

**DPI
Pupil Nondiscrimination Self-Evaluation Report**

2024

School District of Whitefish Bay

Approved by the School Board on May 22, 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.**

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.

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...”
- “Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district”
- “Participation trends and patterns and school district support of athletic, extracurricular and recreational activities”

Cycle IV: In 2011-12, districts were once again required to complete 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> <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 	<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 patterns 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 Report

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

Name	Position
Tim Lemke	Director of Special Education and Pupil Services
John Thomsen	District Administrator
Jamie Foeckler	Director of Teaching and Learning
Amy Levek	HS Principal
Mike O'Connor	MS Principal
Chad Nelson	Elementary Principal
Jayne Heffron	Elementary Principal
Hannah Chin	Human Resources Manager and Assistant Legal Counsel
Mary Stremlau	Student Information Management Coordinator
Tracy Kemp	Administrative Assistant to the Director of Special Education and Pupil Services
Jeff Worzella	Athletics and Activities Director
Teaching and Learning Committee Inclusive of Parents	Teaching and Learning Committee

Opportunities to Participate in the Writing, Development, Final Review/Evaluation of the Pupil Nondiscrimination Self-Evaluation Cycle IV Report 9.06(2)

Opportunity to participate in the final review 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 - School District of Whitefish Bay

Whitefish Bay School District is located in Milwaukee County and services over 2,800 students within two elementary schools, one middle school, and one high school. Our district is known across the state as enjoying high achieving students, supportive families, and excellent faculty and staff. Whitefish Bay is a caring community that is proud of its children and schools, holds high expectations for academic achievement, and is supportive of the arts and co-curricular activities.

The district is an exceptional place to learn and work as a direct result of our people and programming. We are a hard-working, thoughtful team of professionals who are dedicated to continuous improvement and success in all departments, in all schools, and in all classrooms.

District Focus Plan -- Vision

Our district's student-centered [Vision](#) includes:

- Empowering students with the knowledge, skills, and character necessary to thrive in a changing, global society.
- Respecting the diversity of our students and engaging them as individual learners in an innovative learning community.
- Addressing the needs of the whole child in a caring, inclusive environment

District Focus Plan -- Goals

In order to reach that vision, our strategic [Focus Plan](#) consists of two key goals, with numerous strategies in place to accomplish these significant goals:

- Academic Achievement and Engaging 21st Century Learning – Every student will meet or exceed comprehensive learning standards to promote future success within our global society.
- Supportive Environment and Whole Child Development – Every student will experience a caring, inclusive learning environment that supports the development of the whole child with balanced attention to physical, social, emotional, and intellectual well-being.

The Whitefish Bay School District has historically demonstrated continued growth and sustained excellence. Building on a legacy of exceptional students, staff, families, and community members, the District constantly strives to reach higher levels of excellence and expand opportunities for students. The following are recent examples of high performance and achievement in the District:

- [WFBSD INFORMATION FLYER](#)
- [2022-2023 ACT, Pre-ACT, and Forward Exam Scores](#)
- State Report Card Performance*: Significantly Exceeds Expectations
 - [District Report Card](#)
 - [Cumberland Report Card](#)
 - [Richards Report Card](#)
 - [Middle School Report Card](#)
 - [High School Report Card](#)
- Student Enrollment Data:

ENROLLMENT COUNTS BY YEAR-High School

	2023/2024	2022/2023	2021/2022
Total HS enrollment	910	952	952
Male	461 (50.65%)	491	491
Female	448 (49.23%)	461	461
Asian	56 (6.15%)	56	56
Black	67 (7.36%)	71	71
White	664 (72.97%)	693	693
2 or More Races	121 (13.30%)	131	131
SWD	88 (9.67%)	80	80
SWOD	822 (90.33%)	861	861

ENROLLMENT COUNTS BY YEAR-DISTRICT

	2023/2024	2022/2023	2021/2022
Total enrollment	2834	2894	2962
Male	1481(52.26%)	1512	1548
Female	1383 (48.80%)	1382	1474
Asian	152 (5.36%)	148	157
Black	137 (4.83%)	152	164
White	2153 (75.97%)	2180	2228
2 or More Races	389 (13.72%)	412	410
SWD	348 (12.28%)	361	387
SWOD	2486 (87.72%)	2533	2574

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. Policies related to discrimination have been updated during the 2023/2024 school year.
- The district's nondiscrimination policies 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 identified and trained multiple compliance officers for gender diversity and flexibility in situations where a conflict of interest may exist. Compliance officers are documented in the applicable policies.
- Information is shared on the District website, in new student orientation sessions, and student handbooks.
- Review and Examination of policies related to Pupil Nondiscrimination and Equal Education Opportunity.
 - The following information was reviewed:
 - [Whitefish Bay School District Annual Notices](#)
 - [School District of Whitefish Bay Board Policies](#)
 - 342 - Special Education
 - 342.1 - Programs for Students with Disabilities
 - 342.4 - Section 504 of the Rehabilitation Act of 1973
 - 342.7 - Services for English Learners
 - 411 - Nondiscrimination and Equal Access to Equal Educational Opportunity
 - 411.1 - Student Anti-Harassment
 - 411.2 - Student Bullying and/or Hazing
 - 411.3/511.3 - Nondiscrimination on the Basis of Sex in Education Programs or Activities
 - 411.3/511.3 Exhibit - Title IX Formal Complaint Form

Recommendations for Improvement and Implementation Strategies:

- The District shall continue to publish an annual class 1 legal notice and include the nondiscrimination statement in all student handbooks.
- It is recommended that the district place the nondiscrimination statement in a prominent location within the school website or policy entry page.
- All staff will undergo professional development related to the discrimination policies prior to the start of the 2024/2025 school year.
- It is recommended to update all student handbooks to incorporate the new policies related to nondiscrimination for the 2024-2025 school year.
- Depending on the age level of the student, students and/or parents are required to acknowledge and sign off on District Policies during registration.
- The District will be required to make any adjustments to Policy after new information is available related to Title IX.

