



Eau Claire Area School District
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Pupil Nondiscrimination Self Evaluation Report

2022-23 School Year

May 20, 2024

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Introduction & Self Evaluation Process

In compliance with Wisconsin Statute § [118.13](#) and Wisconsin Administrative Code [PI 9.06](#), the Eau Claire Area School District (ECASD) conducted a self-evaluation of the status of pupil nondiscrimination and equality of educational opportunity. The requirements of this self-evaluation may be found at this website: <https://dpi.wi.gov/sped/pupil-nondiscrimination/self-evaluation>.

This self-evaluation is conducted at least once every 5 years and will evaluate the status of the following areas:

- Section 1: School Board policies and administrative procedures.
- Section 2: Enrollment trends in classes and programs.
- Section 3: Methods, practices, curriculum, and materials used in instruction, counseling, and pupil assessment and testing.
- Section 4: Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.
- Section 5: Participation trends, patterns, and school district support of athletic, extracurricular, and recreational activities.
- Section 6: Trends & patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.
- Section 7: School district efforts to achieve equality of educational opportunity and nondiscrimination.
- Section 8: School district technology, including electronic communications by school district staff.

The ECASD is committed to ensuring that pupil nondiscrimination is taken seriously and strives to maintain an atmosphere of nondiscrimination in all of its programs, services, and activities. As an educational agency that is committed to continual improvement, we recognize that there will always be opportunity for improvement.

Students, staff, parents, and residents of the community were given an opportunity to review this data over the course of the school year. For instance, the Equity Steering Committee has been monitoring most of these data points throughout their monthly meetings. Hmong PTA has had a chance to review the outcomes and recommendations in this report during their monthly meeting in May. District administrators were provided the chance to review the data and its recommendations in their weekly Cabinet meeting prior to the certification of this self-study.

The data and analysis provided in this report comes from the following school years: 2020-21, 2021-22, 2022-23. In some cases, data from some of these years is not available. The report is modeled through DPI's suggested benchmarks, as indicated in the sections and subsections below.

Self-Evaluation Collaborators and Contributors

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Section 1: School Board Policies and Administrative Procedures

Part A. Policy Process

During the past three school years, the Board utilized adopted pupil nondiscrimination policies to cover all areas of school operations, programs, services, and activities. However, over the 2022-23 school year, a comprehensive review of all school board policies and procedures took place as part of the adoption process for NEOLA policies. This process included a detailed review and revision of all policies to bring them into compliance with updated laws and regulations.

Board Policies

ECASD Board policies and rules relevant for review (*prior to November 2023*) include the following:

- Policy 411—Equal Educational Opportunity
- Policy 411 (RULE)—Student Discrimination Complaint Procedures
- Policy 411.1—Student Sexual Harassment
- Policy 411.1 (RULE)—Guidelines for Reporting Student Sexual Harassment
- [ECASD Equity Statement](#) – Board Preamble

ECASD Board policies and rules relevant for review (*after November 2023*) include the following:

- [Policy 2260](#)—Nondiscrimination & Access to Equal Educational Opportunity
- [Policy 5517](#)—Student Anti-Harassment
- [ECASD Equity Statement](#) – Board Preamble

These policies align with federal and state protected classes and categories, including those set forth in [Wis. Stat. Sec. 118.13](#).

Moreover, these policies define different forms of harassment, including sexual harassment, racial harassment, religious harassment, etc.

Policy 2260—Nondiscrimination & Access to Equal Educational Opportunity (excerpt)

The Board is committed to providing an equal educational opportunity for all students in the District.

The Board does not discriminate on the basis of race, color, religion, national origin, ancestry, creed, pregnancy, marital status, parental status, sexual orientation, sex, (including gender status, change of sex or gender identity), or physical, mental, emotional, or learning disability (Protected Classes) in any of its student program and activities. This policy is intended to support and promote nondiscriminatory practices in all District and school activities...

...The Board is also committed to equal employment opportunity in its employment policies and practices as they relate to students. The Board's policies pertaining to employment practices can be found in Policy 1422, Policy 3122, and Policy 4122 - Nondiscrimination and Equal Employment Opportunity.

The District will identify, evaluate, and provide a free appropriate public education to students with disabilities who are determined eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 (Section 504).

The District's educational programs include the academic and nonacademic setting. Each qualified student with a disability shall be educated with students without disabilities to the maximum extent appropriate. In the nonacademic setting, a student with a disability shall participate with students without disabilities to the maximum extent appropriate.

Notice of the Board's policy on nondiscrimination and the identity of the District's Compliance Officer(s) (see below) will be published on the District's website, posted throughout the District, and included in the District's recruitment statements or general information publications...

... Students and District employees are required, and all other members of the District community and Third Parties are encouraged to promptly report suspected violations of this policy to an administrator, supervisor, or other District official so that the Board may address the conduct. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Compliance Officer within two (2) days.

Members of the District community, which includes students or Third Parties, who believe they have been discriminated/retaliated against are entitled to utilize the complaint process set forth below. Initiating a complaint, whether formally or informally, will not adversely affect the Complainant's employment or participation in educational or extra-curricular programs. While there are no time limits for initiating complaints under this policy, individuals should make every effort to file a complaint as soon as possible after the conduct occurs while the facts are known and potential witnesses are available...

