5-Year Pupil Nondiscrimination Self Assessment Report

April 2024

Materials Used to Review

- Review of previous Pupil nondiscrimination Reports
- Review of YRBS data by building leadership team, all staff and school board members
- Discussion at a staff meeting
- Student climate surveys completed
- Parent climate surveys completed
- Staff climate surveys completed
- Review, discussion and adoption of updated activities code handbook
- Analysis of enrollment trends in classes and programs
- Analysis of methods, practices, curriculum and material used in counseling
- Analysis of trends and patterns of disciplinary actions, including suspensions, exclusions and handling of pupil harassment
- Analysis of trends and patterns of school district support of athletic, extracurricular and recreational activities
- Analysis of School Board Policies and Administrative Procedures
- Analysis of trends and patterns in awarding scholarships and other forms of recognitions and achievements

About the Surveys

- Middle School Students
  - *42 response*
- High School Students
  - *54 responses*
- Parents of Elcho students, childcare through 12th grade
  - *47 responses*

Evolvement of Self Assessment

- Cycle I
  - 1989-1994
  - Focus: Compliance with procedural requirements
- Cycle II
  - 2000-2001 School Year
  - Focus: Effectiveness in achieving goal of equality of educational opportunities
- Cycle III
  - 2006-2007 School Year
  - Focus: Addition of three elements for evaluation (counseling, extracurricular, awards)
- Cycle IV
  - 2023-2024 School Year
  - Focus of eight elements (Board policies, enrollment trends, discipline, efforts to achieve equality, technology and Cycle III elements.)

District Demographics

Year	District Total	Female %	Male %	Am. Indian %	Black %	Hispanic %	White %	Two+ %	Free / Reduced %	SwD %	4 Year Grad Rate %
2023-2024	259	48.5%	51.5%	1.6%	0%	3.2%	92.9%	2.4%	49.8%	12.6%	TBD
2022-2023	273	46.0%	54%	2.2%	0%	3.3%	92.3%	2.2%	48.5%	15.4%	96.2%
2021-2022	281	47.5%	52.5%	1.5%	0%	2.6%	93.4%	2.6%	46.9%	16.2%	95.7%
2020-2021	293	46.0%	54.0%	1.7%	0.3%	2.0%	93.0%	3.0%	47.7%	14.7%	90.5%
2019-2020	290	46.1%	53.9%	2.4%	0.0%	2.0%	93.2%	2.4%	51.6%	14.3%	81.8%

School Board Policies & Administrative Procedures

- The purpose of this section is to have the district examine board policies to determine whether there is alignment with the requirements of Wis. Stat. §118.13. After evaluation, school districts will have the opportunity to:

- Ensure that the board has adopted/updated policies covering all areas of school operations, including school sponsored programs and activities.

- The policies include all protected categories listed under Wis. Stat. §118.13.

- The policies specifically address harassment, or there is a separate anti-harassment policy.

- The policies are easily understood and accessible to all staff, students and parents/guardians.

- The policies are published annually in a class 1 legal notice.

- An employee has been designated to receive Wis. Stat. §118.13 discrimination complaints.

- The name and address of the designated employee is published annually in a class 1 legal notice.

- The discrimination complaint procedure provides for a written acknowledgement of the complaint within 45 days and final resolution of the complaint within 90 days.

Recommendations for Improvement & Implementation

- Add the discrimination/harassment complaint form to the website for easier access to students and families. This could be a google form for students, parents and staff to use

- Create a place on the website for the Request, Suggestions and Complaint Process Flowchart to live separate from handbooks

- Create a formal follow-up process or form to share any potential investigation and outcome

- Enhance staff trainings for Title IX complaint investigation and discrimination

- Review board policies related to discrimination and harassment with all staff at the beginning of the school year

- Provide additional staff training on bullying prevention, equity and inclusion

Enrollment Trends & Patterns in Classes & Programs Findings

- Small populations sizes and varied courses by year make longitudinal data highly variable

- With limited staff there is a limit on what classes can be offered

- Only elective courses were reviewed

- Limited options if a student fails a course, higher prevalence of being due to disability (IEP or 504 plan)

- While all courses are offered to all students, the following courses consistently have a large percentage of male students: Youth Apprenticeship, Welding I, Welding II, Woodworking

- More advanced courses are primarily taken by white students without disabilities

- There has been an increase of students taking Start College now courses with the Technical college

- Courses with the highest percentage of students with IEPs and non white students include tech ed courses, art and PreAlg
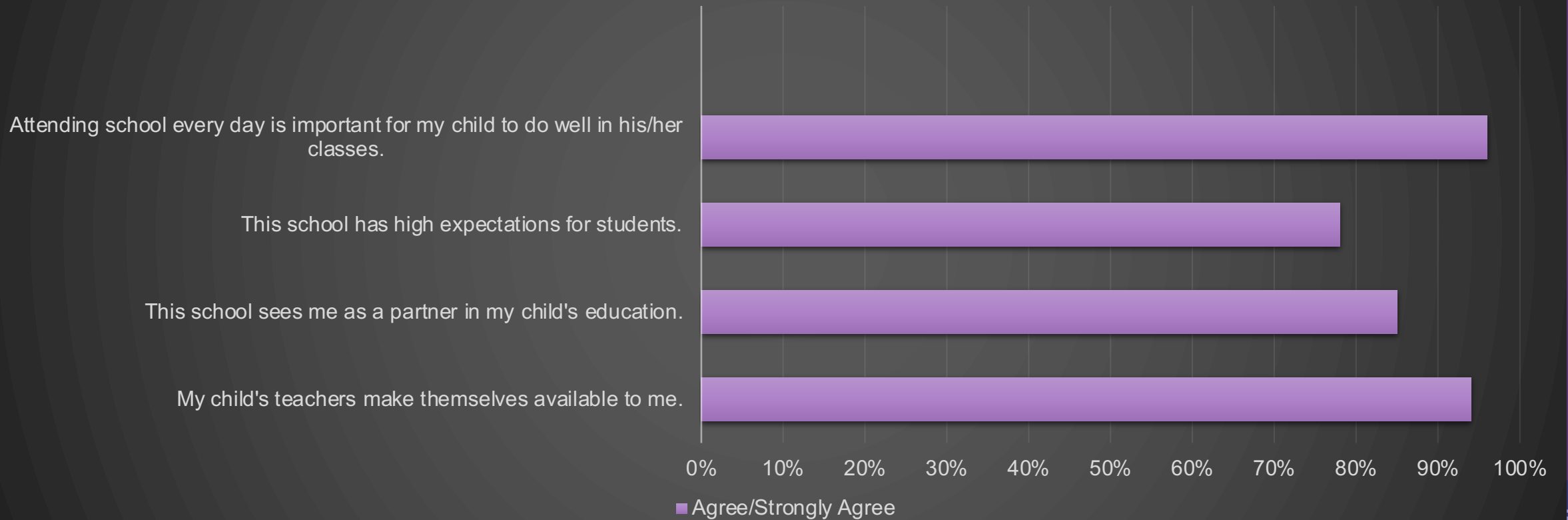
School Participation

Percent of Parents Who Agree/Strongly Agree

This school has quality programs for my child's talents, gifts, or special needs.