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.

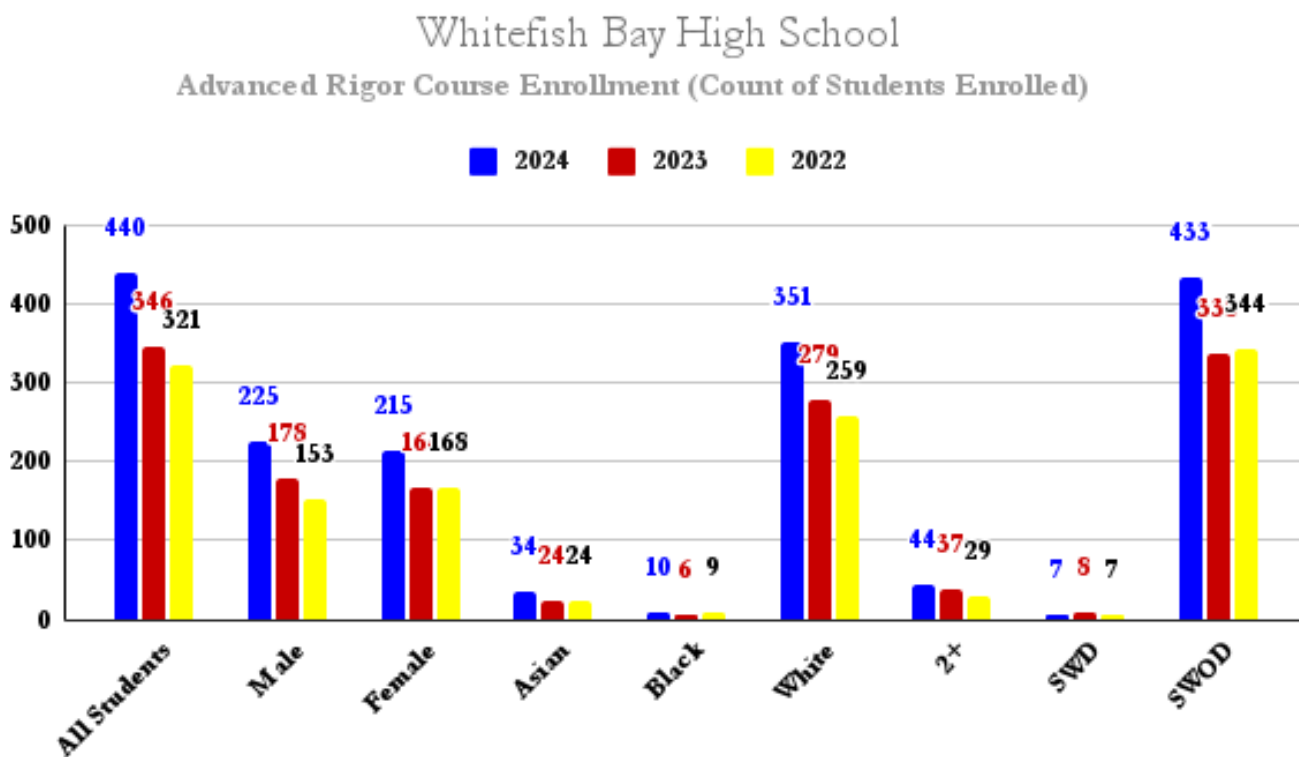
By evaluating this area, school districts will have an opportunity to:

- 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.

Summary Report Data

Findings:

- Courses, programs, and rules are open to all regardless of gender, race, national origin, or disability status.
- DPI School Report Card data indicates that the value added to all student demographic groups across the District far exceeds the average score of 3 indicated by the chart below.
- Participation in Advance Placement Courses at Whitefish Bay High School have increased over the past three years across all demographic areas. Upon review of the trend of AP Exam results over the past five years, there are between 83% and 87% of students scoring 3+ on the respective exam. Additionally, we are also seeing a steady increase in the number of exams completed over the past five years (from 641 in 2018 to 784 in 2023).
- Whitefish Bay High School has completed extensive work to eliminate barriers so that all students can access rigorous course content and pathways.



The following chart demonstrates the overall percentage of students who engaged in at least one Advanced Placement Course during the applicable school year. Additionally, the chart displays the percentage of students in a particular demographic group that were a part of the total number of AP participants for that school year.

Note: The number of students represented in the AP data on the previous page in addition to the chart below is unduplicated, meaning each student is counted once in the data regardless of whether or not the student engaged in multiple AP courses within the school year. .

