

Nondiscrimination and Equality of Educational Opportunity Evaluation Report
School District of Elmbrook

District Name: School District of Elmbrook

Evaluation Period: 5-year Evaluation

Report Date: December 31, 2023

Introduction:

Wis. Admin. Code § PI 9.06 mandates that school boards evaluate the status of nondiscrimination and equality of educational opportunity in their district every five years and submit a report of the findings to the Department of Public Instruction. This report outlines the evaluation of the School District of Elmbrook per the requirements above.

Evaluation Process:

During the evaluation period, the School District of Elmbrook conducted a comprehensive assessment of eight key areas related to nondiscrimination and equality of educational opportunity, as specified by Wis. Admin. Code § PI 9.06. The evaluation process involved opportunities for input from pupils, parents/guardians, and school district residents, in addition to a representative group of staff.

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

Name	Position
Lisa Rettler	Director of Secondary
Heather Sibley	School Psychologist
Elizabeth Stegemann	Director of Special Ed and Student Services
Erin King	Principal
Ben Westphal	Athletic Director
Jason Lippold	School Counselor
Emily Greiber	Director of Elementary and EC-12 Assessment
Dan Scott	Director of Technology
Tanya Fredrich	Assistant Superintendent
Michelle Schmitz	Student Information Manager

Areas of Evaluation:

1. School Board Policies and Administrative Procedures:

Per the requirements of the mandated self-assessment to foster a safe educational environment, the School District of Elmbrook thoroughly reviewed all school board policies about pupil non-discrimination. This comprehensive examination encompassed policies governing various aspects of school operations, including school-sponsored programs and activities. We are pleased to report that all policies examined cover the complete range of protected categories as stipulated under Wis. Stat. § 118.13, ensuring a robust framework for non-discriminatory practices within the district. Additionally, the district has implemented anti-harassment policies that further underscore our dedication to maintaining a respectful and supportive atmosphere for all members of our school community.

Moreover, to enhance transparency and accessibility, all relevant policies are readily available to the public through the district's official website. These documents are designed to be easily understood by staff, students, and parents/guardians. Furthermore, the policies are annually published in a class 1 legal notice, reinforcing our commitment to keeping the community informed about the district's non-discrimination initiatives. The responsibility for addressing Wis. Stat. § 118.13 discrimination complaints has been duly assigned to the building principal and the assistant superintendent of teaching and learning, whose name and contact information are included in the annual class 1 notice. The discrimination complaint procedure ensures a timely response, with a written acknowledgment of the complaint within 45 days and a final resolution within 90 days, fostering a swift and effective resolution process.

2. Enrollment Trends in Classes and Programs

The School District of Elmbrook currently serves 7781 students in five elementary, two middle, and two high schools. The two district high schools have comparable enrollments and demographic data.

Demographic	Number of Students	Percentage
American Indian	31	0.4%
Asian	1176	15.1%
Black	203	2.6%
Hispanic	545	7.0%
Two or more races	413	5.3%
ELL Support	241	3.1%
Students w/ Disabilities	856	11.0%
Economically Disadvantaged	700	9.0%

Elmbrook has developed 22 Programs of Study based on the 16 Career Clusters. Programs of Study (POS) support students and families in planning an intentional learning experience based on a student's strengths and interests. A POS includes five key components aligned to the Career Cluster:

1. 3-4 year Sequence of courses (The Sequences and related electives include a variety of advanced and/or college preparatory classes and vocational education classes.)
2. Dual Enrollment Opportunities
3. Industry-Recognized Certification Opportunities
4. Work-Based Learning Opportunities
5. Clubs/Activities

During the 2022/23 school year, 99% of all high school students engaged in at least one dual enrollment course. Dual enrollment is any course in which a student may earn high school credit and postsecondary credit from a technical or a four-year college university for completing a college-level course. BOE Policy #5124.2, Weighted Grades, was revised in 2022 to remove eligibility barriers of weighted grades

from a small number of dual enrollment courses to encompass all courses that may be taken for college credit. Eligible courses may include but are not limited to Advanced Placement, Project Lead the Way, Start College Now, CAPP, PIE, Transcribed Credit, and Early College Credit Program.

Dual Enrollment with Advanced Placement Courses

Advanced Placement is Elmbrook's most robust dual enrollment opportunity. 1,166 students completed at least one Advanced Placement course (46.2% of students, 20.1% state average). There are 25 Advanced Placement (AP) courses offered by the Art, Computer, English, Mathematics, Science and Social Studies departments. These courses offer a curriculum defined by The College Board. Advanced Placement courses are equivalent to a college-level curriculum and require approximately nine to ten hours of out-of-class time per week. The Advanced Placement Examinations are offered in the spring and may be taken by any high school student as well as those enrolled in the Advanced Placement course. Based on their Advanced Placement test score, students may be eligible for college credit or meet postsecondary prerequisite course requirements upon enrollment.

