportunity to:

Foster and promote the goals of equity and inclusiveness in athletic, extracurricular, recreational programs, and any school-sponsored or approved activity.

Ensure that interscholastic athletic programs for boys and girls are comparable.

Ensure the school provides athletic, extracurricular, and recreational activities to meet the interests and abilities of diverse students as evidenced by participation rates.

The regulation implementing Title IX requires institutions to provide equal athletic opportunities for members of both sexes and to effectively accommodate students' athletic interests and abilities. The Department's 1979 "Intercollegiate Athletics Policy Interpretation" (1979 Policy Interpretation), published on December 11, 1979, sets out a three-part test that OCR uses as part of determining whether an institution is meeting its Title IX obligations. An institution is in compliance with the three-part test if it meets any one of the following parts of the test:

1. The number of male and female athletes is substantially proportionate to their respective enrollments; or
2. The institution has a history and continuing practice of expanding participation opportunities responsive to the developing interests and abilities of the underrepresented sex; or
3. The institution is fully and effectively accommodating the interests and abilities of the underrepresented sex.

Athletic Participation 2019/20-2023/24

Female	Male	Caucasian	2 or more races	Female Only Sport	Male Only Sport	Multigender Sport	IDEA/ELL	Economically Disadvantaged
41	48	78	11	3	3	3	8	41

Summary Report Data

Findings:

Equal participation amongst female and male athletes.

While football does allow participation by female athletes, no females participated in football over the last five years and therefore listed it as a male only sport.

Growth of female participation in wrestling.

Methods of Analysis

Participation and discussion with Activities Director and MS/HS principal

Data pull from Skyward Student Management System

Data Analysis of participation rates, disaggregated by gender, ethnicity, race, disability status, English language learner status, and economically disadvantaged status.

Supporting Information

The following information was reviewed:

- Royall School District athletic offerings

- Participation rates/data from the Activities Department

- Skyward Data

Recommendations for Improvement and Implementation Strategies

Focus on improving the participation rates of students with disabilities in all areas.

Consider having the activities department for both middle and high school survey students as to why they do not participate in extra-curricular activities and what may improve their participation.

Continue to focus on improving the participation of the male population in music programs.

Identify any remaining barriers in each area for students facing economic challenges and identify community services/resources to eliminate those barriers.

Section IX - Trends and Patterns in Awarding Scholarships and Other Forms of Recognition Provided or Administered by the District

The purpose of this section is to evaluate the patterns in awarding scholarships and other forms of recognition and achievement and determine whether some groups of students are significantly underrepresented as recipients of awards or other forms of recognition.

By evaluating this area, school districts will have an opportunity to:

Ensure that all scholarships and other forms of recognition are awarded in a way that does not discriminate.

Identify and develop ways to effectively publicize scholarship and award opportunities so that all students and parent/guardians are informed.

Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.

Special Note - The following legal requirements should be followed for scholarships, awards, gifts and grants: (Please consult the DPI website for details and statute citations.)

School districts may administer sex-restrictive scholarships or financial aid established through wills, trusts, bequests and other legal instruments if the overall effect is not discriminatory to determine if the overall effect is nondiscriminatory, a school district must first select students on the basis of nondiscriminatory criteria. The school district may then award all scholarships and aid, including sex-restricted scholarships. However, in doing so, none of the selected students can be denied aid or scholarships because some of the awards were originally designated for persons of the other sex. A district may also choose to not administer or assist in administering sex-restricted scholarships.

Athletic scholarships must be available for both males and females in proportion to the number of males and females participating in the interscholastic athletic programs.

Scholarship 2020/21, 2021/22, 2022/23

Female	Male	Caucasian	2 or more races	Economically Disadvantaged
29	14	39	4	13

Findings:

The local scholarship program is directly administered by a scholarship committee. The scholarship committee changes every year to ensure the selection process reduces the potential for individual biases or discrimination.

A scholarship letter and applications are available to students on Xello.

The high school counseling office keeps an annual list of the scholarships recipients.

Scholarship descriptions and selection criteria are established/reviewed annually and are managed by building principal and the school counselor.

Female students have consistently applied at higher rates and received more scholarships than male students.

Students with disabilities have been consistently underrepresented as scholarship recipients for the last three years.

Methods of Analysis

Participation and discussion with school counselors
Review of policies, award recipients, and all scholarship related materials
Participation and discussion with high school principal
Analysis of gender, race, ELL and disability status of the recipients for the last three years

Supporting Information

The following information was reviewed:
Local Scholarship Application Form and Letter
Xello
Data lists of scholarship awards recipients

Recommendations for Improvement and Implementation Strategies

The school counselor and building should consider having a numbering system for the scholarships so the applicants are anonymous to the committee.
The school counselor should provide the nondiscrimination statement on any of the local scholarships and encourage outside scholarships to provide it as well.
The school counselor should be commended on her tracking of the scholarship recipients.
The scholarship data (applicants and recipients) will be desegregated and shared annually with the scholarship committee and high school administration. The data will include scholarship recipient and applicant rates by gender, race, ELL, and disability status.

Section X – School District Efforts to Achieve Equality of Education Opportunity and Nondiscrimination

The purpose of this section is to evaluate the district's efforts to achieve equality of education opportunity and nondiscrimination. Focusing on the district's efforts and progress in closing academic achievement gaps and creating a school environment that does not discriminate based upon the protected categories listed in Wis. Stat. 118.13.