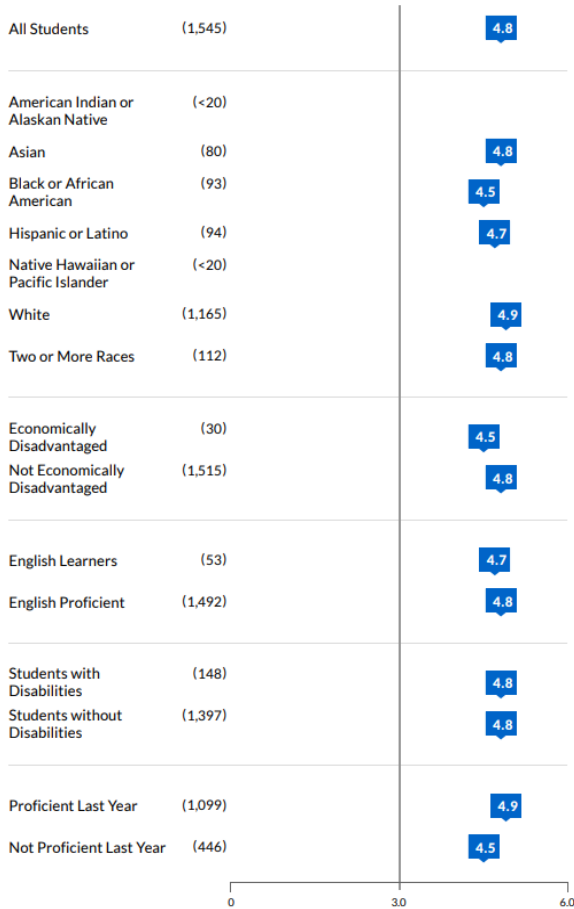
Demographic	2024	2023	2022
Total % of Individual Students Who Took an AP Course	48.35% (440 Students)	36.34% (346 Students)	33.72% (321 Students)
Male % of Total Who Took an AP Course	51.14% (225 Students)	51.45% (178 Students)	47.66% (153 Students)
Female % of Total Who Took an AP Course	48.86% (215 Students)	48.55% (1468 Students)	52.34% (168 Students)
Asian % of Total Who Took an AP Course	7.73% (34 Students)	6.94% (24 Students)	7.48% (24 Students)
Black % of Total Who Took an AP Course	2.27% (10 Students)	1.73% (6 Students)	2.80% (9 Students)
White % of Total Who Took an AP Course	79.77% (351 Students)	80.64% (279 Students)	80.69% (259 Students)
2 or More Races % of Total Who Took an AP Course	10.00% (44 Students)	10.69% (37 Students)	9.03% (29 Students)
SWD % of Total Who Took an AP Course	1.59% (7 Students)	2.31% (8 Students)	2.18% (7 Students)
SWoD % of Total Who Took an AP Course	98.41% (433 Students)	97.69% (338 Students)	97.82% (314 Students)

Student Group Value- Added: Value-added is a type of student growth model that measures how much students improve from one year to the next on state standardized assessments, in comparison to similar students. Like all growth models, value-added models look at growth over time focusing on the pace of improvement in students’ performance, compared to other, similar students. Value-added models try to pinpoint how much a particular school contributed to that improvement. The following is the Value-Added Scores:

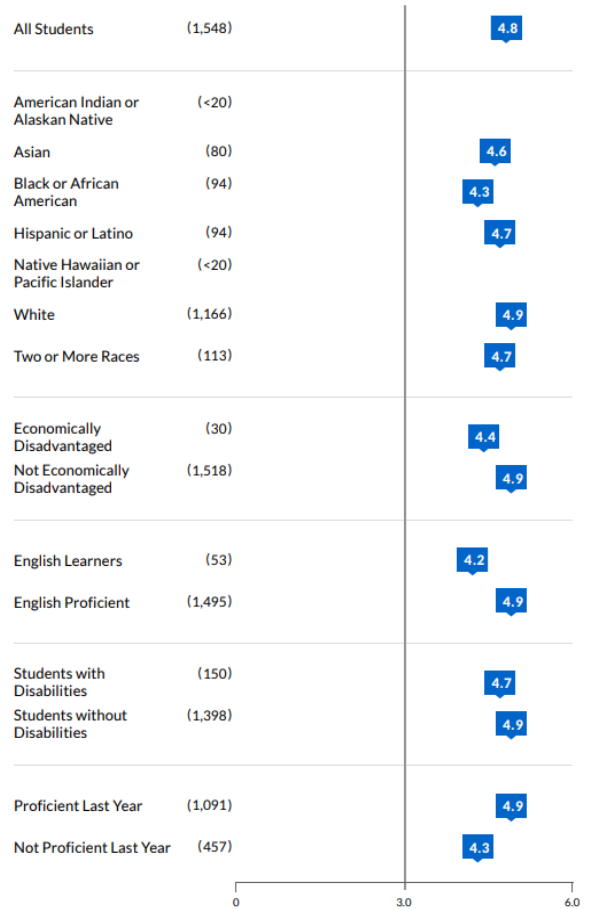
Student Group Value-Added (for information only)

Value-added scores cover an approximately 0-6 range. Higher scores mean greater positive impact. A score of 3.0 is average. Group size is shown in parentheses. Groups with fewer than 20 students do not have a score displayed. Shaded boxes indicate higher-than-average scores.