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Enrollment data for AP courses:

School Report Card Year	Total Students			Percent enrolled		
	20/21	21/22	22/23	20/21	21/22	22/23
Total Students				47.2%	45.9%	46.2%
American Indian	*	*	5	*	*	40%
Asian	394	386	397	65.5%	65.3%	69.3%
Black or African American	83	74	62	25.3%	29.7%	24.2%
Hispanic or Latino	169	170	174	36.1%	35.3%	34.5%
Native Hawaiian/Pacific Islander	*	*	2	*	*	100%
White	1805	1759	1772	45.4%	43.8%	43.2%
Two or more races	112	106	113	47.3%	38.7%	40.7%
Economically Disadvantaged	263	266	289	23.6%	27.8%	26%
English Learners	75	57	59	21.3%	9.4%	28.8%
Students with disabilities	199	181	195	8.0%	9.4%	5.6%

Some student groups participate in advanced placement courses at a lower rate than the general enrollment. The student group with the largest disproportionality was consistently students with disabilities. Students with disabilities have participated in AP art, psychology, literature, computer science, and physics courses. English Learners participated at a higher rate than students with disabilities but at a lower rate than the average.

In addition, Black and Hispanic students participated in AP courses at a lower rate than the district average, whereas Asian students participated at a higher rate than the district average. Further, students who are economically disadvantaged participated at a significantly lower rate than their peers.

Some barriers to participation may be pre-requisite courses, and efforts are put in place to reduce pre-requisite courses so that students may access AP courses. For example, AP Literature removed pre-requisite courses so that more students who were interested could access the course. In addition, AP courses may require a significant amount of unsupported work at home. Students with disabilities and English Learners may require accommodations to the workload to support their participation to have equal access.

Another barrier may be literacy level for some learners; the district is implementing a science-based reading curriculum in all grade levels focused on improving reading skills across all students. In addition, we are identifying and intervening with students who have difficulty in reading, and progress monitoring students in research-based programming to ensure the efficacy of delivery and progress toward grade-level standards. This will ensure gaps are closed between student groups by consistently focusing on data to improve skill and confidence in reading.

Other Dual Enrollment Courses

The district has a robust offering of dual credit courses including automotive technology, world language, English Language Arts courses, health care courses, PLTW courses, math, social studies, art, and design courses.

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Enrollment data for Dual Credit Courses:

School Report Card Year	Total Students			Percent enrolled		
	20/21	21/22	22/23	20/21	21/22	22/23
Total Students				11%	11.3%	13.7%
American Indian	*	*	5	*	*	20%
Asian	394	386	397	13.2%	14%	14.1%
Black or African American	83	74	62	4.8%	9.5%	16.1%
Hispanic or Latino	169	170	174	10.1%	12.4%	13.8%
Native Hawaiian/Pacific Islander	*	*	2	*	*	0%
White	1805	1759	1772	11%	10.9%	13.7%
Two or more races	112	106	113	9.8%	7.5%	10.6%
Economically Disadvantaged	263	266	289	4.6%	9.8%	13.5%
English Learners	75	57	59	6.7%	12.3%	15.3%
Students with disabilities	199	181	195	4.0%	10.5%	8.2%

Enrollment has increased in dual credit programs overall. Some of the most popular courses include public speaking, creative writing, literature in film, writing for college, and pre-calculus. There has been an increase in course offerings, and interested students can complete coursework to become certified nursing assistants. According to 2020-2021 WI Department of Public Instruction School Report Card data, four student groups accessed dual credit classes at a disparate rate of 5% from the average. These four groups were Black students, Economically disadvantaged, English learners, and students with disabilities. The 2021-2022 school report card data did not indicate any disparities between groups. Groups accessing dual enrollment courses at a lesser rate increased steadily for the most part over three years. Students with disabilities rate of attendance decreased for the 2022-2023 report card (from 10.5% to 8.2%).

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In addition, the pathways to these courses are well laid out in the course guide. Strategies to increase enrollment over the past four years included developing the Programs of Study unique to Elmbrook based on the Career Clusters. Through general teaching staff, counseling department, administration, and related services, these pathways can be explored and promoted with students. There is an opportunity to increase the knowledge and authentic use of the Programs of Study with all staff. This will allow our students to receive valuable college credits to explore and gain experience to become college and career-ready.

Work-based learning opportunities

According to the 2022/2023 district report card, 385 students participated in work-based learning programs at a rate of 15.2%, which exceeded the state average of 8.5%.

