

March 22, 2017

Dear Residents of the East Troy Community School District:

The Wisconsin Department of Public Instruction requires self-evaluation on the district's status of pupil nondiscrimination and equality of educational opportunity. The following report summarizes data regarding the East Troy Community School District's current pupil nondiscrimination and equality of educational opportunity in the areas of:

- Methods, practices, curriculum and materials used in counseling
- 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 school district.

East Troy Community School District Policy 411 (Equal Education Opportunity) states:

The East Troy Community School District is committed and dedicated to the task of providing the best education possible for every student in the District for as long as the student can benefit from attendance, and the student's conduct is compatible with the welfare of the entire student body.

The right of the student to be admitted to school and to participate fully in curricular, co-curricular, student services, recreational or other programs or activities shall not be abridged or impaired because of a student's sex, race, religion, color, national origin ancestry, creed, pregnancy, marital or parental status sexual orientation or physical, mental, emotional or learning disability or handicap.

The District shall provide appropriate educational services and/or programs for students who have been identified as having a handicap or disability, and students under Section 504 of the Rehabilitation Act or the Americans with Disabilities Act, shall be provided with reasonable accommodations in educational services or programs. Facilities modification necessary to provide a student with equal opportunities shall be made as required by law and permitted by budgetary limitations.

Additionally, this non-discrimination statement is cross-referenced and/or directly quoted in the following School Board policies:

- Rule 511 (Discrimination Complaint)
- 460 (Student Scholarships)
- 461 Wisconsin Academic Excellence Scholarship
- 361 (Selection and Adoption of Textbooks and Instructional Materials)
- 447 (Student Discipline)
- 425 (Open Enrollment)
- 420 (School Admissions)
- 411.1 (Student Bullying/Harassment/Hazing)
- 377 and 370 (Extracurricular Activities and Interscholastic Athletics)
- 364 (Guidance Program)
- 346.1 (District Assessment Policy)
- 345.41, 345.42, 345.4 (Promotion, Differentiation and Acceleration; Promotion and Retention; Retention Prevention)
- 345.1 and Rule 345.1 (Grading Systems)



EAST TROY

COMMUNITY SCHOOL DISTRICT

Committed to the Growth & Success of Each Student, Each Year

Dr. Christopher G. Hibner, District Administrator
Katherine Zwirgzdas, Administrator of Business Services
Daphne Kohnke, Director of Curriculum & Instruction
Katherine Lieske Harder, Director of Special Education

- 342.2 (Homebound Instruction)
- 341.21 (Work Experience Programs)
- 342.61 (Section 504 Policy)
- 381 (Presentation and Discussion of Controversial Issues)

The remainder of this report was presented to and approved by the East Troy Community District School Board on March 13, 2017. The attached report will examine and describe district data and non-discrimination practices in the East Troy Community School District related to the implementation of the above stated policies within the three areas outlined by the Department of Public Instruction. Input was provided by district staff and administrators, parents and students. Finally, recommendations for further review, refinement and improvement of the District's non-discrimination policies and practices will be presented.

Sincerely,

Katherine R. Lieske Harder, EdS, NCSP
Director of Special Education and Pupil Services

District Demographics

The East Troy Community School District currently has 1641 students in grades 4K through 12th grade. Minority populations (including American Indian/Alaskan; Hispanic; Asian/Pacific Islander; Black, Not Hispanic; currently make up 10.5% of the student population. Students with disabilities, based on criteria of the Individuals with Disabilities Education Act (IDEA) make up 9.3% of the student population. Males and females are nearly evenly split as males comprise 51.6% of the school population while females are 48.4% of the school population. Students identified as English Language Learners (ELL) make up only 1.2% of the student population. Please see below for a comparison in each area to the state average (note that data specific to the District is reflects current school year (16-17) information while state averages reflect 15-16 data from the WISEdash public portal.