This school responds to my phone calls, messages, or e-mails in a timely manner.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Agree/Strongly Agree

Instructional Environment

Percent of Parents Who Agree/Strongly Agree

- Attending school every day is important for my child to do well in his/her classes. (~95%)
- This school has high expectations for students. (~78%)
- This school sees me as a partner in my child's education. (~85%)
- My child's teachers make themselves available to me. (~93%)

■ Agree/Strongly Agree

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Recommendations for Improvement and Implementation of Strategies

- Continue curriculum work at the universal level - increased proficiency in ELA and math will allow more students to successfully complete more advanced coursework
  - Closing the gap will allow students with disabilities be successful in these courses

- Increase emphasis on transition planning and getting into/preparing for the workplace with students with IEPs

- Provide professional development to increase student success within regular education classes
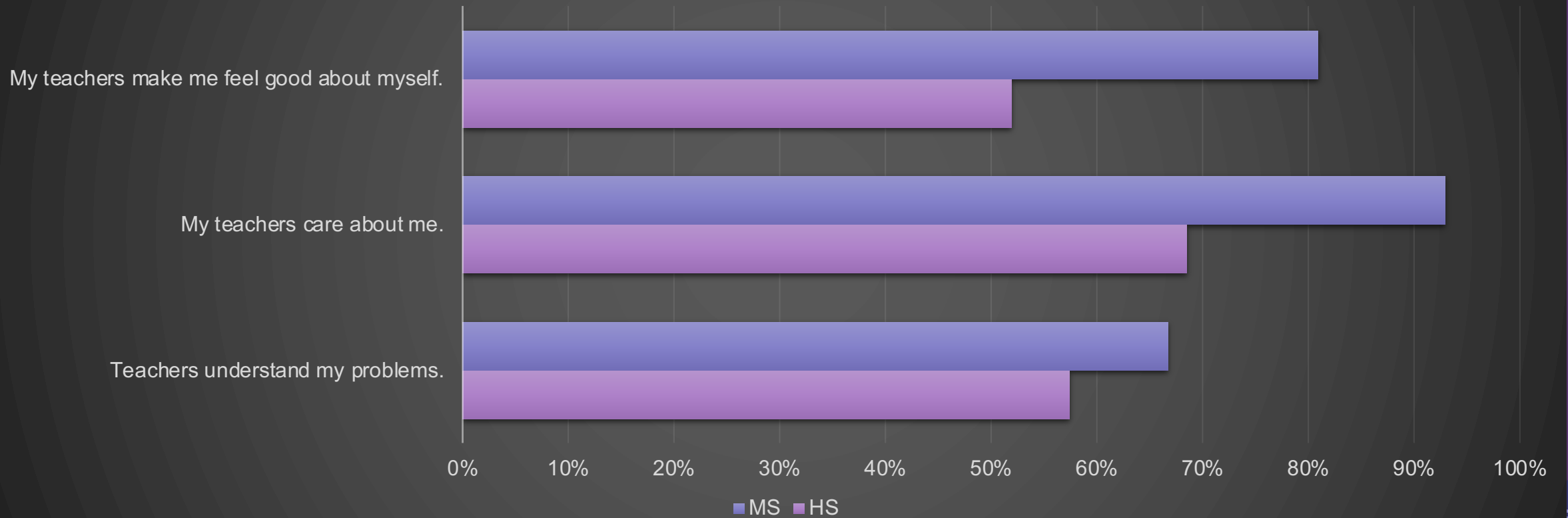
Evaluate Methods, Practices, Curriculum & Materials used in Counseling & Pupil Assessment

Recommendations for Improvement and Implementation of Strategies

- Social Emotional Learning (SEL)
  - More implementation at the high school level.
  - Provide more opportunity for small group meetings related to specific struggles students may have at all levels.
  - Bring back SADD for more student voice.
  - Put up Second Step posters/visuals in classrooms.
  - Work with teachers on Second Step language for further consistency.
  - Implement DPI's Bullying Prevention Toolkit to develop a reporting system for bullying.
  - Address the increased anxiety level of students
  - Implement restorative practices to help students learn from mistakes
- Academic and Career Planning (ACP)
  - Adopt a curriculum for elementary and middle school ACP lessons.
  - Host more guest speakers for careers.
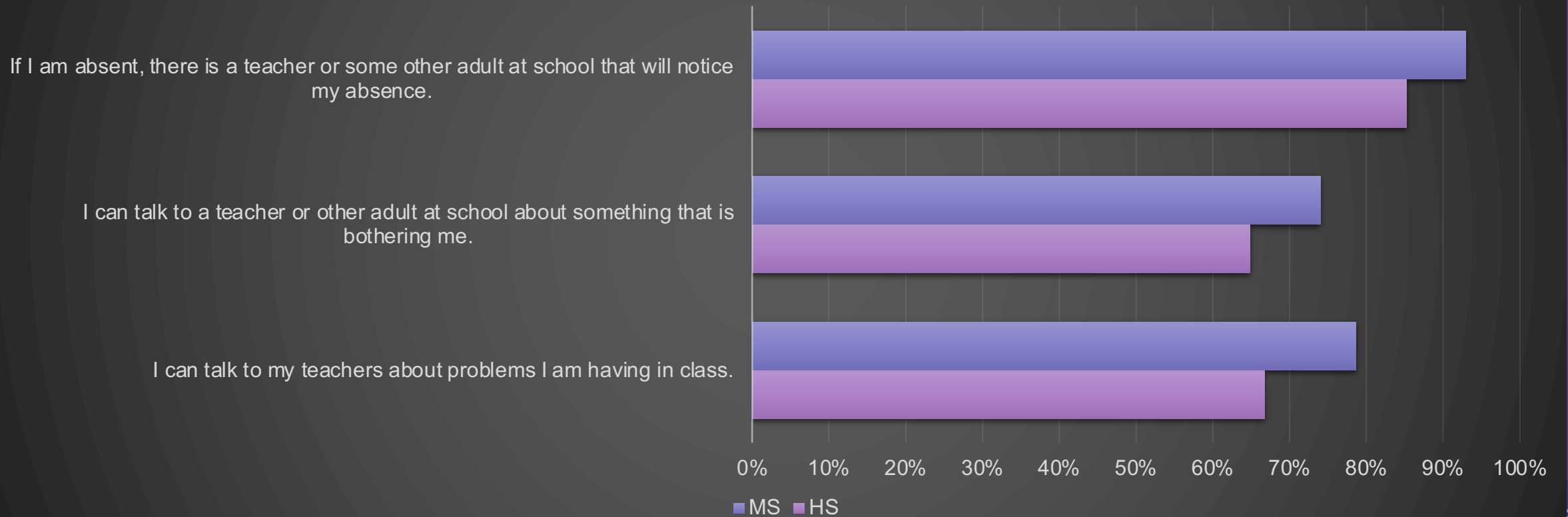 - Develop a system for the school to help facilitate job shadowing opportunities.
-