Enrollment data for Work Based Learning Opportunities:

School Report Card Year	Total Students			Percent enrolled		
	20/21	21/22	22/23	20/21	21/22	22/23
Total Students				.1%	.4%	15.2%
American Indian	*	*	5	*	*	20%
Asian	394	386	397	0%	0%	12.8%
Black or African American	83	74	62	0%	0%	14.5%
Hispanic or Latino	169	170	174	.6%	0%	17.8%
Native Hawaiian/Pacific Islander	*	*	2	*	*	0%
White	1805	1759	1772	.1%	.5%	15.5%
Two or more races	112	106	113	0%	.9%	16.8%
Economically Disadvantaged	263	266	289	0%	.4%	14.2%
English Learners	75	57	59	0%	0%	13.6%
Students with disabilities	199	181	195	.56%	.6%	14.4%

There has been an increase in work-based learning opportunities for students, as identified through the school report card. 385 students participated in work-based learning opportunities and these opportunities were equitably distributed amongst all student groups.

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LAUNCH Program

LAUNCH provides a unique learning experience (via actual courses and in areas such as project management, data science, entrepreneurship & sales, innovation/design thinking, and teamwork) where students connect academic and technical knowledge and skills to engage in real-world business problems, projects, needs, and ideas. Students will have the opportunity to learn in courses taught by Elmbrook teachers and also be guided by business/industry professionals as they work collaboratively with peers to provide real solutions to business/industry projects/problems.

Course	2020/2021	2021/2022	2022/2023
Healthcare Solutions	22	14	14
Business Analytics	21	27	*
Engineering Foundations	29	29	21
Future Teachers	20	18	34
Global Business	35	32	85
Automation, Robotics & Trends in IT	14	6	8
Media Solutions	30	23	27
Medicine & Healthcare	64	64	66
Advance Mfg	2	2	*
Hospitality Innovation	7	2	*
Law and Public Policy	*	*	16
Data Science	*	*	11
Body Systems	*	*	10
Skilled building trades	*	*	6
Business & Society	*	*	7

The LAUNCH program has successfully created community partners with Froedert and the Medical College of Wisconsin, Milwaukee Tool, and other companies to develop talent with industry-leading companies. Through this partnership, students have the opportunity to build the skills necessary to succeed after graduation.

78 students earned at least one industry-recognized credential and 385 students participated in work-based learning programs (3.1% district, 3.9% state average; 15.2% district, 8.5% state average).

The School District of Elmbrook exhibits several notable strengths in its educational data landscape. One key highlight is the evident rise in dual credit enrollment across the district, accompanied by a commendable reduction in the enrollment gap among various student groups. This positive trend signifies a commitment to providing equal educational opportunities to all sub-groups. Furthermore, the district boasts robust offerings of advanced placement (AP) courses, with accessibility rates exceeding double the state average. The completion of such courses is a significant achievement, as evidenced by 1,166 students completing AP courses and 345 students completing at least one dual enrollment course in the previous academic year. Notably, work-based learning opportunities have witnessed equitable expansion across all student groups over the past two years, reflecting a commitment to providing diverse educational pathways. The identification and removal of barriers to course participation, including those related to weighted grades for dual enrollment courses, demonstrate a proactive approach to fostering inclusive academic environments.

While the district showcases several strengths, there are identified opportunities for improvement in ensuring equitable access to educational resources. One key area of focus is the need to address gaps in access for students with disabilities in both AP and dual enrollment courses. Additionally, English learners currently access AP courses at a lower rate than their peers, indicating a potential area for targeted intervention. The identification of gates to access courses, such as prerequisite course sequences, presents an opportunity to reduce barriers and enhance overall access to educational opportunities. Special attention is required for students with disabilities and English learners, who may need accommodations that impact their participation in AP courses. To address this, instructors should familiarize themselves with standards-based assessment, feedback, and grading, as well as universal design for learning principles. Disparities in AP participation rates among Black, Hispanic, and economically disadvantaged students highlight the importance of targeted initiatives to increase inclusivity. Lastly, opportunities exist to enhance the understanding of Programs of Study among teachers, school counselors, and administrators, ensuring that students and families are well-informed as they prepare for postsecondary college and career paths.

3. Methods, Practices, Curriculum, and Materials:

A review of course outlines and curriculum selection guides/processes reveals a wide range of offerings and teaching methodologies. The curriculum review process includes piloting and vetting instructional materials by teams that include school staff, students, and parents. Learning walks at all levels provide opportunities for observation and feedback regarding instructional strategies. Learning walk data, coupled with student achievement data, help inform the use of practices that are responsive to the needs of various student groups.

District-wide universal screening assessments are well-recognized, nationally normed tools vetted for bias and stereotyping. Special education staff have access to a wide range of assessments, allowing for valid and reliable assessment when considering the presence of a disability for a wide range of learners.

Elmbrook offers 22 programs of study based on the 16 career clusters. School counselors work with students and their families to explore strengths and interests when planning programs of study. Opportunities for students include traditional academic courses, honors courses, and advanced placement courses. Students also have access to dual enrollment opportunities, industry-recognized certifications, and work-based learning opportunities. These opportunities are open to all students, without prerequisites aside from sequences for certain math classes.