Demographic Category	Students (ETCS)	Percentage (ETCS)	Percentage (State avg)
Males	846	51.6	51.5
Females	795	48.4	48.5
Racial/Ethnic minority	172	10.5	28.8
English Language Learner	19	1.2	5.4
IDEA disability	179	10.9	13.7
Economically Disadvantaged	379	23.1	39.5

Historical data and percentages of students enrolled in various categories is detailed below in order to serve as a comparison for the areas that were considered in greater detail as part of this self-evaluation. It should be noted that while Federal definitions also consider those individuals from two or more racial/ethnic backgrounds, this figure has not been tracked locally. Therefore the subgroups of White, Not Hispanic; Black, Not Hispanic; American Indian/Alaskan; and Asian/Pacific Islander were used for the purposes of this report.

Enrollment and Percentages for District, Middle School and High School rates of Students by Gender and Racial/Ethnic Background

Year	Enrollment	Percent Females	Percent Males	Percent White	Percent Hispanic	Percent Black, Not Hispanic	Percent Amer.Indian /Alaskan	Percent Asian/Pacific Islander
2013-2014 District	1715	48.0	52.0	89.6	6.1	0.9	0.6	0.5
2013-2014 MS	382	50.1	49.9	94.1	6.5	**	1.8	**
2013-2014 HS	532	48.9	51.1	91.6	4.6	**	**	**

2014-2015 District	1736	47.5	52.5	88.9	6.4	1.0	0.7	0.4
2014-2015 MS	407	50.1	49.9	90.8	5.6	**	**	**
2014-2015 HS	547	48.0	52.0	91.3	5.0	**	**	**

2015-2016 District	1708	47.9	52.1	89.3	6.0	1.1	0.6	**
2015-2016 MS	388	49.1	50.9	90.3	5.6	**	**	**
2015-2016 HS	546	50.5	49.5	92.0	4.8	**	**	**

**Note: Data not included due to small cell size in order to protect confidential student information.

As above, historical data and percentages of students enrolled in categories of those who are students with disabilities (as defined by IDEA), those who are economically disadvantaged, and those are English Language Learners, is detailed below in order to serve as a comparison for the areas that were considered in greater detail as part of this self-evaluation.

Enrollment and Percentages for District, Middle School and High School rates of Students with Disabilities, Students who are Economically Disadvantaged and Students who are English Language Learners (ELL)

Year	Enrollment	Percent Students with Disabilities	Percent Economically Disadvantaged	Percent English Language Learner
2013-2014 District	1715	11.1	28.8	1.9
2013-2014 MS	382	10.3	27.5	2.5
2013-2014 HS	532	9.9	23.6	**

2014-2015 District	1736	11.2	28.0	2.0
2014-2015 MS	407	9.4	25.2	**
2014-2015 HS	547	8.8	25.2	1.1

2015-2016 District	1708	10.6	28.6	1.3
2015-2016 MS	388	7.1	29.8	**
2015-2016 HS	546	7.1	21.7	**

**Note: Data not included due to small cell size in order to protect confidential student information.

Methods, Practices, Curriculum and Materials Used in Counseling

Staff members involved in providing counseling services at The East Troy Community School District includes 4.0 FTE School Counselors, 2.6 FTE School Psychologists and .6 FTE School Social Worker. The district school counseling curriculum ensures that by the end of Grade 8, students have been instructed in and are proficient in School Counseling Standard D: Students will acquire the knowledge, attitudes and interpersonal skills to understand themselves and appreciate the diverse backgrounds and experiences of others.

Each school counselor has obtained a minimum of a master's degree and is fully licensed by Wisconsin DPI. Graduate level training in multiculturalism were mandatory components of each counselor's training program. In designing curriculum and planning instruction, school counselors collaborate to ensure lessons and materials are free of bias and stereotyping. Research based materials and strategies are utilized in delivering the counseling curriculum, which is based on state counseling standards.

Support services provided by the pupil services on an individual and small group level are also designed to ensure equal access and opportunity for minority populations. Materials and forms in counseling and school building offices are available in English and Spanish languages. Other forms not currently available in native languages are able to be translated upon request. Given the low population of English Language Learners and bilingual families, The East Troy Community Schools are proud to be able to offer support services in an individualized manner, including but not limited to:

- Individualized student planning, including creating individual learning plans for students
- Encouragement of students to take advanced courses through individualized planning
- Initial implementation of Academic and Career Planning (ACP) through Career Cruising which allows students and counselors to work together to consider higher wage and non-traditional career pathways based on their interests and aptitude
- Providing referrals to community agencies for support for culturally and linguistically diverse students and families.
- Bilingual district staff members available for translation (verbal and written) services