Teacher Connections

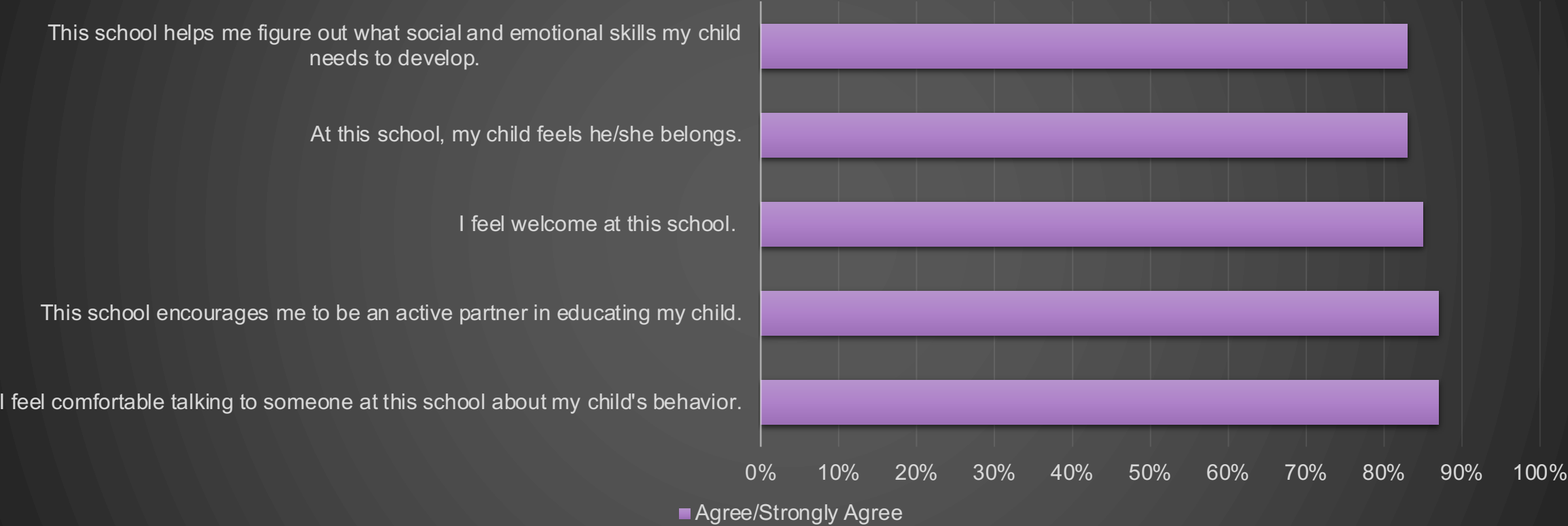Percent of Students Who Agree/Strongly Agree

Teacher Connections

Percent of Students Who Agree/Strongly Agree

If I am absent, there is a teacher or some other adult at school that will notice my absence.

I can talk to a teacher or other adult at school about something that is bothering me.

I can talk to my teachers about problems I am having in class.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■MS ■HS

School Connections

Percent of Parents Who Agree/Strongly Agree

This school helps me figure out what social and emotional skills my child needs to develop.

At this school, my child feels he/she belongs.

I feel welcome at this school.

This school encourages me to be an active partner in educating my child.

I feel comfortable talking to someone at this school about my child's behavior.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Agree/Strongly Agree

Environment: Mental Health

Percent of Parents

- Agree/Strongly Agree
- Disagree/Strongly Disagree
- Don't Know
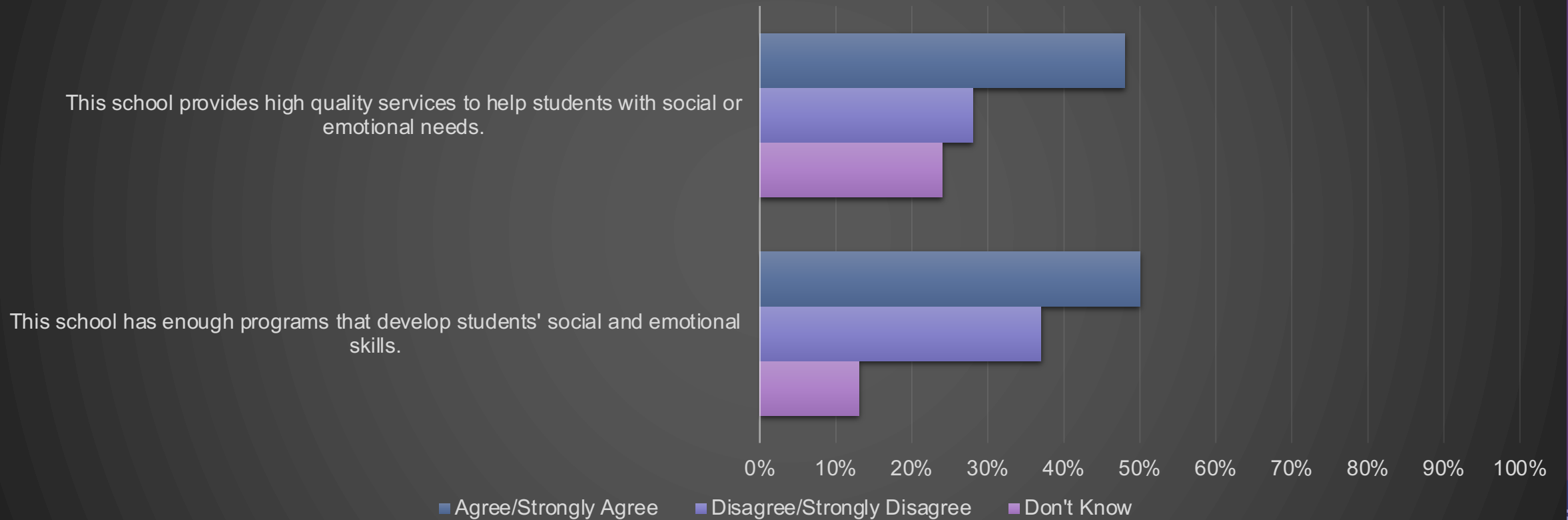
Students at this school are teased or picked on about their...