School counseling materials are presented universally to all students. These include information on post-secondary education and career-based pathways, as well as readiness skills to support students in reaching those goals. Counselors have participated in training through the Association of School Counseling Association to support their use of the Academic and Career Planning framework. School counselors are integral members of Early Warning System teams at their buildings, working closely with building administrators and other student services personnel to review and respond to data. Through this process, staff can gauge the impact of the counseling program and materials, watch for areas of potential bias or stereotyping, and implement strategies for improvement. Currently, we have identified a need to support neurodiverse learners (i.e., students with autism, ADHD, and other social or regulatory needs) more comprehensively. This will be an area of focus and improvement for Elmbrook moving forward.

4. Disciplinary Action Trends:

There are multiple avenues provided to students and families to learn about expectations related to behavior and conduct within the school environment. Students and families annually review our school and district handbooks which outline our School Board policies outlining classroom code of conduct. The review of handbooks also includes reviewing School Board policies that define harassment, provide examples, explain possible consequences, prohibit retaliation, and assure as much confidentiality as reasonably possible.

Regular opportunities are provided for students and staff to address the issues of conduct, behavior, and harassment. The primary venues of such teaching and learning occur through our school board-approved Human Growth and Development curriculum. The School District of Elmbrook also regularly provides learning opportunities to families through our Parent Network and other forums that are well-attended. The School District also actively works with all PTOs and family engagement groups at all levels.

The School District of Elmbrook provides annual notices to all families which includes direct access to our School Board Policies, Practice Statements, as well as our district Discrimination / Harassment / Bully Complaint Form.

If and when an incident of possible harassment and/or other misconduct occurs, responses are prompt, firm, and effective. Details of the trends in our disciplinary actions are outlined in the forthcoming paragraphs.

After reviewing our disciplinary actions, including suspensions and expulsions, there are identified primary trends in the data. Overall, our system responses are not only prompt, firm, and effective but they are also consistent. We have consistent trend data for the number of suspensions across elementary buildings. Our middle school data is also consistent when comparing the data across our two buildings. Lastly, our high school data is also consistent. Our administration demonstrates consistency in response based on the infraction.

We have a steady increase in the number of in-school and out-of-school suspensions from the 2020-2021 school year to the 2022-2023 school year. We have analyzed an increase in the number of suspensions over the past three years. When analyzing further, we have developed theories as to the reasons behind the steady increase. Our primary theory is that in the 2020-2021 school year, many of our students were not in the school buildings and instead elected to learn virtually due to the COVID-19 pandemic. Students who were in the building were continuing to social distance and were provided the choice of learning in a masked classroom vs. a mask-optional classroom. Due to having fewer students in the building and the embedded space provided to students due to social distancing, we saw fewer incidents of unwanted behaviors that resulted in disciplinary action.

Another identified trend was the discrepancy between males and females as it relates to disciplinary action related to suspensions. Over the past three years, the discrepancy between males and females existed across buildings and grade levels. Even though the elementary level rarely issues a suspension, if and when it does occur the data trends towards males being identified as having been suspended. The number of suspensions increases at the middle school and is statistically comparable to the high school suspension numbers. At each of the middle and high school levels, discrepant data has been identified based on gender.

A third trend identified after reviewing the disciplinary data is the discrepancy between the number of occurrences of suspensions for students with an identified disability when compared to their peers. Additionally, we analyzed a slightly discrepant amount of suspensions issued for black students.

Currently, the School District of Elmbrook has taken measures to address future disparities in our data and our practices through the calibration of our administrative team. Our administrative team meets regularly to ensure clarity of policies, responses, and communication with students, teachers, and families.

Our recommendation would be to further analyze our data as it relates to students with identified disabilities and implement alternative disciplinary measures that include but are not limited, to increased restorative practices.

5. Participation in Extracurricular Activities

For the 2022-23 academic year, the School District of Elmbrook served 7,781 students in five elementary, two middle, and two high schools.

Enrollment and demographic data for the two high schools in 2022-23 are shown below:

	Brookfield Central	Brookfield East
Total enrollment	1,192	1,362
American Indian	0.3%	0.1%
Asian	20.3%	11.4%
Black or African American	2.1%	2.8%
Hispanic or Latino	8.1%	7%
Hawaiian or Pacific Islander	0.1%	0%
White	64.3%	74.6%
Two or more races	4.8%	4.1%
Economically disadvantaged	10.3%	8.0%
ELL	0.9%	0.7%