Reporting Procedures (excerpt)

...Students and District employees are required, and all other members of the District community and Third Parties are encouraged to promptly report suspected violations of this policy to an administrator, supervisor, or other District official so that the Board may address the conduct. Any teacher, administrator, supervisor, or other District employee or official who receives such a complaint shall file it with the District's Compliance Officer within two (2) days...

...Any District employee who directly observes discrimination/retaliation of a student is obligated, in accordance with this policy, to report such observations to one of the COs within two (2) days. Additionally, any District employee who observes an act of discrimination/retaliation is expected to intervene to stop the misconduct unless circumstances make such an intervention dangerous, in which case the staff member should immediately notify other District employees and/or local law enforcement officials, as necessary, to stop the misconduct. Thereafter, the CO/designee must contact the Complainant if age eighteen (18) or older or the Complainant's parents/guardians if the student is under the age of eighteen (18) within two (2) days to advise of the Board's intent to investigate the alleged wrongdoing...

Investigation Procedure (excerpt)

... All investigations shall be commenced as soon as practicable upon receipt of a complaint and concluded as expeditiously as feasible, in consideration of the circumstances, while taking measures to complete a thorough investigation. The complaining party shall be notified in writing of receipt of the complaint within forty-five (45) days of the complaint and shall reach a determination concerning the complaint within ninety (90) days of receipt unless additional time is agreed to by the complaining party.

The investigation will include:

- interviews with the Complainant;
- interviews with the Respondent;
- interviews with any other witnesses who reasonably may be expected to have any information relevant to the allegations, as determined by the CO [Compliance Officer]
- consideration of any documentation or other evidence presented by the Complainant, Respondent, or any other witness which is reasonably believed to be relevant to the allegations, as determined by the CO...

Nondiscrimination Statement Locations

- [ECASD Website](#)
- [Board Documents – Policy Manual](#)
- [Family & Student Handbook](#)
- [Employee Handbook](#)
- District Templates – Letters, forms, etc. (in SharePoint for internal documents)

Complaint Reporting Procedures

Procedures for reporting pupil nondiscrimination is governed by district policies and procedures, which include the following:

- [Policy 2260](#)—Equal Educational Opportunity
- [Policy 5517](#)—Student Anti-Harassment
- [Policy 2266](#) – Nondiscrimination on the Basis of Sex in Education Programs or Activities
- [Policy 9130](#) – Public Requests, Suggestions, or Complaints

Annual Notice

The ECASD Pupil Nondiscrimination policy is publicly posted as a Class 1 legal notice on an annual basis in alignment with Wisc. Stat. § [118.13](#) and Wisconsin Administrative Code [PI 9.05\(1\)](#). The dates below indicate the publication dates of the annual Pupil Nondiscrimination notices for the prior 3 years.

- 2023-24 School Year January 11, 2024
- 2022-23 School Year December 23, 2022
- 2021-22 School Year December 7, 2021

Part B. Policy Effectiveness

The district implemented steps to improve the effectiveness of pupil nondiscrimination policies and complaint procedures. Part of addressing the effectiveness of the policy and complaint procedures relates to training of all school staff and system leaders, so staff and building administrators are able to properly identify these situations and report them to the Compliance Officer. Moreover, policies and procedures related to harassment and discrimination are embedded into elements of the district's other behavior intervention systems, which include *Positive Behavior Intervention Systems (PBIS)*, as well as the district's *Threat Assessment* procedures.

All staff are trained on their roles with respect to enforcing pupil nondiscrimination policies and on the proper complaint procedures. If requested or if a need is identified, additional professional development is provided at the building level to ensure staff and building leaders are aware of their responsibilities in handling and resolving these student complaints.

The district will continue to train its staff and identify any opportunities for improvement and personalized training where appropriate. Additionally, students and parents receive opportunities to review the district's policies, specifically, the nondiscrimination policies and complaint procedures in their school handbooks and the district Family Handbook. Parents and students engage with those policies, especially when any formal complaint is filed, and the district complies with the procedures set forth in the policies.

Section 2: Enrollment trends in classes and programs

Wisconsin DPI recommends reviewing enrollment trends in classes and programs with disaggregated demographic data based on race/ethnicity, sex, national origin, and disability, whenever possible. When comparing enrollment data with disaggregated data in class/program enrollment, **DPI suggests that a 5% disparity be considered significant**. For small percentages, a representation of less than half of the overall enrollment of that population will also be considered significant.