Percent of Students Who Agree/Strongly Agree

physical or mental disability

cultural background or religion.

race or ethnicity.

sexual orientation.

only asked on HS survey

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%
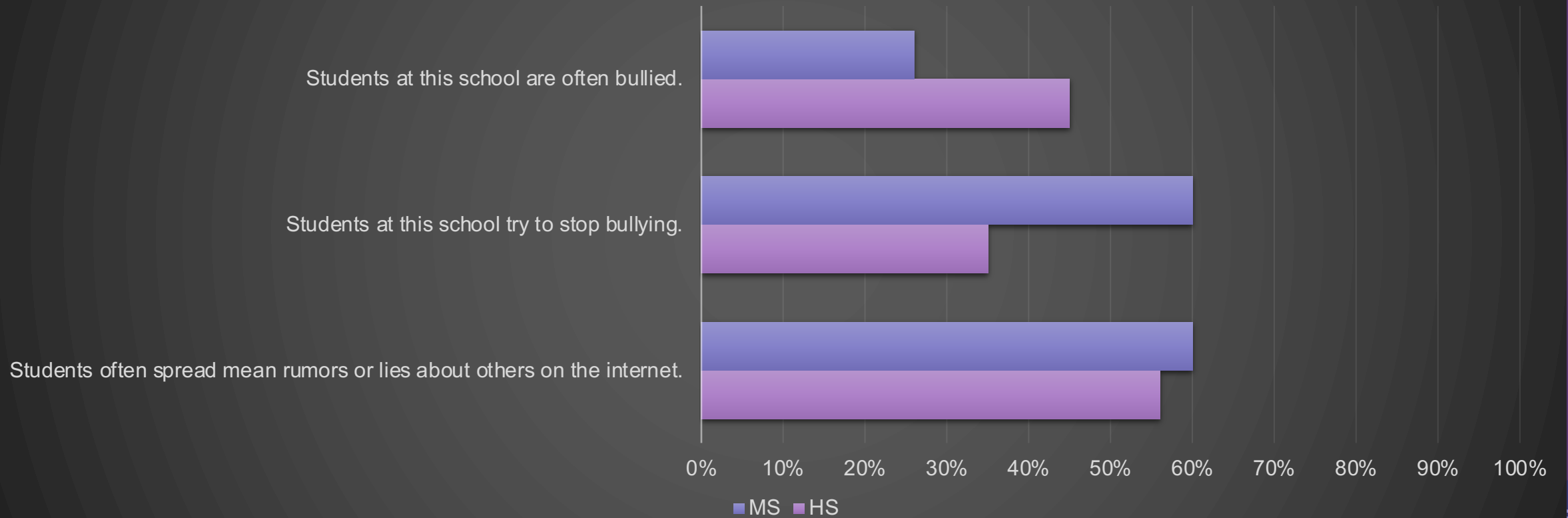
■ MS ■ HS
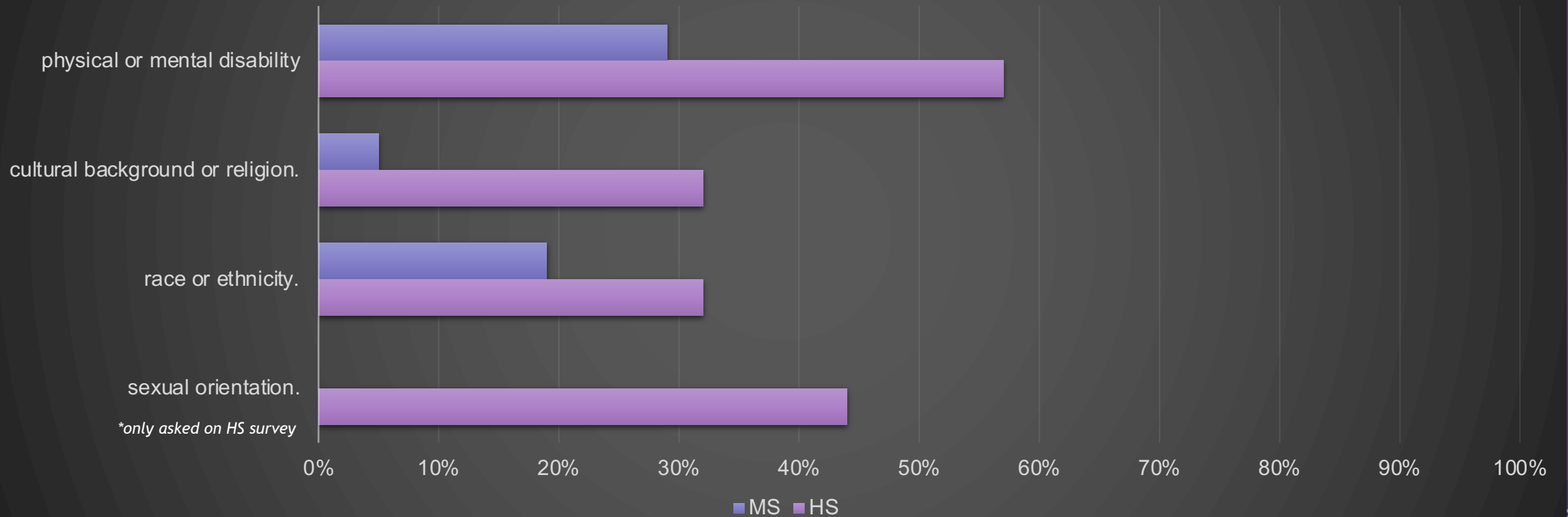
Trends & Patterns of Disciplinary Actions & Handling of Pupil Harassment - Findings

- Data is not reported constantly and can vary based on who the teacher or student is
  - Minimal referrals in elementary school gives the impression there are no behaviors, which is likely not the case
  - Behaviors seem low compared to what is actually being dealt with, not reporting everything

- Many repeat offenders - consequences are not changing behavior, indicates a need for how to address repeated behaviors in a more formal manner (i.e. behavior plans, SST meetings, etc.)