By evaluating this area, school districts will have an opportunity to:

- Ensure that staff have high expectations for all students
- An ongoing effort is in place to ensure equality of educational opportunity and nondiscrimination
- The school environment is welcoming to all students and parents/guardians who visit the building.
- Equality of educational opportunity and nondiscrimination are considered in the planning and implementation of staff development.

Summary Report Data

Findings:

The district has a very welcoming atmosphere among all of our students, staff and community members. The school counselors should be commended on assigning a peer welcome team when we have new students arrive.

On the next page you will find a spreadsheet of data for the previous school years. The district scores reflect equality amongst all student populations and that areas of improvement are needed. Our MS & HS staff have done a complete overhaul of our Math and ELA curriculums and continue to meet weekly to improve how to meet the needs of all students to ensure their success. They have also hired a Math Consultant to work with the staff on improving their math delivery methods. Our elementary and intermediate staff monitor their data closely to ensure they are helping all students. They recently researched and purchased new ELA curriculum.

The district has taken active measures to provide services for the English Language Learners by hiring a staff licensed in ELL. Even though their ELL population is zero this year, the population tends to be transient, and this provides the ability to serve the students immediately.

With a new administrator beginning July 1, 2024, plans are in progress to create a Strategic Plan for the district as their current is extremely outdated.

District-wide goals will be shared directly in the strategic plan including goals such as ensuring every student meets or exceeds grade level standards, developing trusting relationships, build student voice, choice, and ownership of their learning and growth, create inclusive environments that show an understanding of and care for every student, staff, family member, and visitor, support the academic, physical, social, and emotional wellness of students and staff.

	Below Basic	Proficient	Advanced	Basic
2022-2023 ELA				
Middle & High School	50	45	8	60
Asian, Hispanic, 2 or more, American Indian, Black, EL	8	3	0	8
Intermediate	32	24	4	32
Asian, Hispanic, 2 or more, American Indian, Black, EL	2	1	1	0
Elementary	5	9	1	7
Asian, Hispanic, 2 or more, American Indian, Black, EL	1	0	1	0
2022-2023 Math				
Middle & High School	72	32	1	58
Asian, Hispanic, 2 or more, American Indian, Black, EL	8	2	1	4
Intermediate	25	22	2	42
Asian, Hispanic, 2 or more, American Indian, Black, EL	3	2	0	1
Elementary	5	8	1	8
Asian, Hispanic, 2 or more, American Indian, Black, EL	1	0	0	0
2021-2022-ELA				
Middle & High School	61	42	3	58
Asian, Hispanic, 2 or more, EL	4	0	0	7
Intermediate	30	24	1	35
Asian, Hispanic, 2 or more, EL	0	1	0	3
Elementary	12	8	1	12
Asian, Hispanic, 2 or more, EL	0	1	0	0
2021-2022 Math				
Middle & High School	76	25	2	65
Asian, Hispanic, 2 or more, EL	6	0	0	5
Intermediate	30	19	2	39
Asian, Hispanic, 2 or more, EL	2	1	0	1
Elementary	14	9	2	8
Asian, Hispanic, 2 or more, EL	1	1	0	0
2020-2021 ELA				
Middle & High School	52	47	5	64
Asian, Hispanic, 2 or more, EL	9	1	0	9
Intermediate	19	33	4	37
Asian, Hispanic, 2 or more, EL	1	2	0	3
Elementary	5	9	4	10
Asian, Hispanic, 2 or more, EL	0	1	0	0
2020-2021 Math				
Middle & High School	73	32	1	64
Asian, Hispanic, 2 or more, EL	12	0	0	7
Intermediate	18	28	6	42
Asian, Hispanic, 2 or more	1	2	0	3
Elementary	8	10	1	7
Asian, Hispanic, 2 or more	0	0	0	1

Method of Analysis:

WISE Dash data

Skyward data

Discussion of Strategic Plan and process

Data from School Counselors

Instructional Coach

Recommendations for Improvement and Implementation Strategies:

The District would benefit from hiring a Director of Instruction and Curriculum who can provide leadership that is focused on instructional programs, integrating technology, lead data-driven decision-making and lead professional development programs for the staff.

As the diversity population grows, the district may look into activities and programs that are culturally familiar as well as providing food service menu items that are as well.

Section XI – School District Technology, including Electronic Communications by School District Staff

The purpose of this section is to evaluate the availability of Pupil Nondiscrimination policies and materials for students, parents, and staff.

By evaluating this area, school districts will have an opportunity to:

Ensure that all students and parents have access to the relevant information relating to Pupil Nondiscrimination policies and procedures.

Students, teachers, parents, and community members have an opportunity to participate in the self-evaluation process/review.

The Pupil Nondiscrimination Self Evaluation Report is available to all residents and the PI-1198 Assurance has been provided to the Department of Public Instruction.

Summary Report Data

Findings:

All school district policies are available electronically or in hard copy (as requested) by the general public.

District newsletters are sent and published once a year letting students, staff, and parents know where to find policies.

Recommendations for Improvement and Implementation Strategies:

The district should provide a link in their staff resource page to access policies as well as on the district website on the Parents Page to have a link to the policies there as well.