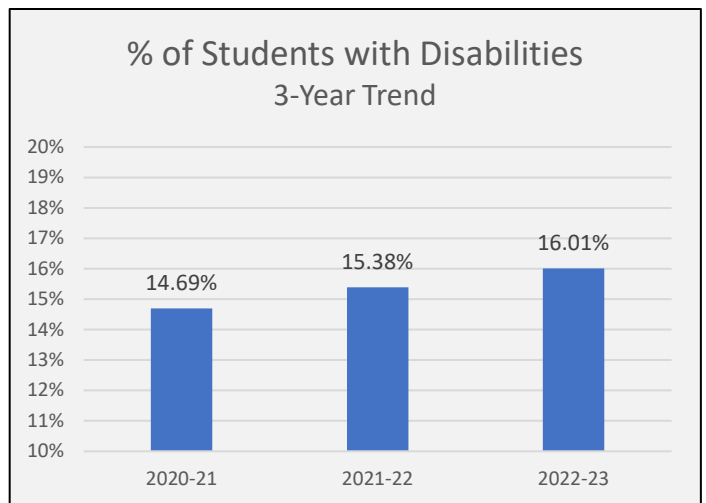
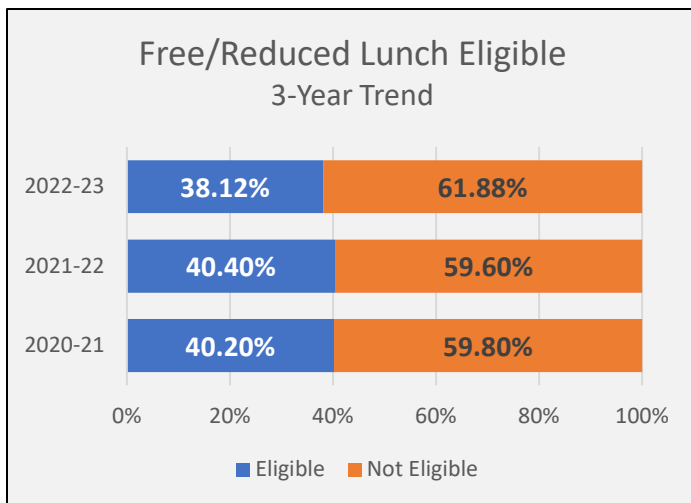
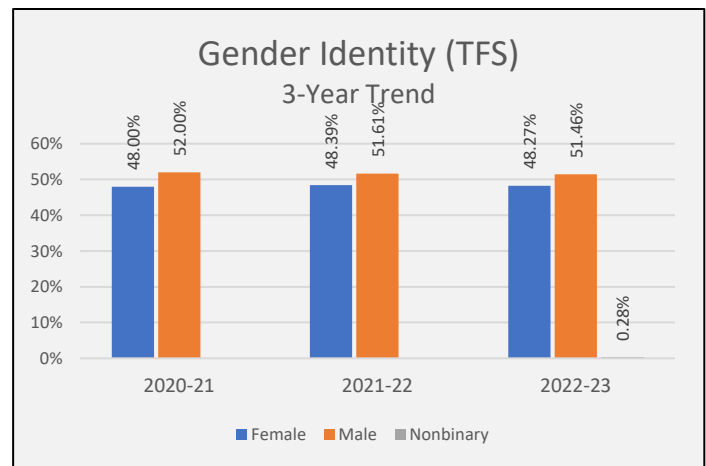
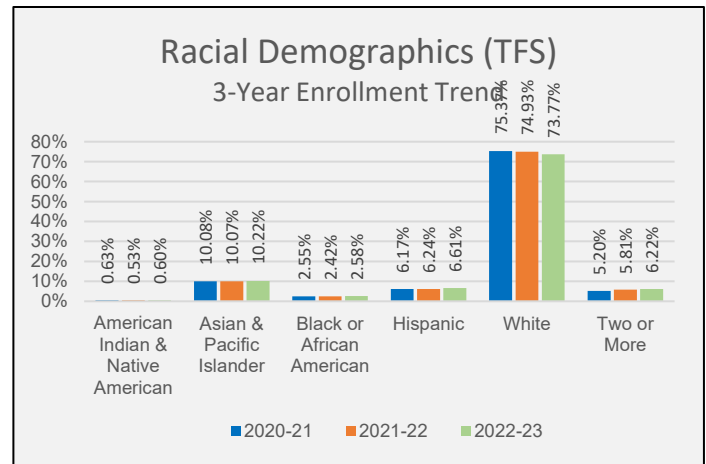
Part A. District Enrollment

The Eau Claire Area School District (ECASD) consists of 12 elementary schools, 3 middle schools, 2 high schools, and 2 charter schools. The district has an Early Learning Center for three & four-year olds and works collaboratively with community preschool sites through its EC4T program. The ECASD, with an enrollment of 10,871 in 2022-23, is the eighth largest school district in Wisconsin. It covers approximately 200 square miles, which includes most of the city of Eau Claire and portions of the townships of Brunswick, Clear Creek, Drammen, Hallie, Pleasant Valley, Rock Creek, Seymour, Union, Washington, and Wheaton.

See the demographic tables on the following page for details about the enrollment of our students along with disaggregated information based on different demographic identities.