- Most males are serving consequences, especially severe consequences

- Added middle school alternative education teacher for the 23-24 school year - this is helping give students with behaviors another classroom to go to in order to improve their learning and remove the distraction to others, this already exists in the high school, nothing in place like this in the elementary school however

- 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

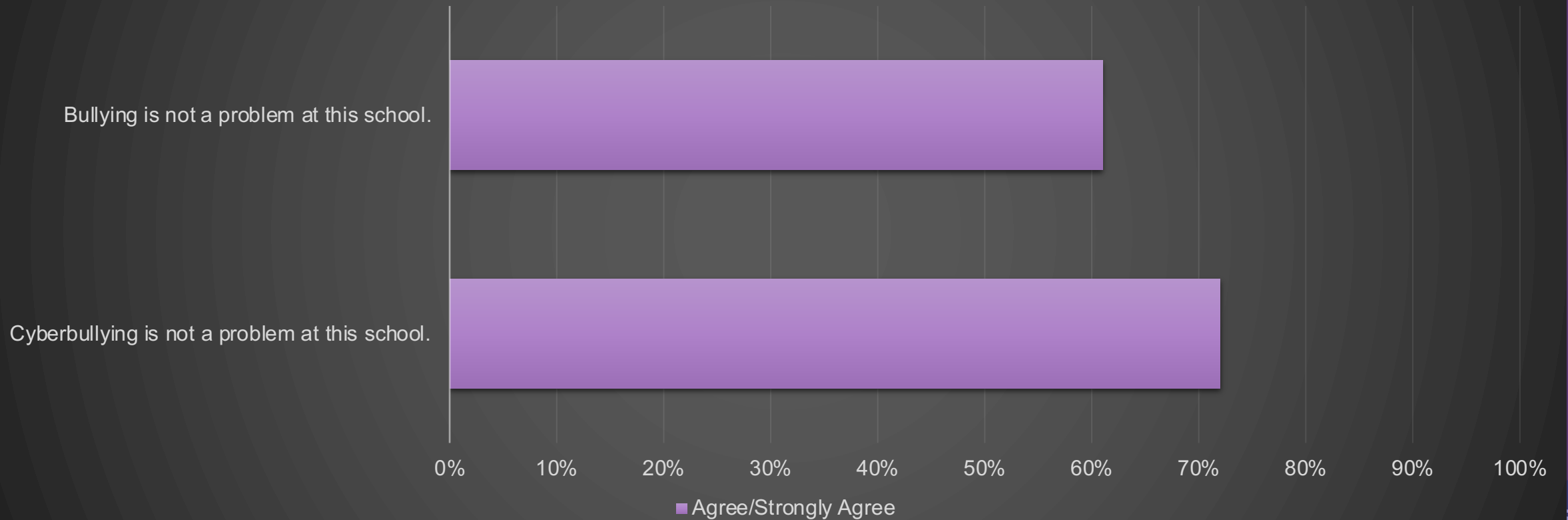- Responses to harassment are prompt, firm, and effective.

Bullying

Percent of Students Who Agree/Strongly Agree

Bar chart showing:

Students at this school are often bullied.
- MS: ~26%
- HS: ~45%

Students at this school try to stop bullying.
- MS: ~60%
- HS: ~35%

Students often spread mean rumors or lies about others on the internet.
- MS: ~60%
- HS: ~56%

Legend: ■ MS ■ HS

X-axis: 0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Bullying

Percent of Parents Who Agree/Strongly Agree

Bullying is not a problem at this school.

Cyberbullying is not a problem at this school.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Agree/Strongly Agree

Elcho High School Discipline Data

School Year	2020-2021	2021-2022	2022-2023
Detentions	10M, 0F, 19 Served	14M, 3F, 38 Served	4M, 0F, 5 Served
In-School Suspensions	3M, 0F, 3 Served	2M, 0F, 2 Served	2M, 0F, 2 Served
Out of School Suspensions	13M, 2F, 15 Served	5M, 0F, 5 Served	7M, 1F, 8 Served
Expulsions	0M, 0F, 0 Expelled	0M, 0F, 0 Expelled	0M, 0F, 0 Expelled

Elcho Middle School Discipline Data

School Year	2020-2021	2021-2022	2022-2023
Detentions	2M, 0F, 2 Served	17M, 12F, 53 Served	16M, 2F, 24 Served
In-School Suspensions	0M, 0F, 0 Served	5M, 2F, 8 Served	7M, 2F, 16 Served
Out of School Suspensions	1M, 0F, 2 Served	4M, 1F, 7 Served	5M, 1F, 10 Served
Expulsions	0M, 0F, 0 Expelled	0M, 0F, 0 Expelled	1M, 0F, 1 Expelled

Elcho Elementary School Discipline Data

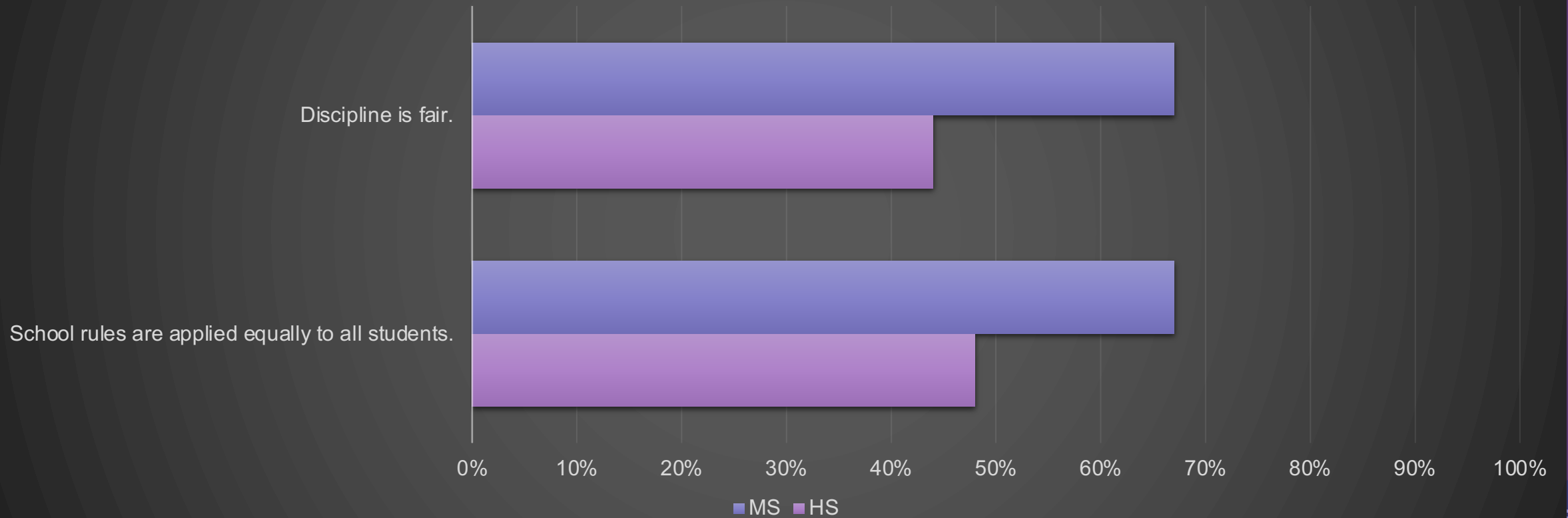| School Year	2020-2021	2021-2022	2022-2023
Detentions	0M, 0F, 0 Served	0M, 1F, 1 Served	0M, 0F, 0 Served
In-School Suspensions	2M, 0F, 2 Served	1M, 1F, 2 Served	0M, 5F, 5 Served
Out of School Suspensions	0M, 0F, 0 Served	4M, 0F, 6 Served	2M, 3F, 7 Served
Expulsions	0M, 0F, 0 Expelled	0M, 0F, 0 Expelled	0M, 0F, 0 Expelled