Participation in Athletics

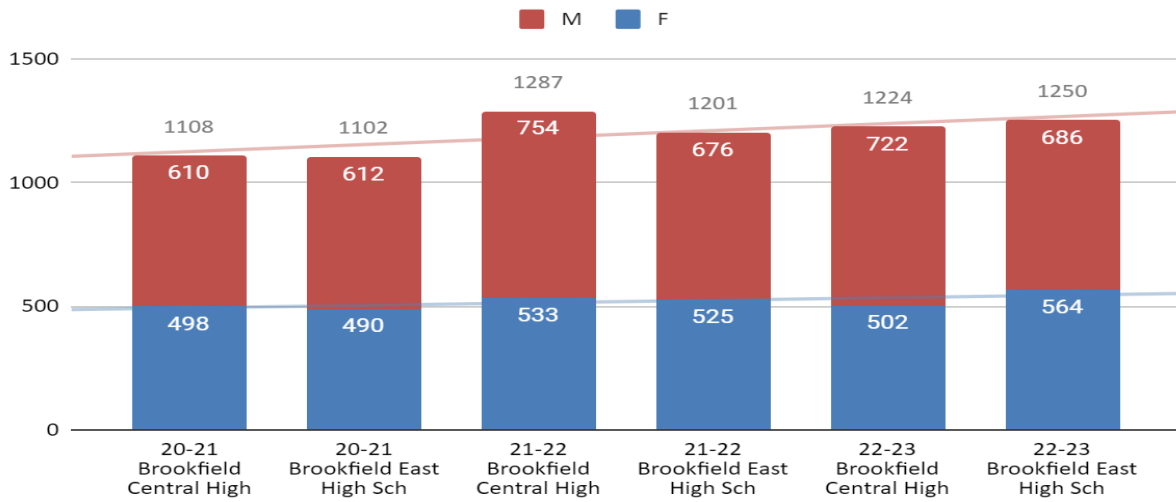
Brookfield Central and Brookfield East both offer 13 Wisconsin Interscholastic Athletic Association (WIAA) sports for both males and females. These include: Cross Country (B/G), Golf (B/G), Swimming & Diving (B/G), Tennis (B/G), Volleyball (B/G), Basketball (B/G), Ice Hockey (B/G), Track & Field (B/G), Soccer (B/G), Wrestling (B/G), Lacrosse (B/G), Softball (G), Baseball (B), Gymnastics (G), and Football (B).

In addition to WIAA programs, both high schools offer athletic programming for boys and girls in the areas of Cheerleading, Dance/Poms, Ski Race Teams, Bowling, and Rock Climbing.

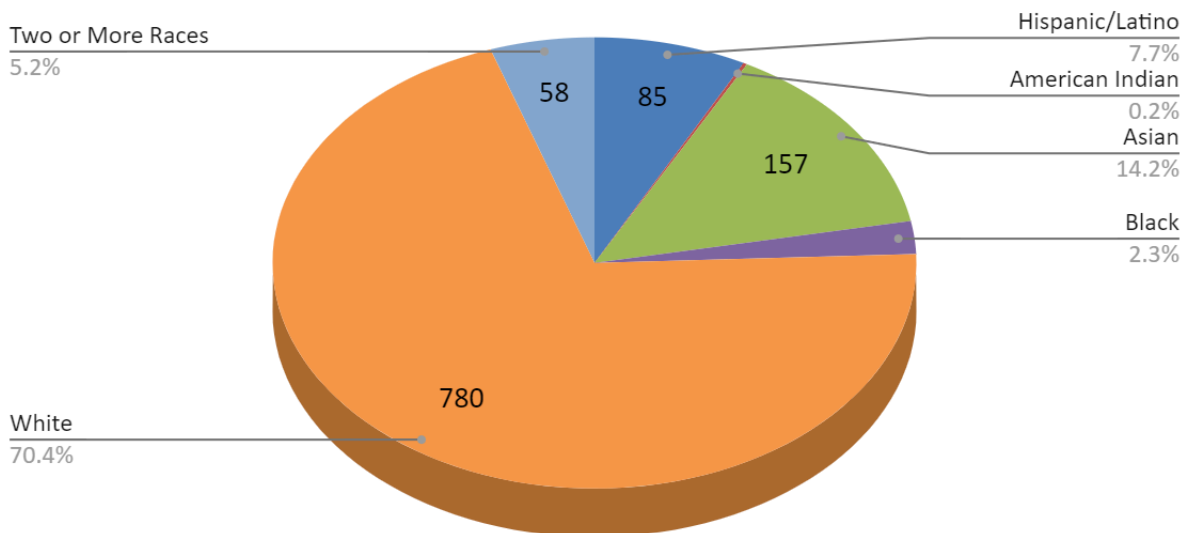
Programs are funded and staffed equitably with most requests for all sports being met through the district budget, grant requests to the Booster Clubs, and fundraising done by individual programs. There is no discrepancy in budget allocations or the budgeting process between male and female sports. In comparable sports (e.g. boy's basketball and girl's basketball) both programs are provided the same number of coaching contracts, equal access to transportation and facilities, and equal amounts of contests/games throughout the season. The Head Coaches from both programs, in this example,

coordinate to schedule the facility based on their preferences and season game schedule and no consideration is given to gender in assigning practice/game times. Pep Bands, Cheerleaders, and Dance Teams perform at the same number of male and female events. Coaches, both head and assistant, are able to attend conferences and state-level tournaments for professional development and at both high schools efforts are made to secure an experienced, qualified coach for every position.