Table. Student Enrollment, 3-Year Trend, Disaggregated by Identity

TOTAL ENROLLMENT (TFS)	2020-21	2021-22	2022-23
	11,008	10,973	10,871
Racial Demographics - TFS	2020-21	2021-22	2022-23
American Indian & Native Am.	0.63%	0.53%	0.60%
Asian & Pacific Islander	10.08%	10.07%	10.22%
Black or African American	2.55%	2.42%	2.58%
Hispanic	6.17%	6.24%	6.61%
White	75.37%	74.93%	73.77%
Two or More	5.20%	5.81%	6.22%
Gender Identity - TFS	2020-21	2021-22	2022-23
Female	48.00%	48.39%	48.27%
Male	52.00%	51.61%	51.46%
Nonbinary			0.28%
<i>(Fall 2022 was the first term to collect Nonbinary gender identity)</i>			
Free/Reduced Lunch Eligible	2020-21	2021-22	2022-23
Not Eligible	59.80%	59.60%	61.88%
Eligible	40.20%	40.40%	38.12%
Students with Disabilities	2020-21	2021-22	2022-23
SwoD	85.31%	84.62%	83.99%
SwD	14.69%	15.38%	16.01%
English Language Learners	2020-21	2021-22	2022-23
English Proficient	95.88%	95.70%	95.64%
English Learners	4.12%	4.30%	4.36%
LGBTQ	2020-21	2021-22	2022-23
(2022-23 was first year students could voluntarily self-report in the ECASD Student Climate Survey)			8.04%
N=6,368 (Grades 5-12)			



Percentage is calculated (Total SwD / Total Students Enrolled)

Part B. Enrollment Trends in Classes & Programs

Enrollment in Post-Secondary Preparation Courses/Programs.

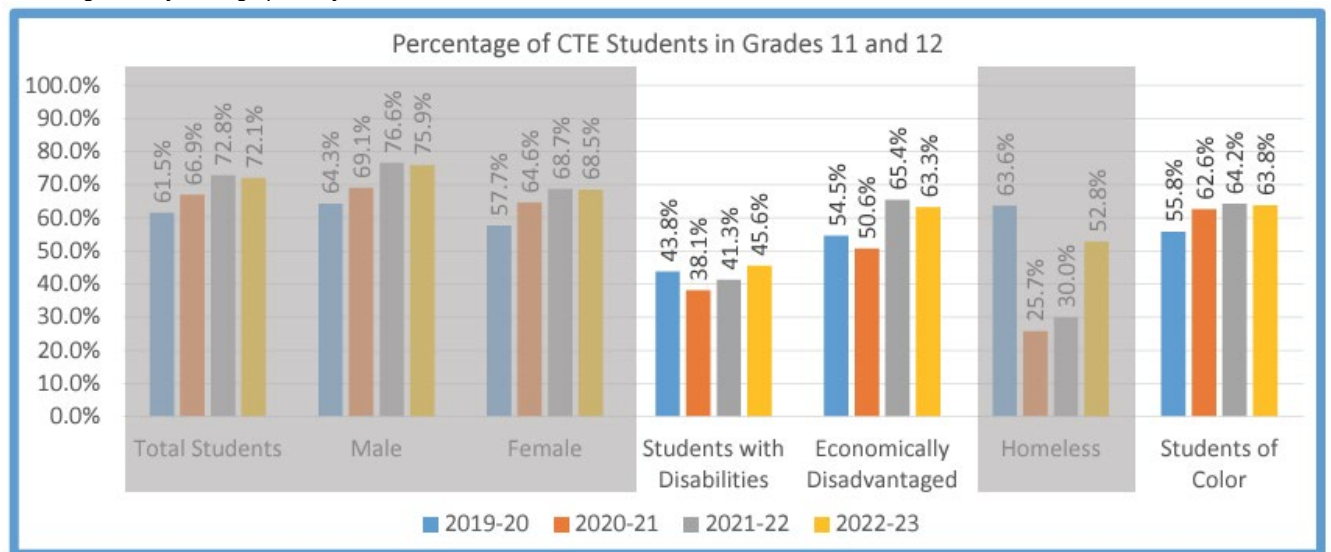
College credit opportunities in the district include AP courses, where students can earn post-secondary education credits by completing of the course and successful scores on the associated exam. Dual Enrollment and Start College Now courses are additional opportunities where students take college level courses during their enrollment as a high school student.

The data points in **RED** font identify populations that are negatively represented by at least **5% disparity** when compared to overall enrollment OR more than half representation of the overall enrollment. The data points in **YELLOW** font identify populations that are positively represented by at least 5%.

% of Students Enrollment in AP Courses, by demographic & year	AP Courses		
	2020-21	2021-22	2022-23
American Indian	0.00%	0.13%	0.35%
Asian & Pacific Islander	2.94%	7.25%	7.33%
Black/African American	2.21%	1.71%	1.51%
Hispanic	2.94%	3.56%	4.07%
White	87.50%	83.93%	83.24%
Two or More	4.41%	3.43%	3.49%
Students without Disabilities	99.26%	99.74%	99.30%
Students with Disabilities	0.74%	0.26%	0.70%
Female	68.38%	55.34%	57.74%
Male	31.62%	44.66%	42.03%
Nonbinary			0.23%

% of Students Enrolled in Dual Enrollment, by demographic & year	Dual Enrollment Programs		
	2020-21	2021-22	2022-23
American Indian	0.21%	0.34%	0.67%
Asian & Pacific Islander	7.42%	9.08%	9.27%
Black/African American	2.06%	2.37%	2.78%
Hispanic	5.77%	4.75%	5.48%
White	82.47%	78.80%	77.74%
Two or More	2.06%	4.66%	4.05%
SwoD	96.49%	95.25%	93.59%
SwD	3.51%	4.75%	6.41%
Female	52.16%	47.33%	52.53%
Male	47.84%	52.67%	47.05%
Nonbinary			0.42%

CTE Programs, by demographic & year



Enrollment in Courses & Programs

The data points in **RED** font identify populations that are negatively represented by at least 5% disparity when compared to overall enrollment OR more than half representation of the overall enrollment. The data points in **YELLOW** font identify populations that are positively represented by at least 5%.