Recommendations for Improvement and Implementation of Strategies

- Define behaviors as minors or majors with identified range of consequences

- Process needs to be developed for addressing repetitive behaviors

- Defining behaviors and what warrants classroom discipline vs. office discipline may help with appropriate documentation of behaviors

- Already planned for staff to be trained in restorative practices to provide an alternative to removal from school for poor behavior

- Review of behavior data at regular staff meetings to help staff see a link between what is said and what is documented

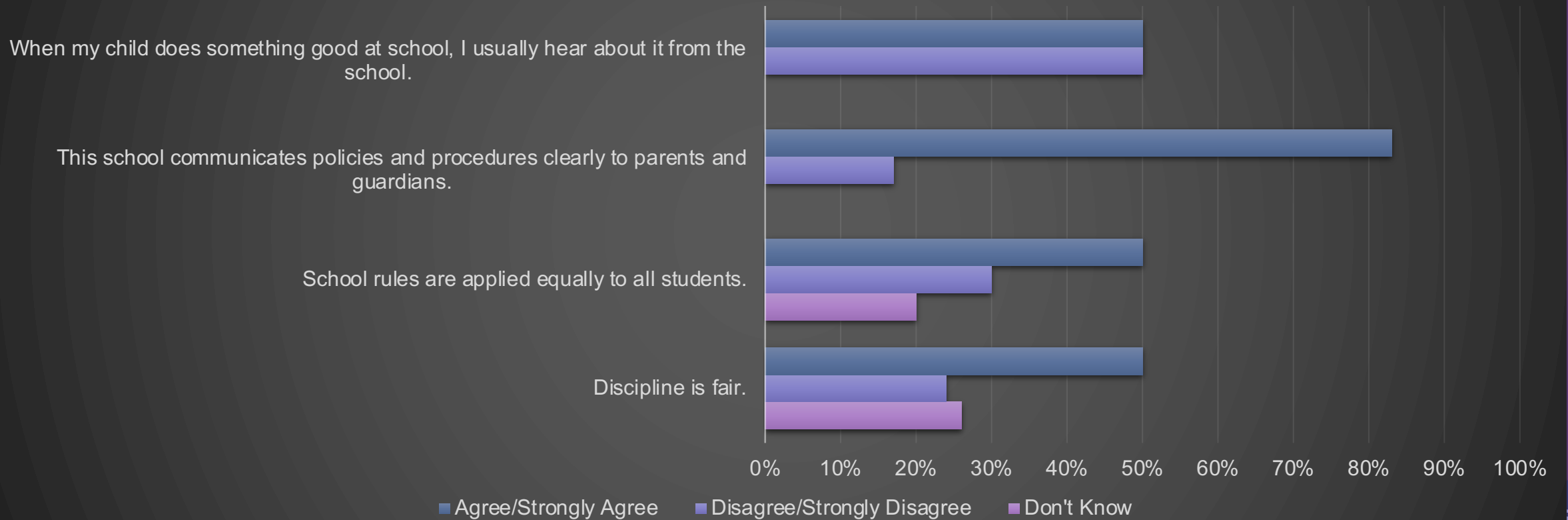- Explore different places or ways for students to serve detentions

Discipline

Percent of Students Who Agree/Strongly Agree

Discipline is fair.

School rules are applied equally to all students.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ MS ■ HS

Discipline

Percent of Parents

When my child does something good at school, I usually hear about it from the school.

This school communicates policies and procedures clearly to parents and guardians.

School rules are applied equally to all students.

Discipline is fair.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Agree/Strongly Agree   ■ Disagree/Strongly Disagree   ■ Don't Know

Trends & Patterns of Extracurricular & Athletics - Findings

- Students indicate a variety of reasons for not participating in athletics, such as not liking the sport anymore or wanting to spend the time working. This is important to consider since we are a high poverty district as some students may be more likely to want to or need to work after school hours and may not commit to a sport as a result.

- We have not seen success in the Northern Lakes Conference in several years. It can be very frustrating to continuously lose sporting events because we are not at the competition level of the schools in our conference. We have the ability to transfer to the Central Wisconsin Conference; however, this will likely be opposed by community members and even some coaching staff.

- Upper elementary grades are able to do Silent Sports after school

- Elcho has limited offerings for athletics and extracurriculars as enrollment declines and student participation continues to decrease.

- We struggle to find coaches or advisors, especially for extracurriculars like Drama, SADD, etc. Elcho has 3 girls sports, 3 boys sports, and co-ed wrestling and golf. All are supported by paid coaches with district funds. Our indoor sports like basketball and volleyball benefit more from upgraded facilities (i.e. the field house) and other sports have seen no facility improvements (wrestling, baseball, softball, football).

- We have given interest surveys to students the past two school years to see what new activities or sports they would like us to offer. In the past few years we have added an ice fishing club, a trap team, and a Spanish club.

- We have guest speakers such as Mike McGowan and Team Extreme come in regularly to work with our students. Mr. McGowan works with students K-12 and emphasizes positive character traits and how to overcome adversity. Team Extreme helps our students with team building activities to help them be more successful in the classroom and on athletic teams.
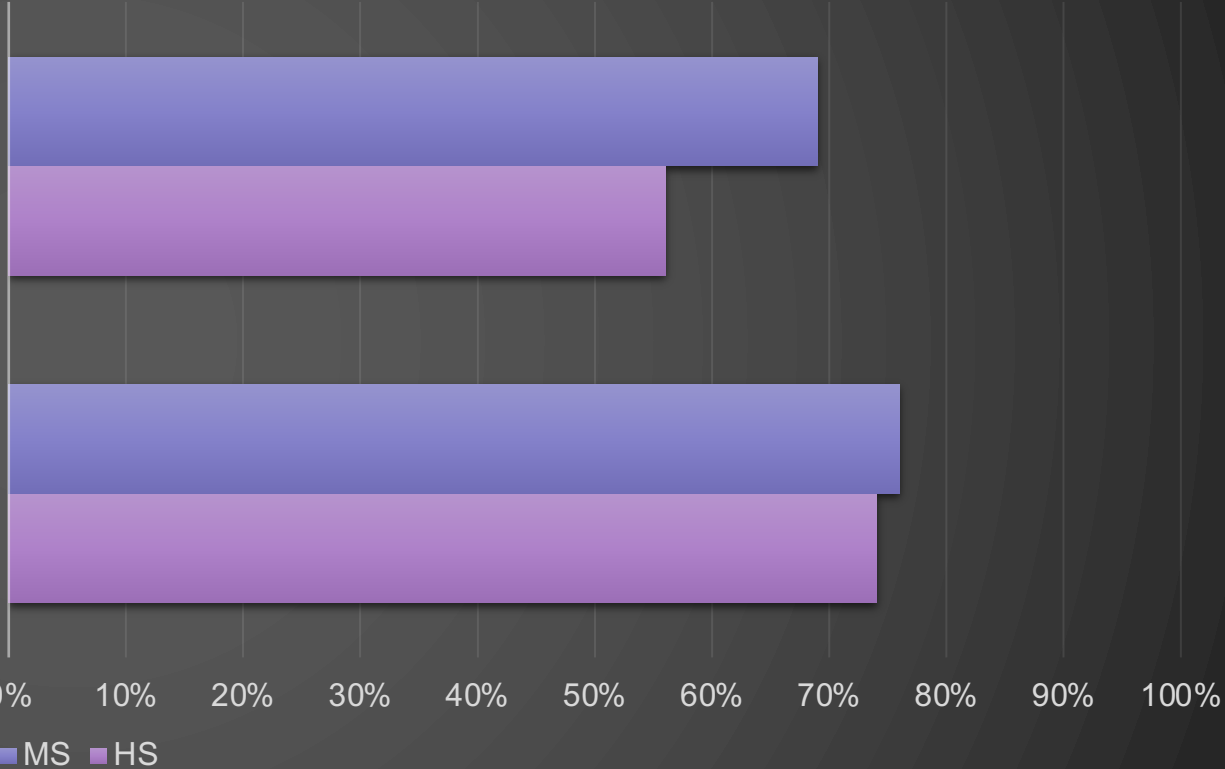
Trends & Patterns of Extracurricular & Athletics