Counselors and other pupil services provide support and leadership within the Positive Behavior and Intervention Supports (PBIS) framework. Pupil service staff work with teachers and administration on annual data collection regarding both behaviors and academics as well as considering the data from a subgroup level. This includes analysis such as ELL status, racial/ethnic background (and associated behavioral norms), as well as other factors including history of trauma and economic disadvantage. In addition to these data conversations, teachers, administration and pupil services collaboratively work to develop goals in areas in which the data reflects that it is needed whether it is for a specific student or a specific subgroup of students.

To further the District's ability to understand and address these differences, district pupil service, administrators and several teacher leaders have begun training in order to further increase implementation with respect to culturally responsive practices and trauma informed schools. This information will be brought to the building level professional development through pupil services and intervention coordination in order to ensure alignment to the Multi-Tiered Systems of Support (MTSS) practices.

Recommendations:

- School district counselors should continue to review and monitor practices, instruction and materials as they relate to diverse populations.
- School board may wish to consider a review of board policies 364 (Guidance Program), 381 (Presentation and Discussion of Controversial Material)
- Revisions have already begun on staff and pupil non-discrimination policies; once completed, the school board may wish to consider extending such revisions to other applicable policies in order to ensure proper alignment with proposed changes to staff and pupil non-discrimination policies.
- School district pupil services should review the framework for creating awareness of differences between individuals and determine whether changes or additions to instructional practices should be recommended to the school board.
- Continue staff training in culturally responsive practices including trauma informed care and work on systematically providing this information to the whole staff over time.

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

The East Troy Community School District offers seven fall sports, five winter sports and six spring sports for students in high school. These include five WIAA sports for females, six for males, and three for both males and females. This is a total of 15 sports available for students to participate in across three seasons. The tables below summarize total participation and participation rates disaggregated by group in athletics.

In addition to High School athletics, the East Troy Community School District also offers multiple athletic options for Middle School students throughout the year (three in fall, two in winter and one in the spring). There is a total of six sports to participate in as a middle school student; two for males, two for females and two for both males and females.

Participation in Athletics by Sex/Gender

Year	Enrollment	Total Number of Participants*	Total Students	Percent Of ETMS/ETHS Students who Participate	Female Participation Rate*	Male Participation Rate*
2013-2014 MS	382	238	NA	NA	58.0	42.0
2013-2014 HS	532	408	262	49.2	47.3	52.7
2014-2015 MS	407	177	NA	NA	54.2	45.8
2014-2015 HS	547	434	276	50.5	46.5	53.4
2015-2016 MS	388	186	NA	NA	50.0	50.0
2015-2016 HS	546	459	294	54.0	47.1	52.9

*Reflects the total number of students participating; students who participate in multiple athletic areas are counted in each area.

NA= Data Not Available for individual student rates at the Middle School level

**Note: Data not included due to small cell size in order to protect confidential student information.

Participation in Athletics by Race/Ethnicity

Year	Enrollment	Total Number of Participants*	Total Students	Percent of ETMS/ETHS students who participate	Percent White*	Percent Hispanic *	Percent Black, Not Hispanic *	Percent Amer.Indian /Alaskan*	Percent Asian/ Pacific Islander*
2013-2014 MS	382	238	NA	NA	94.1	4.2	**	**	**
2013-2014 HS	532	408	262	49.2	90.2	4.2	**	**	**
2014-2015 MS	407	177	NA	NA	98.3	**	**	**	**
2014-2015 HS	547	434	276	50.5	93.3	3.0	2.0	**	**
2015-2016 MS	388	186	NA	NA	99.5	**	**	**	**
2015-2016 HS	546	459	294	54.0	95.4	2.0	2.4	**	**

*Reflects the total number of students participating; students who participate in multiple athletic areas are counted in each area.