% Students Enrolled in Arts Courses – Music, by demographic & year	Participation in Music Courses (Arts)		
	2020-21	2021-22	2022-23
American Indian	0.25%	0.40%	0.43%
Asian & Pacific Islander	9.42%	10.21%	9.53%
Black/African American	2.12%	2.29%	2.03%
Hispanic	5.85%	6.07%	6.60%
White	77.98%	76.57%	76.70%
Two or More	4.40%	4.45%	4.70%
SwoD	91.12%	87.05%	86.37%
SwD	8.88%	12.95%	13.63%
Female	51.18%	49.37%	49.05%
Male	48.82%	50.63%	50.35%
Nonbinary			0.60%

% Students Enrolled in Arts Courses – Visual Arts, by demographic & year	Participation in Visual Arts Courses (Arts)		
	2020-21	2021-22	2022-23
American Indian	0.66%	0.33%	0.69%
Asian & Pacific Islander	9.72%	9.66%	9.41%
Black/African American	2.55%	2.99%	2.77%
Hispanic	6.34%	6.67%	7.01%
White	75.80%	75.25%	74.69%
Two or More	4.93%	5.11%	5.42%
SwoD	86.76%	84.29%	84.64%
SwD	13.24%	15.71%	15.36%
Female	53.67%	53.76%	54.52%
Male	46.33%	46.24%	44.78%
Nonbinary			0.69%

% Students Enrolled in STEM Courses, by demographic & year	Students Enrolled in STEM Courses		
	2020-21	2021-22	2022-23
American Indian	0.33%	0.31%	0.80%
Asian & Pacific Islander	8.80%	7.99%	8.46%
Black/African American	2.12%	1.45%	2.97%
Hispanic	3.56%	5.29%	5.49%
White	81.85%	80.50%	78.17%
Two or More	3.34%	4.46%	4.11%
SwoD	99.89%	99.27%	92.34%
SwD	0.11%	0.73%	7.66%
Female	46.21%	45.95%	43.09%
Male	53.56%	54.05%	56.57%
Nonbinary	0.22%	0.00%	0.34%

STEM courses are defined in alignment with the College Board definitions.

% Students enrolled in English Learner (EL) by demographic & year	English Language (EL) Learner Program		
	2020-21	2021-22	2022-23
American Indian	0.00%	0.21%	0.21%
Asian & Pacific Islander	74.12%	71.82%	68.21%
Black/African American	0.66%	1.06%	1.47%
Hispanic	23.46%	24.58%	27.16%
White	1.32%	1.69%	1.68%
Two or More	0.44%	0.64%	1.26%
SwoD	83.33%	81.78%	81.26%
SwD	16.67%	18.22%	18.11%
Female	42.32%	41.95%	43.16%
Male	57.68%	58.05%	56.84%
Nonbinary	0.00%	0.00%	0.00%

Part C. Additional Trends

The data points in **RED** font identify populations that are negatively represented by at least 5% disparity when compared to overall enrollment OR more than half representation of the overall enrollment. The data points in **YELLOW** font identify populations that are positively represented by at least 5%.

Students Identified in McKinney Vento Program, by demographics & year	McKinney Vento Program (Students in Homeless Situations)		
	2020-21	2021-22	2022-23
American Indian	3.66%	1.23%	3.45%
Asian & Pacific Islander	10.57%	8.23%	7.66%
Black/African American	11.79%	16.87%	13.79%
Hispanic	9.35%	13.99%	13.03%
White	52.85%	44.86%	50.19%
Two or More	11.79%	14.81%	11.88%
SwoD	67.07%	65.02%	60.54%
SwD	32.93%	34.98%	39.46%
Female	52.85%	52.67%	51.34%
Male	47.15%	47.33%	48.66%
Nonbinary			0.00%
English Learners	4.88%	5.76%	4.60%
Unaccompanied Youth (w/o legal guardian)	7.32%	7.82%	13.41%

Section 3: Methods, practices, curriculum, and materials used in instruction, counseling, and pupil assessment and testing

Part A. Methods, Practices, Curriculum, and Materials Used in Instruction

Board reports regarding operational expectations (OE) provide details that relate to the monitoring of methods, practices, curriculum, and materials used in instruction. Board Reports by year can be accessed using the links below. These reports also provide details about the curriculum development and monitoring process and resources.