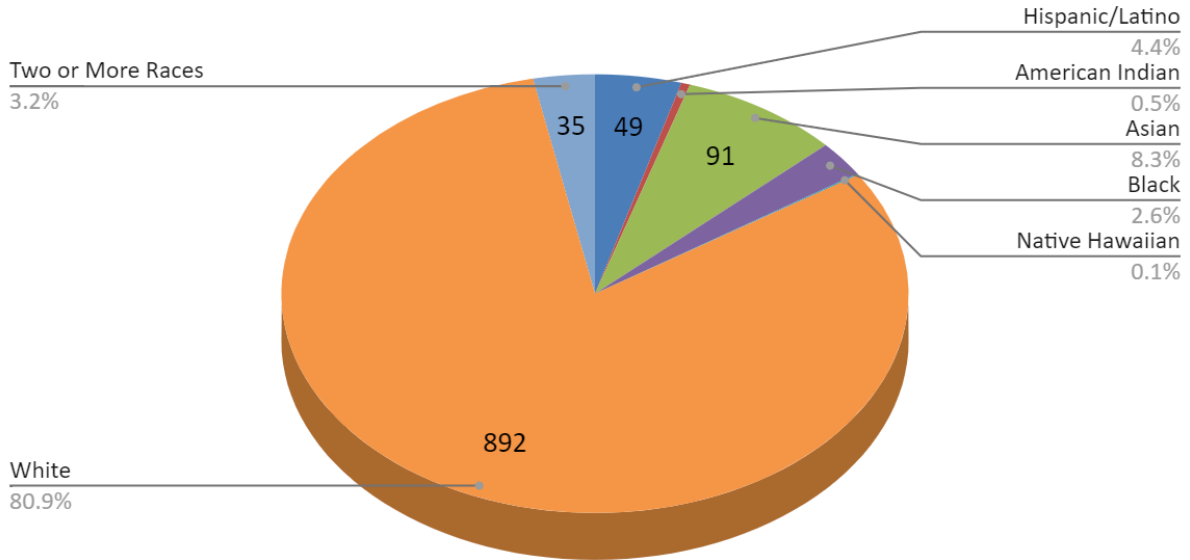
High School Athletic Participation by Gender



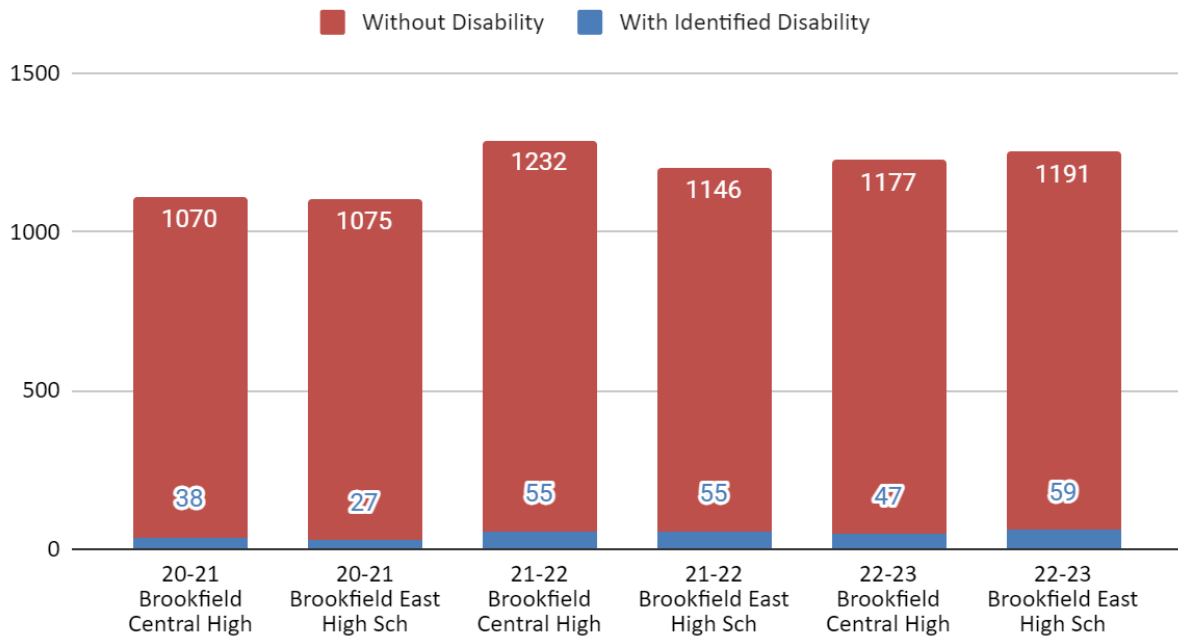
Brookfield Central Athletic Participation by Race (2020-2023)



Brookfield East Athletic Participation by Race (2020-2023)



Athletic Participation by Students With & Without Disabilities



An average of 4.0% of students at Brookfield Central and 4.1% of students at Brookfield East identified with disabilities have participated in athletic programs each year. Additionally, students with special education needs have been provided opportunities at both high schools with the addition of Unified Sports, specifically Unified Basketball Teams at both schools, which connect students with and without disabilities. The teams practice at each school and get together for games between the schools and against schools from other school districts.