ENGLISH LANGUAGE ARTS



MATHEMATICS



Recommendations for Improvement and Implementation Strategies:

- o The District shall continue to analyze student data to determine engagement levels of underrepresented groups based upon race, gender, disability, and national origin in advanced placement courses at the High School level.
- o Continue to remove barriers for engagement in advanced placement courses by analyzing course progressions and prerequisites which could be potential barriers for students.
- o In addition to ongoing collaborative analysis of student work, ACT and AP Exam data could be utilized by high school teams to further analyze and identify student needs across the building as well as on an individual level. Through action planning tied to school goals, departments are able to address student needs to identify skill gaps to fill as well as areas to grow for all students.

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:

- Whitefish Bay School District utilizes the following research based curriculum which are endorsed by the Wisconsin Department of Public Instruction to meet the social emotional needs of students: Sources of Strength (HS), Character Strong (MS), Caring School Communities (Elementary), and Second Step (Elementary and MS).
- Academic and career planning occurs within the District in grades five through 12 which includes career and coursework planning, parent collaboration, exploration of non-traditional pathways for student development.
- Extensive policy exists around the development of curriculum, implementation of curriculum, assessment, and the selection of course materials all with a lens of educational equity in the forefront and absent of bias and stereotyping.
- Whitefish Bay School District actively strives to meet the goal of Educational Equity as defined by the Department of Public Instruction:
 - **Educational equity** means that every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, ability, sexual orientation, family background, and/or family income.
- The following policies were reviewed in relation to Methods, Practices, Curriculum and Materials used in instruction, counseling, and assessment:
 - 310 - Equity and Excellence in Instructional Goals
 - 334 - Curriculum/Instructional Program Evaluation
 - 341.2 - Education for Employment
 - 341.4 - Social Emotional Learning
 - 346 - Student Assessment Program
 - 361 Rule - Guidelines for the Selection of Instructional Materials
 - 361.1 - Selection of Instructional Materials
 - 364 - Guidance Program

Recommendations for Improvement and Implementation Strategies:

- Continue to refine the data analysis and decision-making processes related to the multi layered systems of support in each building through the use of progress monitoring systems and the ongoing analysis of the procedures related to student problem solving teams and the delivery of interventions on both the academic and social emotional side.
- Continue to develop the Profile of a Learner to ensure we are capturing the essential knowledge and skills that each student needs to be life, college and career ready with educational equity in mind.
- Continue to promote Educational Equity and excellence through the processes for curriculum development, revision, and evaluation; through instructional planning and delivery; through assessment and evaluation of student learning; and through staff development efforts.

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, and 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 harassment complaint
- Responses to harassment are prompt, firm, and effective.

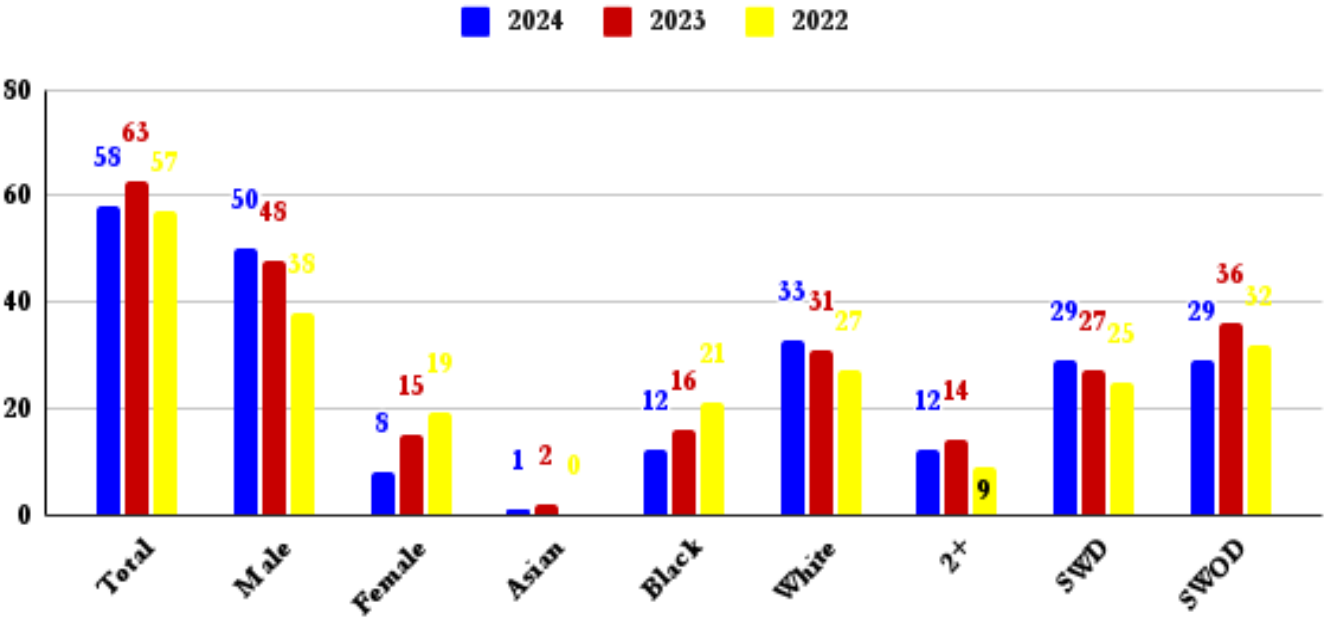
Summary Report Data

Findings:

- District Administration calibrates around discipline, suspension, and expulsion recommendations are applied consistently to all students according to Board Policy.
- Alternative educational opportunities and the continuum of services are made available for students who require alternative placement.
- Whitefish Bay School District has separate policies for bullying, harassment, hazing and sexual harassment. These policies provide definitions, explain consequences, prohibit retaliation, and assure confidentiality within the process. Responses to harassment are prompt and effective in nature.
- Staff, students, and families are made aware of how to file a complaint as Policies and forms are posted in various locations on the website and in Board Policy. Staff, students and families have the ability to address the issue of harassment in the areas of interpersonal relationships, curricular materials, and educational programs.
- A discrepancy is noted in regards to the suspension of black students, students of 2 or more races, students with disabilities, and male students. While discrepant, the calibration around behavioral investigations, discipline actions, and suspensions shows that behavioral consequences are delivered consistently across the system. An expulsion has not occurred within the timeframe of data collection.
 - Suspension of Males within the District has increased over the past three years.
 - Suspension of Black students has decreased over the past three years.
 - Suspension of students who identify as Two or More Races has increased from 2022-2024 along with students with disabilities.

Whitefish Bay School District

Suspension Data by Student Group (Unduplicated Count)



The following chart demonstrates the overall percentage of students who were suspended during the applicable school year. Additionally, the chart displays the percentage of students in a particular demographic group that were a part of the total number of suspensions for that school year.

Note: The number of students represented in the suspension data on the previous page in addition to the chart below is unduplicated, meaning each student is counted once in the data regardless of whether or not multiple suspensions for a singular student may have occurred.

Demographic	2024	2023	2022
Total % of Individual Students Suspended	2.05% (58 Students)	2.18% (63 Students)	1.92% (57 Students)
Male % of Total Suspensions	86.21% (50 Students)	76.19% (48 Students)	66.67% (38 Students)
Female % of Total Suspensions	13.79% (8 Students)	23.81% (15 Students)	33.33% (19 Students)
Asian % of Total Suspensions	1.72% (1 Student)	3.17% (2 Students)	0% (0 Students)
Black % of Total Suspensions	20.69% (12 Students)	25.40% (16 Students)	36.84% (21 Students)
White % of Total Suspensions	56.90% (33 Students)	49.21% (31 Students)	47.37% (27 Students)
2 or More Races % of Total Suspensions	20.69% (12 Students)	22.22% (14 Students)	15.79% (9 Students)
SWD % of Total Suspensions	50% (29 Students)	42.86% (27 Students)	43.86% (25 Students)
SWoD % of Total Suspensions	50% (29 Students)	57.14% (36 Students)	56.14% (32 Students)

Recommendations for Improvement and Implementation Strategies:

- o Administration will continue to calibrate around behavioral expectations, investigations, and issuing of behavioral consequences to ensure equity in regards to suspension.
- o Leverage the Social Emotional Learning Action Plan to ensure that we are meeting the social emotional needs of all students at a universal and intervention level.
- o Monitor State and Federal regulations to ensure compliance with updated legal guidance and requirements for school districts related to harassment.
- o Continue to monitor behavioral data for trends in order to provide appropriate levels of support and interventions as needed.
- o Continue providing professional learning to staff related to managing behavior in the school setting.

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, and 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.

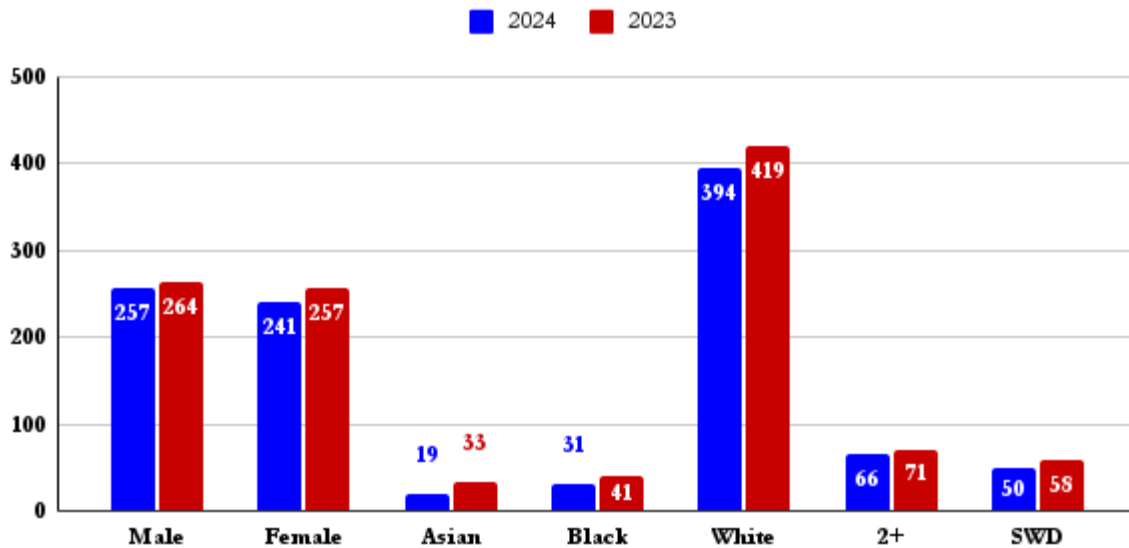
Summary Report Data

Findings:

- Whitefish Bay School District offers 14 sport offerings for both boys and girls. Interscholastic athletic programs are comparable in type, scope, and support.
- Students have a variety of athletic and extracurricular activities available to them with the necessary resources to make them accessible for all students.
- Whitefish Bay provides extracurricular activities to meet the interests and abilities of diverse students as evidenced by the range of activities offered along with participation rates which are extremely high.
- In the 2023/2024 school year, Whitefish Bay High School met a building goal to have 100% of Freshman students engage in a minimum of one extracurricular activity.

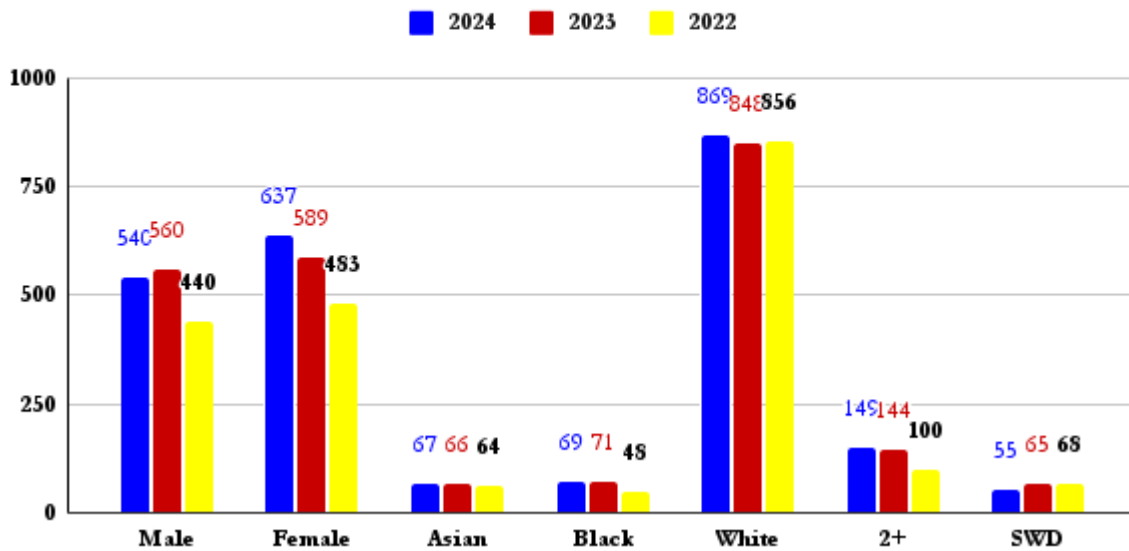
Whitefish Bay Middle School

Extra-Curricular Participation (Count)



Whitefish Bay High School

Extra-Curricular Participation (Count)



Recommendations for Improvement and Implementation Strategies:

- o Continue to track engagement in extracurricular activities through the Athletic and Activities Department in order to gauge levels of involvement at the High School Level.
- o Continue to implement the student engagement surveys that have been developed at all levels within the District and develop building based actions plans to increase engagement as needed. Analyze the engagement survey on an annual basis to ensure that all groups can see themselves in the questions.

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 parents/guardians are informed.
- Develop recommendations to ensure that the amount and number of scholarships and other types of awards are equitably distributed.

Summary Report Data

Findings:

- All scholarship opportunities are made available through Naviance which all students and families have access to. In addition, counseling staff and high school administrators frequently communicate with students and families about where scholarship opportunities are available.
- The local scholarship program is directly administered by a committee depending on the origin of the scholarship.
- The high school counseling office keeps an annual list of the scholarships recipients.
- Scholarship descriptions and selection criteria are established/reviewed annually to ensure that issues of bias are not present in the scholarship selection process.
- The school district's nondiscrimination statement is present on local scholarship information.

Recommendations for Improvement and Implementation Strategies:

- When reasonable, consider redacting names and demographic information for applicable scholarship opportunities by assigning the application a number for review.

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.

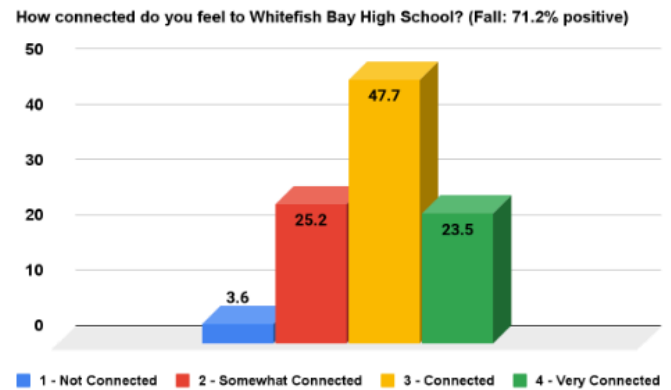
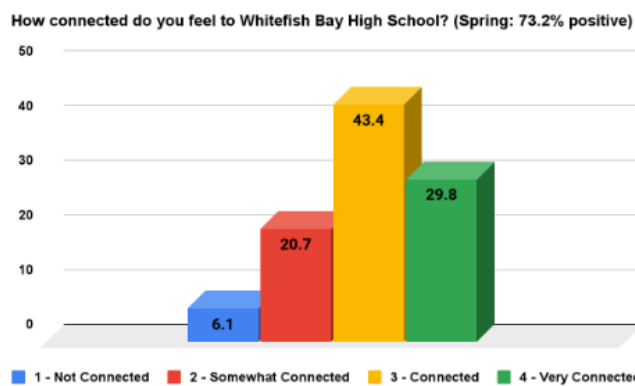
Summary Report Data