- 2021-22 [OE-4 Student Success Monitoring Report](#) (Reviewed and approved by the ECASD School Board on 12/22/2021)
- 2022-23 [OE-5 Student Success Monitoring Report](#) (Reviewed and approved by the ECASD School Board on 02/02/2023)

The methods used to develop and monitor curriculum has evolved over time and an adopted system is in place which includes the following elements found below. Curriculum writing teams included teachers and school representatives and have informed the development of a guide for the Instructional Program Review process.

- Essential State Standards
- Essential Learning Targets
- Essential Questions
- Pacing Guides & Unit Plans
- Common Assessments
- Proficiency Scales

Two of the elements that measure student progress include proficiency scales and common assessments. Moreover, screener tools and the gradebook are used as tools to benchmark and monitor progress by providing multiple data points over time and to determine what progress students are making.

Part B. Pupil Assessment & Testing

As students advance to graduation, ECASD uses multiple measures of assessment to provide students and families with information about how students are performing individually at various grade levels toward national, state, and local standards. As part of the

district's continual improvement process, there is effort towards a system that includes formative, interim, and summative measures that gives teachers and the district data to help students in their academic preparedness and social-emotional competence.

- All ECASD juniors have the opportunity to take the PSAT/NMSQT test in October. Taking the PSAT/NMSQT can encourage a student to start thinking seriously about life after high school, college and career goals, and the education needed to reach those goals.
- The ECASD has focused on increasing the number of students who take Advanced Placement (AP) courses by identifying more and different students who have the potential of being successful in a college-level course. Throughout the year, the district provides supports for all students to be successful on AP tests. There is financial assistance for students to take AP tests.

Moreover, Board Reports that showcase Results (R) provide details that relate to the monitoring of student academic performance using standardized assessments. Board Reports by year can be accessed using the links in the following table.

- 2021-22 [R-2 Academic Performance](#) (Reviewed and approved by the ECASD School Board on 01/02/2022)
- 2022-23 [R-2 Academic Performance](#) (Reviewed and approved by the ECASD School Board on 12/22/2022)

These R-2 Board Reports, which were presented publicly at a School Board meeting during the regular school year provide disaggregated data for the following Pupil Assessments: 1) Forward Exam, 2) ACT, and 3) Wisconsin Civics Exam.

Based on the data found in the most recent 2022-23 R-2 Academic Performance report in this self-study (link found above), the district is making reasonable progress with very few exceptions noted in the ELA and Math achievement through Forward exam data. Elementary students have experienced a significant boost in Forward data 3-8 in Math and ELA. The only exceptions to this trend are with one or two demographic groups such as Black and Pacific Islander students, as well as ACT data, where our district did not meet the intended academic goals.

In Science, the data indicated positive growth in Grades 4 and 8 Forward Exam data with all but one demographic group experiencing that growth (Black students). In Social Studies, we experienced growth in all grade levels on Forward, with Grades 4 and 8, as well. The data also indicated an increase in formative assessments all demographic groups for Social Studies.

Part C. School Counseling

Over the past several years, school counselors have embarked on a journey of continuous improvement and professional development. Recently, their focus has been on establishing a comprehensive PK-5 school counseling program. Guided by the American School Counselor Association (ASCA) model, counselors are developing a program that incorporates data-informed practices, serves all students, aligns with developmental needs, and aims to address achievement and opportunity gaps. The ultimate goal is to enhance student achievement, attendance, and discipline outcomes.

Programming that the school counselors participate in ensures continuity in addressing several areas, including: ATOD, Academic and Career Planning, bullying/harassment/disability awareness, careers, communication/transition between grade levels, mental health, suicide prevention, PBIS behavioral expectations, parent education, and overall culture and health of students.

Part D. Disproportionality

The Wisconsin Department of Public Instruction (DPI) is required under the Individuals with Disabilities Act (IDEA) to annually review data submitted by local education agencies (LEAs) and to identify LEAs that meet Wisconsin's criteria for having racial disproportionality in some area(s) of its special education program.

While all children who require special education services should certainly be appropriately identified and supported, this must be balanced with ensuring that no child is inappropriately identified for special education services. Regarding the Eau Claire Area School District, the district's identification of "Racial Disproportionality in Special Education" means that for three consecutive years, the district has a risk ratio of 2.0 or greater for a racial/ethnic group for a disability category and meet [other criteria in this definition](#). Risk ratios are calculated by dividing the *risk for a racial group for students with disabilities* / *risk for comparison group for students with disabilities* (where a comparison group being the remaining race/ethnic categories).

Table. Specific Disability Category and Risk Ratio by Race/Ethnicity: Change Over Prior 3-years

Specific Disability Category	Racial Identity	Risk Ratio (2020-21)	Risk Ratio (2021-22)	Risk Ratio (2022-23)
Emotional Behavioral (EBD)	Black or African American	3.0247	3.5343	2.847
Specific Learning	Black or African American	2.5125	2.2823	2.1447

Section 4: Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment

Wisconsin DPI recommends reviewing disciplinary trends across the district with disaggregated demographic data based on race/ethnicity, sex, national origin, and disability, whenever possible. When comparing enrollment data with disaggregated data in class/program enrollment, *DPI suggests that a 5% disparity be considered significant.*

Part A. Suspensions & Expulsions

The data points in **RED** font identify populations that are negatively represented by at least 5% disparity when compared to overall enrollment OR more than half representation of the overall enrollment. The data points in **YELLOW** font identify populations that are positively represented by at least 5%.