Program/Activity	Female Participants			Male Participants			Race, other than White			Students w/ Disabilities		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Wrestling	0	0	0	6	9	3	0	0	1	1	1	0
Golf	0	3	1	5	7	6	0	0	0	0	0	0
Baseball	NA	2	NA	16	12	15	1	0	0	2	0	0
Softball	10	0	9	0	0	0	0	0	0	1	0	1
Football	0	0	0	14	15	17	2	1	1	2	1	0
Boys Basketball	0	0	0	11	12	12	0	0	0	1	0	0
Girls Volleyball	17	15	14	0	0	0	1	1	0	1	1	1
Girls Basketball	6	6	5	0	0	0	0	0	0	0	0	1

School Participation

Percent of Students Who Agree/Strongly Agree

At this school, students have lots of chances to help decide things like class activities and rules.

I regularly attend school-sponsored events (dances, sporting event, etc).

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ MS ■ HS

Recommendations for Improvement and Implementation of Strategies

- We would like to add more opportunities, especially at the younger ages to get students the skill development they need to be successful at the older ages and gain their excitement and interest. However, this will require district funds and community or staff coaches which are already hard to come by.

- Look into the possibility of adding some additional clubs at lunch time for students who may not be able to stay after school

- Find ways to increase student participation in middle school to generate excitement for high school sports

- Review how we support female athletes compared to our male athletes at games. For example, does the Pep Band play at the same number of girls and boy events.

- Encourage our elementary and middle school students to attend athletic events to help build excitement for participation later on

Trends & Patterns in Scholarships & other Awards

- The majority of scholarship recipients are chosen from the scholarship sponsor, not the school district.

- Lists of all scholarship applicants have not been kept or reviewed in the past, but a list of award recipients has.

- Awards issued and received in elementary and middle school do not have set guidelines and are up to staff interpretation

- Some scholarships are varied based on how many people applied that are eligible and what funds the committee had in a given year

- School counselor shares all scholarship information with all Seniors during Senior Capstone class, scholarship meetings, emails, ParentSquare announcements, and senior check-ins.

- Females apply and receive a larger amount of the scholarships

Scholarships for High School Seniors

Charlie Flood Memorial	$500	Elcho Explorers 4-H	$250
Elcho Alumni	$500 each	Elcho Fire & Rescue	$500
Pelican Lake Women's Civic Club	$500	Elcho PTO	$250
Pelican Lake Area Chamber of Commerce	$1500	Elcho School Achievement	$varies
Austin Palubicki	$500	Elcho Trap Club	$250
Langlade Co. Fair Youth Volunteerism	$500	Excellence Award	$500
American Legion	$250	Hyland Lakes Lion Club	$250
Antigo Jr. Women's Club	$300	Knights Templar Committee Memorial	$300
Believe in Yourself	$500	Ladies of Summit Lake	$250
Challenge Award	$400	Pelican Lake Firemen	$750
Cieslak Family	$1000	Remington Foundation	$1000 (4)
Community Association of Retirees	$1000	Visser Family Community Service	$500
Darrel Thomas Memorial	$300	Academic Excellence	$1000
Dave Stefan Memorial	$500	Technical Excellence	$1000

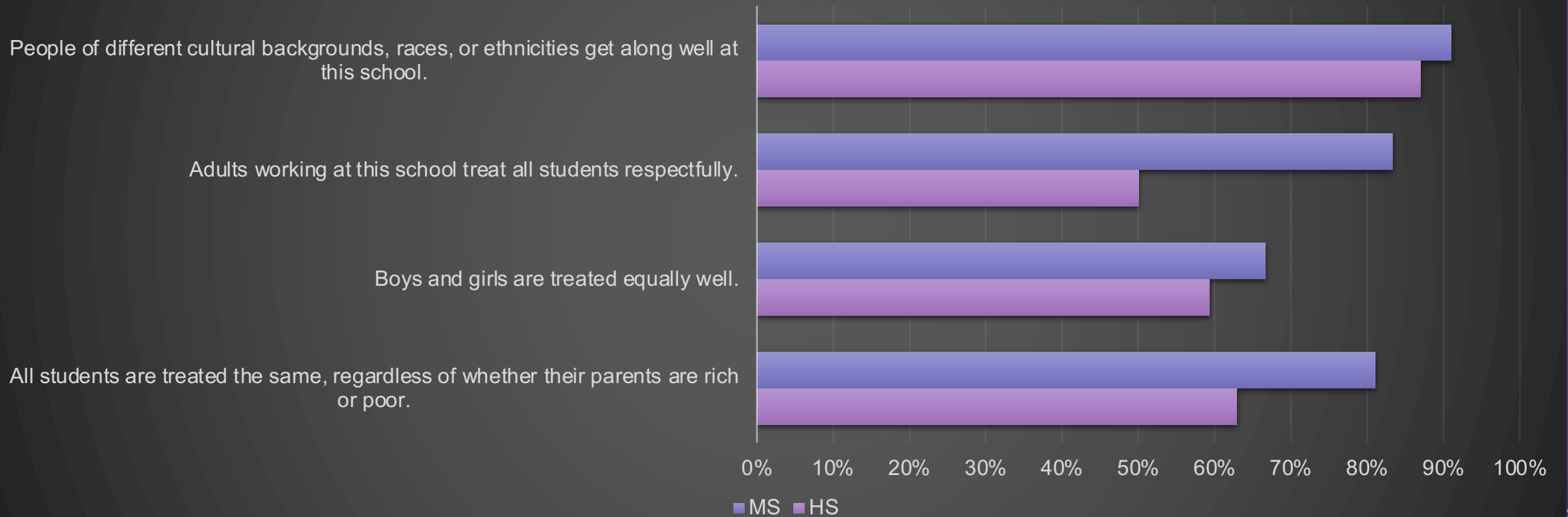# Recommendations for Improvement & Implementation