NA= Data not available at the Middle School level

**Note: Data not included due to small cell size in order to protect confidential student information.

Participation in Athletics by Students with Disabilities, Economically Disadvantaged and English Language

Year	Enrollment	Total Participants*	Total Students	Percent of ETMS/ETHS students who participate	Percent Students with Disabilities*	Percent Economically Disadvantaged*	Percent English Language Learner*
2013-2014 MS	382	238	NA	NA	**	NA	**
2013-2014 HS	532	408	262	49.2	1.7	5.1	**
2014-2015 MS	407	177	NA	NA	3.4	NA	**
2014-2015 HS	547	434	276	50.5	1.6	6.5	**
2015-2016 MS	388	186	NA	NA	4.3	NA	**
2015-2016 HS	546	459	294	54.0	2.6	6.5	**

*Reflects the total number of students participating; students who participate in multiple athletic areas are counted in each area.

NA= Data not available at the Middle School level

**Note: Data not included due to small cell size in order to protect confidential student information.

In addition to athletic activities, the East Troy Community School District offers several clubs and other extracurricular groups for students to participate in at both the Middle School and the High School. While the specific number of these groups offered can vary from year to year depending upon the interest of the students, typically there are six clubs or groups offered at the Middle School and between seven to nine clubs or other extracurricular offerings at the High School.

Participation in Extra-Curricular Activities by Race/Ethnicity

Year	Enrollment	Total Participants*	Total Students	Percent of ETMS/ETHS students who participate	Percent White*	Percent Hispanic*	Percent Black, Not Hispanic*	Percent Amer.Indian /Alaskan*	Percent Asian/Pacific Islander*
2013-2014 MS	382	176	NA	NA	95.5	3.4	**	**	**
2013-2014 HS	532	331	208	39.1	95.2	2.1	**	**	**
2014-2015 MS	407	162	NA	NA	90.1	3.7	**	**	**
2014-2015 HS	547	228	175	32.0	92.5	**	**	**	**
2015-2016 MS	388	228	NA	NA	95.0	3.2	**	**	**
2015-2016 HS	546	314	220	40.3	94.9	2.9	**	**	**

*Reflects the total number of students participating; students who participate in multiple athletic areas are counted in each area.

NA= Data not available at the Middle School level

**Note: Data not included due to small cell size in order to protect confidential student information.

Participation in Extra-Curricular Activities of Students with Disabilities, Economically Disadvantaged and English Language Learners

Year	Enrollment	Total Participants*	Total Students	Percent of ETMS/ETHS students who participate	Percent Students with Disabilities*	Percent Economically Disadvantaged*	Percent English Language Learner*
2013-2014 MS	382	176	NA	NA	**	NA	**
2013-2014 HS	532	331	208	39.1	**	3.3	**
2014-2015 MS	407	162	NA	NA	3.4	NA	**
2014-2015 HS	547	228	175	32.0	**	3.5	**
2015-2016 MS	388	228	NA	NA	4.3	NA	**
2015-2016 HS	546	314	220	40.3	**	8.0	**

*Reflects the total number of students participating; students who participate in multiple athletic areas are counted in each area.

NA= Data not available at the Middle School level

**Note: Data not included due to small cell size in order to protect confidential student information.

As can be seen from the tables, participation rates in athletics among minority groups and students with disabilities are somewhat low when compared with the percentage of these groups within the general population. Moreover, as noted in the tables, the participation rates included count each activity that a student participates in. When considering participation rates, these levels may appear higher than what they are due to the possibility that fewer numbers of students participate in multiple activities or athletic groups. While participation rates in athletics are low in multiple areas, it appears that participation from multiple subgroups including those from racial/ethnic minorities, students with disabilities, economically disadvantaged and ELL students are still lower for clubs and other activities outside of athletics.

Recommendations:

- Data should be collected to assess participation rates in other extracurricular activities such as at the Elementary level in order to better assess involvement and connection with school over time.
- Continue to review participation rates among disaggregated groups to ensure representative participation
- Building Administration work with staff, parents and families in order to ensure that extra-curricular offerings are meeting the needs of the community and backgrounds of students.
- Staff work to encourage all students to participate and connect with school, particularly those students who may have disabilities, be economically disadvantaged or ELL.
- Establish additional information regarding extra-curricular activities that can be sent to parents in multiple languages in order to remove the barrier. While translation has been a possibility, having information readily available in multiple languages may assist in removing this as a potential barrier to participation.
- Building administration use funds to assist families with fees for extra-curricular activities before they need to ask. Ensure that pupil services who may have knowledge of an economic need can offer this type of assistance to families when they are in need. Also include statements on information for extra-curricular athletics and activities that if support is needed it is available so that families feel more comfortable in sharing their need for economic support.

Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement Provided or Administered by the School District

Scholarship application information is distributed at the high school through the school counseling department. All students who meet scholarship requirements (outlined by specific organizations awarding scholarships) are encouraged and able to apply. Individual organizations follow their own scholarship selection process. Two scholarships are awarded by the East Troy Community School District: East Troy High School Achievement and East Troy High School Leadership Award. The scholarship committee selects award recipients based on set criteria and follows School Board Policy 460 in its selection process. The scholarship committee is typically composed of school administration, school counselors and multiple department heads. As noted above, the committee makes scholarship determinations based upon the specific criteria set forth by each individual scholarship.

Year	Total Number of Scholarships Awarded	Total Number of Recipients	Percent of Scholarships to Females	Percent of Scholarships to Males	Percent of Scholarships to White Students
2013-2014	103	64	63	37	98.1
2014-2015	117	64	62	38	90.6
2014-2015	90	51	56	44	94.4

It should be noted that data from racial and ethnic subgroups was not included as part of the above information regarding scholarships due to the very limited number of scholarships that were awarded to students from those backgrounds across the three years of data. In order to protect student confidentiality across years, student subgroup information could not be reported in the area of scholarships. Likewise, this trend continued for students with disabilities, English Language Learners and those who are Economically Disadvantaged. Additionally, it should be noted that while the cell size for each of these areas was too small to report, it was also discovered that the data that exists may not truly represent the areas of need, particularly for ELL and students who are economically disadvantaged as those data areas can change over time. Information regarding students with disabilities was cross-checked and is believed to be accurate though the cell size was still too small to report.

The High school Student of the Month Award is presented by department (i.e. English, Music, Math, Social Studies, etc.). Each department determines their own selection process among the staff members in the department. The following data reflects information regarding student of the month:

Cumulative Data from Fall 2014-Winter 2017	Total Number Student of the Month Awards	Total Number of Recipients	Percent of Awards to Females	Percent of Awards to Males	Percent of Awards to White Students	Percent of Awards to Hispanic Students	Percent of Awards to Students with Disabilities
2014-2017 (through 2/17)	214	191	57.0	43.0	93.0	3.7	6.5

Data from all other subgroups was not included due to the small cell size in order to protect confidentiality. This includes the following subgroups: Black, Not Hispanic; Asian/Pacific Islander; American Indian/Alaskan; English Language Learners. Additionally, data regarding the economic status of the individuals who have received the student of the month awards was not available.

Recommendations:

- Based on the difficulty in attaining the data needed for this report, it is suggested that the District begin tracking data related to recognitions, awards and scholarships more systematically. One specific change is already being implemented is to have scholarship information entered into the student information system so that data is more accessible to staff when needed.
- It was also noted that because student status may change for some of these population groups (e.g. students with disabilities, English Language Learners and Economically Disadvantaged), it is important to track data in an ongoing manner such that information is attained by the end of each school year.
- Regarding student acknowledgement in particular, while data exists for student of the month, it is not stored in a way that allows one to ensure that there is appropriate representation across subgroups each year. It is suggested that this information as well as any other PBIS acknowledgements be tracked in the student information system.
- Special education case managers work with the counseling department in order to better understand the potential scholarships that could be available for students with disabilities. If there are not sufficient scholarships available that students with disabilities could qualify for within district, then seek out information from state or nationwide resources on scholarships. Likewise, case managers and counselors should work directly with students on completing the application for scholarships such that it would be more likely to be considered.
- Building administration consider how data for scholarship discussions is presented. If data is not presented in a “blind” format, consider the use of our Data Warehouse (eduCLIMBER) in order to allow the determination based on the specifics of the scholarship to be more closely tied to the data and not a specific student.
- Building administration consider the make-up of the scholarship committee each year and ensure that there is equal representation that is similar to the make-up of the school and district. In addition, consider how a rotation of staff in the scholarship committee may assist in decision making.