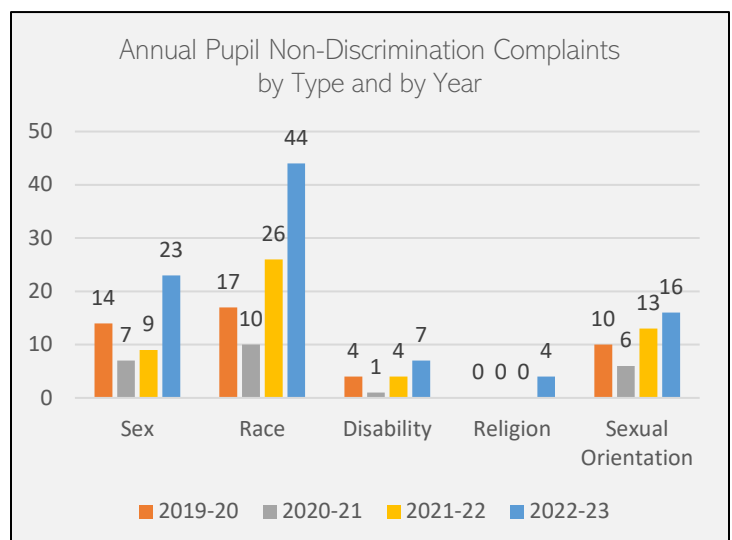
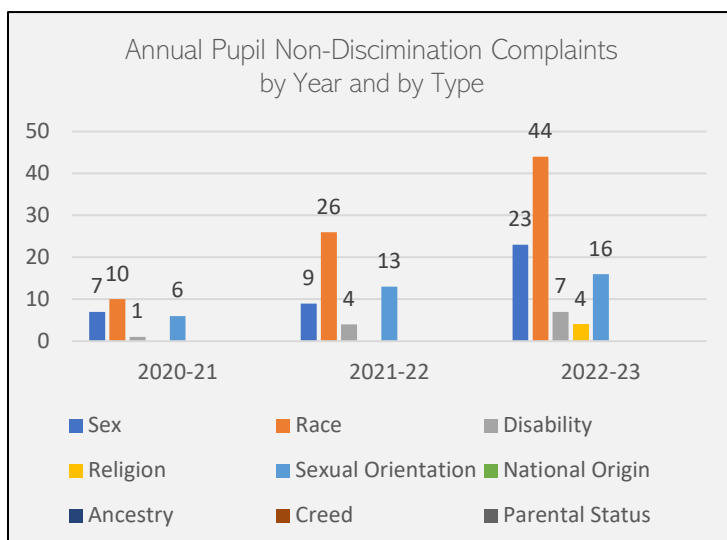
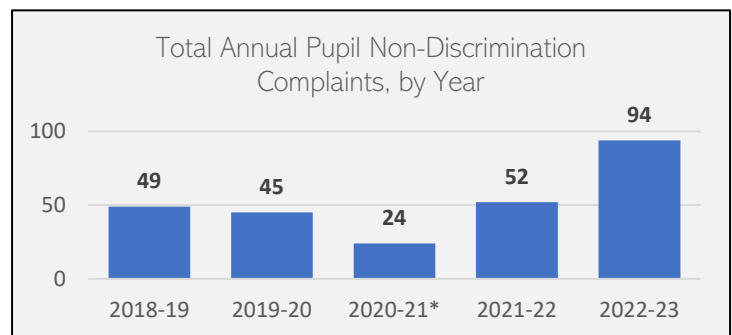
% of Student Suspensions, by Demographic	Suspensions by Demographic, Unique Students		
	2020-21	2021-22	2022-23
American Indian	1.27%	1.08%	1.49%
Asian & Pacific Islander	0.00%	2.70%	3.27%
Black/African American	3.80%	7.82%	12.20%
Hispanic	10.13%	9.16%	12.50%
White	77.22%	67.39%	59.23%
Two or More	7.59%	11.86%	11.31%
SwoD	37.97%	54.40%	50.30%
SwD	62.03%	45.60%	51.19%
Female	25.32%	32.88%	31.55%
Male	74.68%	67.12%	67.26%
Nonbinary			1.19%

% of Student Expulsions, by Demographic	Expulsions by Demographic, Unique Students		
	2020-21	2021-22	2022-23
American Indian	0.00%	0.00%	0.00%
Asian & Pacific Islander	0.00%	0.00%	0.00%
Black/African American	0.00%	0.00%	0.00%
Hispanic	0.00%	0.00%	0.00%
White	0.00%	0.00%	0.00%
Two or More	0.00%	0.00%	0.00%
SwoD	0.00%	0.00%	0.00%
SwD	0.00%	0.00%	0.00%
Female	0.00%	0.00%	0.00%
Male	0.00%	0.00%	0.00%
Nonbinary			0.00%

Part B. Pupil Harassment & Discrimination

Each year, districts submit a compliance report to the Wisconsin Department of Public Instruction (DPI) outlining the total number of formal and informal student discrimination and harassment complaints received each year. The following charts illustrate this data in multiple ways.