- We should create guidelines for local awards (CEO's, students of the quarter, etc.) so we have an opportunity to recognize more students for their successes

- We will start using Parent Square to directly communicate these offerings to parents

- Will send copies home via mail to all eligible students

District Efforts to Achieve Equality of Educational Opportunities

- The district is engaging in a school improvement plan due to identifying a universal problem of all students not being provided with high quality instructional strategies. The plan includes staff working to identify priority standards, identify success criteria and to address goals in the areas of:
    - High quality instruction, with the use of data
    - Leadership & organizational structures
    - Family & community engagement
- There is a Building Leadership Team that meets regularly to review the improvement plan, progress and data
- 85% of parents indicated that the school sees them as a partner in their child's education and they feel welcome at school
- 89% of parents feel that staff care about their children
- 91% of staff feel supported professionally
- Within the last two years there has been a consistent focus on data, feedback and student achievement
- In a review of School District report cards, we experienced growth better than 80.8% of districts in the state
- Students with disabilities made the highest amount of growth in ELA compared to all other areas
- Based on FastBridge winter scores, 70.5% of students with disabilities in grades 2-12 showed typical or aggressive growth
- 47% of all students in grades 2-12 were proficient on the winter FastBridge aReading assessment
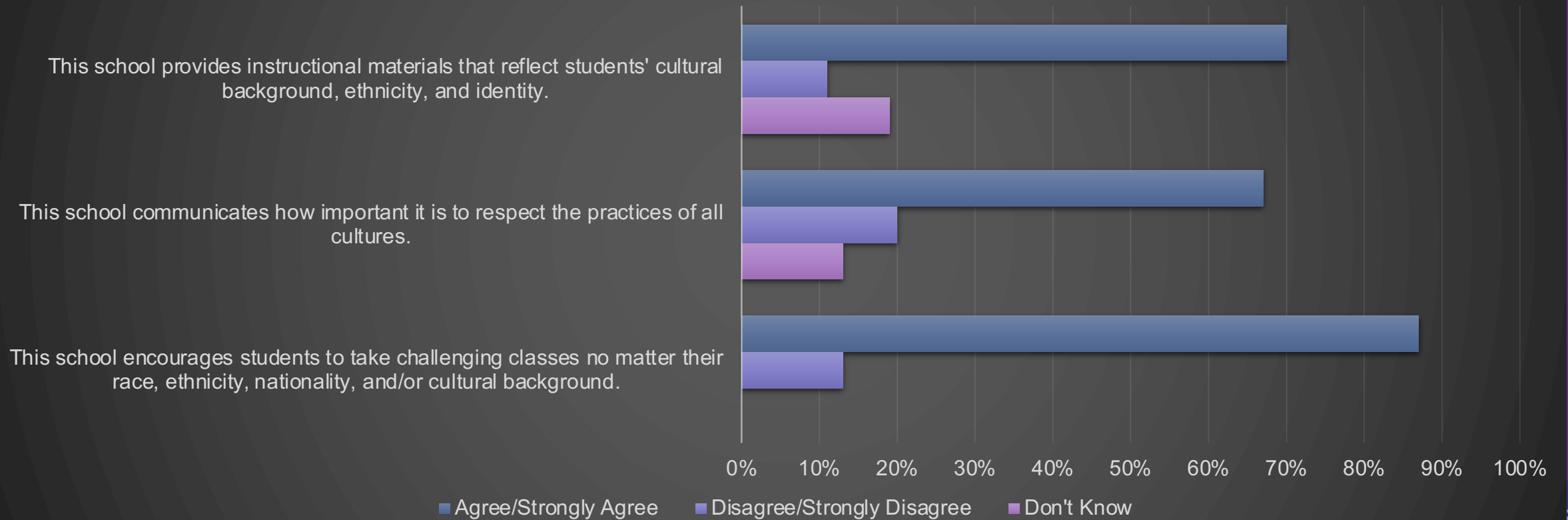
Equity

Percent of Students Who Agree/Strongly Agree

- People of different cultural backgrounds, races, or ethnicities get along well at this school.
- Adults working at this school treat all students respectfully.
- Boys and girls are treated equally well.
- All students are treated the same, regardless of whether their parents are rich or poor.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ MS ■ HS

Equity

Percent of Parents

This school provides instructional materials that reflect students' cultural background, ethnicity, and identity.

This school communicates how important it is to respect the practices of all cultures.

This school encourages students to take challenging classes no matter their race, ethnicity, nationality, and/or cultural background.

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Agree/Strongly Agree   ■ Disagree/Strongly Disagree   ■ Don't Know

Recommendations for Improvement and Implementation of Strategies

- We need to be better at seeking consistent and timely stakeholder feedback on the district's efforts

- Continue developing data literacy practices with all of the staff to make it a common practice within the time we have, which could result in changes to our meeting structures

- Review state test results and determine where there are gaps in our curriculum

- Create a menu of professional development opportunities specific to staff needs and teaching levels

- Look at ways to increase and enhance parent participation

- Provide all staff with professional development related to inclusive practices

Technology & Electronic Communication Accessible Findings

- Board policies that are aligned to technology are up to date and available online

- Students and staff sign acceptable use agreements

- Approximately 20% of district families and/or staff do not have access to Wifi technology due to not being available in their area, causing barriers for students to access technology and online curricular resources

- Families and staff were provided assistance with registering in Infinite Campus, SeeSaw and Parent Square in order to receive communications from all areas

- All surveys were made available to secondary students, parents, teachers and community members.

- Upon completion and School Board approval, the Self Evaluation Report will be available on the District website

- Upon completion and School Board approval the Self Evaluation PI-1198 Assurance will be provided to the Department of Public Instruction

How can the School District of Elcho continue to improve?

- Lack experienced staff in some departments
- Staff stretched too thin
- Increase transparency
- Additional extra curricular activities
- Staff training in certain areas
- Communication and seeking feedback
- Same consequences when disciplining for same thing
- Change bus routes - too long

What is the school district of Elcho doing well?

- Supportive
- Work well with parents
- Good relationships with students
- Good communication
- Family feel
- Safe
- Caring
- Positive environment