There are no significant disparities in any of these student groups in athletic participation as these data are all within the 5% limit that the DPI has set before the gap is considered significant. While the numbers presented do not represent significant gaps, the high schools continually review disaggregated data to ensure that all groups are well represented in athletics.

Club/Activity Participation

Per the most recent data, approximately 120 clubs and activities are offered at Brookfield Central and Brookfield East combined. Clubs offer students an opportunity to engage in activities around specific interests, service, and competition. Examples of extracurricular clubs/activities offered at both high schools include Forensics, Debate, Robotics, Key Club, Best Buddies, Culture Club, and Chess Club.

Club participation is based on rosters provided by club advisors/coaches. The total number of participants in clubs and activities at both high schools combined over three years (2020-2023) is 13,734 students. This number is larger than the total enrollment in our high schools due to student participation in multiple clubs and activities.

Participation in Clubs/Activities 2020-2023

	Brookfield Central	Brookfield East	Combined
Total number of participants	6,744	6,990	13,734
Males	2,325 (34.5%)	2,215 (31.7%)	4,540 (33.1%)
Females	4,419 (65.5%)	4,775 (68.3%)	9,194 (66.9%)
Hispanic/Latino	345 (5.1%)	378 (5.4%)	723 (5.3%)
American Indian	10 (0.1%)	4 (0.1%)	14 (0.1%)
Asian	2,300 (34.1%)	1,632 (23.3%)	3,932 (28.6%)
Black	98 (1.5%)	146 (2.1%)	244 (1.8%)
White	3,629 (53.8%)	4,587 (65.6%)	8,216 (59.8%)
Two or more races	362 (5.4%)	243 (3.5%)	605 (4.4%)
Students with disabilities	205 (3.0%)	223 (3.2%)	428 (3.1%)
Low SES	450 (6.7%)	409 (5.9%)	859 (6.3%)
ELL	20 (0.3%)	20 (0.3%)	40 (0.3%)

A clear process to add extracurricular activities is in place at both high schools to consider groups looking for new opportunities to engage with others. Examples of recently added activities include PickleBall Club, Marvel Club, Dungeons & Dragons Club, Muslim Student Association, Black Student Union, Women’s Alliance Club, Society of Women Engineers, and Astronomy Club.

The review of data indicates that all groups participate in athletics and extracurricular activities at a rate comparable to their percentage of each school’s population.

In conclusion, the School District of Elmbrook offers a wide range of extracurricular programming. Feedback, through district-wide and building-level surveys, is frequently sought to increase engagement in extracurricular activities and gauge interest in expanding opportunities for all students. For example, if there is enough student interest at one or both high schools, activities can be added at a specific school or across both schools in a co-op model. In addition, engagement data is frequently used to assess involvement by all students and analyzed to determine if specific groups of students are underrepresented. Barriers to participation are also analyzed to determine if students are not participating for financial, transportation, or other reasons. For example, students who qualify for free or reduced lunch are exempt from district-required participation fees. Finally, the engagement of students in extracurricular activities adds to the culture of buildings by those groups of students planning and implementing school-wide

assemblies, bringing in guest speakers from various backgrounds and expertise, acclimating new students to the school, and recruiting new members to athletic programs and clubs to promote overall engagement.

6. Recognition and Achievement Patterns:

Each high school relies on self-reporting regarding the scholarships they receive. Staff members need to be diligent in encouraging students to report the scholarships they have received through various postsecondary institutions, parent's employers, or other opportunities available to them.

For district-awarded scholarships, the selection committees strictly follow the criteria set forth – such as grade point average. Their determination is made without regard to race, sex, national origin or disability. This process is very objective and eliminates the opportunities for bias. However, if multiple students meet the criteria, staff members solicit information to inform the process for awarding scholarships, therefore some subjectivity is natural.

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All scholarships are offered to all senior students and three-year totals are indicated below:

	Brookfield Central	Brookfield East	Combined
Scholarships offered	154	158	312
White	80 51.9%	88 55.7%	168 53.8%
Asian	68 44.2%	56 35.4%	124 39.7%
Black	1 .6%	9 5.7%	10 3.2%
Hispanic	5 3.2%	5 3.2%	10 3.2%
Boys	53 34.4%	76 48.1%	129 41.3%
Girls	101 65.6%	82 51.9%	183 58.7%
Economically disadvantaged	8 5.2%	8 5.0%	16 5.1%
ELL	NA	NA	NA
Students with a disability	9 5.8%	7 4.4%	16 5.1%

Scholarship data obtained from Brookfield East indicate that of 158 scholarships offered to all students, 55.7% of the recipients have been classified as white. Therefore, minority students are receiving 44.3% of the scholarships which is a larger percentage than the district's 30.4% of total enrollment of students identified as minority.