Findings:

- **Engagement and Belongingness:** The following information is summary data related to student engagement and belongingness at each of educational levels within the District:

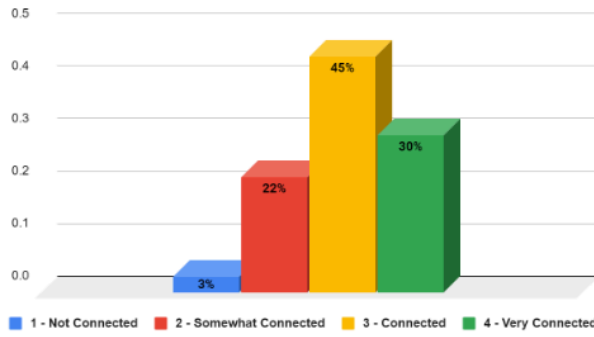
High School Student Engagement Survey

The high school originally used the results of the 2022 Youth Risk Behavior Survey to craft questions related to areas of greater interest to find out more information from our students. Below you will find some of the highlighted data collected from a Student Engagement Survey administered in the Spring of 2023 and the Fall of 2023.

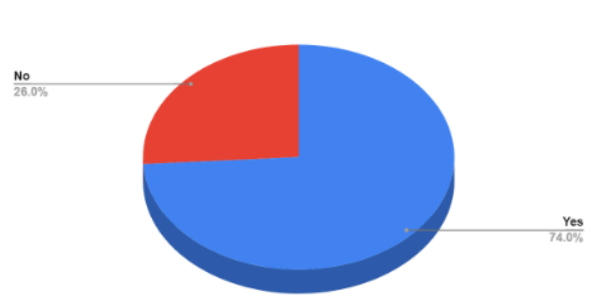


Middle School Educational Equity, Engagement, and Belongingness Survey (Winter 2024)

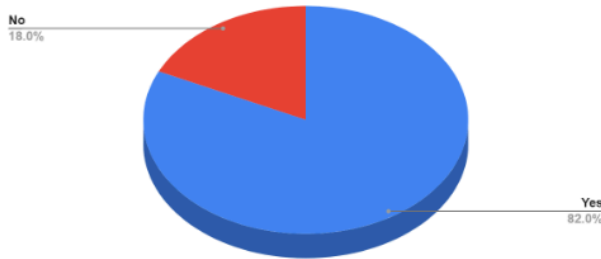
How connected do you feel to Whitefish Bay Middle School?



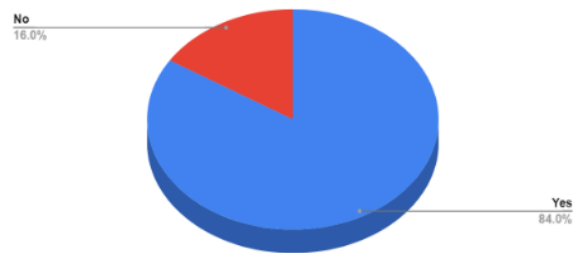
Do you participate in any school sports/activities at WFBS?



Do you have a trusted adult in the school building?



Do you feel that Whitefish Bay Middle School does a good job in communicating all extracurricular opportunities available to you?



Cumberland Belongingness Survey Results from 2020-2021 to 2023-2024

Question #1: Grades K5-1: I like being at Cumberland. Grades 2-5: I feel like I belong at Cumberland.				
	2020-2021 (3rd-5th)	2021-2022 (3rd-5th)	2022-2023 (K5-5th)	2023-2024 (K5-5th)
Yes	96%	97.9%	95.5%	96.7%
No	4%	2.1%	4.5%	3.3%
Question #2: Grades K5-1: I have a friend at school. Grades 2-5: I have at least one friend at school I can talk to if I have a problem or want to share good news.				
	2020-2021 (3rd-5th)	2021-2022 (3rd-5th)	2022-2023 (K5-5th)	2023-2024 (K5-5th)
Yes	89.1%	95.4%	96.1%	98.9%
No	10.9%	4.6%	3.9%	1.1%
Question #3: Grades K5-1: I know a grown up at school I can talk to or who would help me. Grades 2-5: I have at least one adult at school I can talk to if I have a problem or want to share good news.				
	2020-2021 (3rd-5th)	2021-2022 (3rd-5th)	2022-2023 (K5-5th)	2023-2024 (K5-5th)
Yes	86.6%	89.3%	92.9%	95.3%
No	13.4%	10.7%	7.1%	4.7%