Scholarship data obtained from Brookfield Central indicate that of 154 scholarships offered to all students, 51.9% of the recipients have been classified as white students. Therefore, minority students are receiving 48.1% of the scholarships which is greater than the 30.4% of total enrollment composed of students identified as minority for the district.

The economically disadvantaged number is most likely higher than indicated. The number used for this was for scholarships specifically targeted for the economically disadvantaged. Those students at an economic disadvantage may likely have won other scholarships included in this report or otherwise.

Trends and patterns in the awarding and recognition of scholarships were evaluated. The last report noted a disparity between the two high schools regarding the amount of scholarships reported by the students, however, scholarships over the past three years are now almost identical in the amount

offered/recognized. At each school, the percentage of minority students receiving scholarships increased from the previous report BEHS from 21.2% to 44.3% and BCHS from 39.4% to 48.1% with the largest growth of scholarships for Asian minority students.

7. Equality of Educational Opportunity Efforts:

The ongoing evaluation of the School District's efforts to achieve equality of educational opportunity and nondiscrimination reveals a comprehensive approach. The review of local plans, including continuous improvement plans, curriculum assessments, and the implementation of a Multi-Tiered System of Supports (MTSS), underscores a commitment to inclusivity. Achievement data, meticulously disaggregated based on race, sex, and disability, highlights significant progress in closing academic gaps. Students with disabilities, economically disadvantaged students, and black/African American students have exhibited improvement in both ELA and math, with above-average growth.

Identification of achievement gaps in specific areas, particularly among students with disabilities, economically disadvantaged students, and black/African American students in ELA and math, serves as a foundation for targeted strategies. Recommendations include verifying alignment of specially designed instruction (SDI) with Individualized Education Programs (IEPs), implementing interventions for students below the 26th percentile, and ensuring small group instruction during Tier I and flexible time.

The benchmark for success, demonstrating significant progress in closing academic achievement gaps, has been achieved based on the analysis of State Assessment Data and Local Screening Data. The commitment to high expectations for all staff members is evident through the identification and monitoring of student learning objectives, engagement in professional learning communities, and the promotion of student goal-setting opportunities. Furthermore, the positive emotional climate in classrooms, characterized by care and respect, contributes to an environment where every staff member demonstrates high expectations for all students.

The ongoing effort to ensure equality of educational opportunity and nondiscrimination is substantiated by staff training in sensitive topics, access to high-quality tier I instructional materials for all students, and targeted support for students below benchmarks. The welcoming school environment is affirmed by positive results from student and family surveys, a sense of belonging among students, and high attendance rates.

Lastly, the commitment to considering equality of educational opportunity and nondiscrimination in staff development is demonstrated through district and school 100-day plans that target specific system needs. Deliverables within these plans address student groups with identified gaps, with a particular emphasis on students with Individualized Education Programs (IEPs). Overall, the School District's dedication to creating an inclusive and equitable educational environment is evident across various initiatives and assessments.

8. Technology and Electronic Communications:

The School District of Elmbrook deploys technology to all students at all levels. Students K-1 are provided iPads for instructional support in school. Students grades 2-12 are provided Chromebook's in a 1:1 deployment. Grade-level appropriate resources such as learning management systems, productivity applications, and online curriculum resources are available to support all student learning needs.

Elmbrook deploys a robust communication strategy for parents that begins in the classroom with weekly updates. Parents also have the opportunity to engage in their student learning via learning management systems and monitor progress via our student information systems. Parents are also sent automated communication regarding their students' online activities and library resource utilization. Families who lack Internet access at home can engage with school personnel to obtain no-cost or discounted Internet services through various School District, State, and Federal programs.

Stakeholder Involvement:

Throughout the evaluation process, the School District of Elmbrook actively sought input and feedback from teachers, administrators, and pupils, parents/guardians, and residents were offered the opportunity to submit feedback electronically. Their perspectives were instrumental in shaping the evaluation findings and subsequent actions. Insert opportunities for engagement.

Evaluation Report Availability:

This written report constitutes the comprehensive evaluation of the School District of Elmbrook per Wis. Admin. Code § PI 9.06. This report has been prepared and is available for examination by residents of the school district. Interested parties can access this report through the district website

Conclusion:

The evaluation process conducted by the School District of Elmbrook aligns with the requirements of Wis. Admin. Code § PI 9.06 and demonstrates the district's commitment to ensuring nondiscrimination and equality of educational opportunity. The insights gathered from this evaluation will guide the district's future actions and initiatives to further enhance the educational environment for all students as determined by the Board of Education.