Richards Belongingness Survey Results from 2020-2021 to 2023-2024

Question #1: Grades K5-1: I like being at Richards. Grades 2-5: I feel like I belong at Richards.				
	2020-2021 (3rd-5th)	2021-2022 (3rd-5th)	2022-2023 (K5-5th)	2023-2024 (K5-5th)
Yes	96.1%	94.8%	94.7%	94.1%
No	3.9%	5.2%	5.3%	5.9%
Question #2: Grades K5-1: I have a friend at school. Grades 2-5: I have at least one friend at school I can talk to if I have a problem or want to share good news.				
	2020-2021 (3rd-5th)	2021-2022 (3rd-5th)	2022-2023 (K5-5th)	2023-2024 (K5-5th)
Yes	92.5%	96.3%	97.2%	96.2%
No	7.5%	3.7%	2.8%	3.8%
Question #3: Grades K5-1: I know a grown up at school I can talk to or who would help me. Grades 2-5: I have at least one adult at school I can talk to if I have a problem or want to share good news.				
	2020-2021 (3rd-5th)	2021-2022 (3rd-5th)	2022-2023 (K5-5th)	2023-2024 (K5-5th)
Yes	87.5%	94.8%	94%	95%
No	12.5%	5.2%	6%	5%

- o **High Expectations:** Staff members demonstrate high expectations for all students by collaborating through curriculum development and the implementation of high leverage strategies such as Avid in order to meet the needs of all learners. Curriculum planning incorporates strategies to ensure that all courses and curriculum are accessible for all learners as we ask the following questions:
 - o What do we want all students to know and be able to do?
 - o How will we know if they learn it?
 - o How will we respond when some students do not learn?
 - o How will we extend the learning for students who are already proficient?
- o **Closing Gaps English Language Arts:** Progress is made in closing academic achievement gaps which exist within the District in the area of English Language Arts. In statewide testing, each demographic group demonstrated an increase in the number of students scoring in the advanced/proficient range from the 2021/2022 school year to the 2022/2023 school year.
- o **Closing Gaps Math:** Progress is made in closing academic achievement gaps which exist within the District in the area of Math. In statewide testing, each demographic group demonstrated an increase in the number of students scoring in the advanced proficient range except for Economically Disadvantaged Students and English Learners from the 2021/2022 school year to the 2022/2023 school year.

Statewide Testing Percentage of Students Advanced/Proficient in English Language Arts Grades 3-12

Demographic Group	2020/2021 Advanced Proficient in ELA	2022/2023 Advanced Proficient ELA	Percent Change
Asian	75.5%	78.9%	+3.4%
Black	24.5%	33%	+8.5%
Hispanic	60.5%	68.8%	+8.3%
White	72.8%	81.4%	+8.6%
Two or More Races	63.7%	78.7%	+15%
Economically Disadvantaged	54.2%	55.3%	+1.1%
English Learner	45%	55.7%	+10.7%
Students with Disabilities	31.1%	42.2%	+11.1%

Statewide Testing Percentage of Students Advanced/Proficient in Math Grades 3-12

Demographic Group	2020/2021 Advanced Proficient in Math	2022/2023 Advanced Proficient Math	Percent Change
Asian	83%	83.4%	+0.4%
Black	9.4%	16%	+6.6%
Hispanic	56%	57.8%	+1.8%
White	70.3%	75.9%	+5.6%
Two or More Races	58.7%	73.7%	+15%
Economically Disadvantaged	45.8%	36.9%	-8.9%
English Learner	58.3%	54.1%	-4.2%
Students with Disabilities	31.7%	38.3%	+6.6%

Recommendations for Improvement and Implementation Strategies:

- o All schools will continue to leverage SEL resources at the universal and intervention levels. All schools will utilize social emotional screener data in conjunction with school based data to identify student needs.
- o All schools will continue to review social emotional learning in the context of our MTSS process and incorporate strategies to meet the needs of students at the appropriate level. This could include building wide teaching or re-teaching, grade level focus, small groups, or an individual intervention based upon the specific needs.
- o All schools will continue to implement a tier 1 universal social emotional learning curriculum which is researched based to meet the needs of all students.

Section XI – School District Technology, Participation in Non-Discrimination Report, and Transparency

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:

- School District technology and electronic communication is accessible by parents and students by ensuring that all students have access to appropriate technology. Going one to one with technology has increased access to the curriculum while utilizing technology to supplement core instruction.
- Students with Disabilities have access to appropriate technology through the development of an Individualized Education Plan.
- Access to technology has increased access for English Language Learners throughout the District.
- Whitefish Bay School District utilizes multiple modalities to inform students, families, and staff about policies, procedures and the educational environment.
- The school community engaged in the self-assessment through a teaching and learning committee with parent representatives, placement of the self-assessment on a School Board Committee Meeting with availability for community comment, and with placement of the self-assessment on a Regular School Board Meeting Agenda for Board approval along with an additional opportunity for community comment.
- The report will be made available to all residents on the District website.
- The District has submitted the PI-1198 assurance and the report to the department of Public Instruction.
- Currently, website and communication is delivered in the primary language of English.

Recommendations for Improvement and Implementation Strategies:

- Continue to establish open lines of communication with the school community in regard to ongoing District efforts to promote Educational Equity, high expectations, student engagement, whole child development, and high levels of academic achievement.
- The District should look at how to incorporate technology to ensure that District communication to families is available in the home language.

If you would like to comment on this report, please contact:

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