Note that the data from 2020-21 school year should be interpreted with caution given the impact of COVID-19 and the implementation of virtual learning during this year.



Section 5: Participation trends, patterns, and school district support of athletic extracurricular, and recreational activities

The Eau Claire Area School District follows the Pupil Nondiscrimination Policy with respect to athletics. As a result of these guidelines and past practice, programs meet the following two basic criteria: (A) they are comparable in scope. (B) they comparable in type.

Part A. Athletics

The Eau Claire Area School District follows the Pupil Nondiscrimination Policy with respect to athletics. Moreover, an annual review of the Athletics department examines the following dimensions to ensure that athletic programs and activities are providing equal access to these engagement opportunities for our students.

- Equipment & supplies
- Scheduling of games and practice times
- Travel resources & opportunities
- Coaching staff
- Locker rooms, courts, or other facilities for practice and competition
- Medical and training facilities and services
- Publicity
- District Funding

The annual reviews of the district's athletic programs through these dimensions provide the district with a regular frequency of ongoing monitoring to ensure proportionality of engagement and access for students who identify as male and female.

The data points in **RED** font identify populations that are negatively represented by at least 5% disparity when compared to overall enrollment OR more than half representation of the overall enrollment. The data points in **YELLOW** font identify populations that are positively represented by at least 5%.

Table. Participation in Athletics & Extra Curricular in Secondary Schools Across the District, by Demographic and Year

	Athletics & Extra-Curricular Engagement		
	2020-21	2021-22	2022-23
American Indian	0.57%	0.31%	0.34%
Asian & Pacific Islander	11.82%	9.44%	10.75%
Black/African American	2.51%	2.97%	2.94%
Hispanic	5.25%	4.37%	5.77%
White	76.30%	78.37%	75.48%
Two or More	3.54%	4.55%	4.72%
Female	46.41%	46.55%	48.41%
Male	53.14%	53.23%	51.25%
Nonbinary	0.45%	0.22%	0.34%

High School Sports by Gender (2022-23)	
Male	Female
• Basketball • Cross Country • Golf • Hockey • Soccer • Swim & Dive • Tennis • Track & Field • Baseball • Football • Wrestling	• Basketball • Cross Country • Golf • Hockey • Soccer • Swim & Dive • Tennis • Track & Field • Cheer & Stunt • Dance Team • Gymnastics • Softball • Volleyball

Middle School Sports by Gender (2022-23)	
Male	Female
• Cross Country • Boys Soccer • Boys Tennis • Boys Basketball • Boys Swimming • Dance • Wrestling • Track & Field • Flag Football • Tackle Football	• Cross Country • Girls Soccer • Girls Tennis • Girls Basketball • Girls Swimming • Dance • Wrestling • Track & Field • Flag Football • Tackle Football • Girls Softball • Girls Volleyball

Part B. Other Activities

A review of the district's extracurricular activities shows the Eau Claire Area School District offers 95 recognized student clubs, organizations, and activities at the secondary level (middle & high school) for its students. Student interest drives the creation of many of these activities. All students have the opportunity to create and/or participate in all clubs and organizations based on personal interest.

The district has the following secondary level clubs, organizations, and activities available to all students:

- Academic Decathlon
- Archery
- Art Club
- ASL-American Sign Lang Club
- Band
- Board Game Club
- BSU - Black Students United
- Card Collecting Club
- Chess Club
- Circle of Friends
- Craft Club
- Crochet Club
- Cubing Club
- Debate Club
- DECA
- Destination Imagination
- DND (Dungeons & Dragons)
- Eco Warriors
- Educators Rising
- Environmental Club
- Equestrian Team
- Equity Club + SAFE
- E-Sports Club
- FBLA-Future Business Leaders of America
- FCA-Fellowship of Christian Athletes
- FCCLA-Family, Career, and Community Leaders of America
- Fellowship of Christian Athletes (FCA)
- FFA - Eau Claire
- Film Club
- Fishing Club
- Forensics
- French Club
- Game Club
- Garden Club German Club
- GSA-Gender Sexuality Awareness
- HAPTC - Hmong American Peem Tsheej Club
- High School Challenge
- Hiking Club
- Hmong Dance Club
- Husky Howl
- Improv Team
- Japanese Club
- Jazz Band
- Jewish Cultural Appreciation Club (JCAC)
- JPA-Junior Physicians of America
- Key Club
- Life Skills Club
- Link Crew
- Math League
- Math Team
- Mathcounts
- Memorial Multicultural Club
- Mindfulness
- Muralists
- Musical
- National Junior Honor Society
- NHS-National Honor Society
- Odyssey of the Mind
- OldAbesRead (OAR)
- Orchestra
- Partners Club
- Pay It Forward Polar Club
- Project 7 (P7)
- Prom Committee
- Recycling Club
- Red Cross Club
- SAFE (formerly SADD)-Students Advocating For-Excellence
- School Play
- Science Club
- Science Fair
- Show Choir/Encore
- Ski and Snowboard Club
- Ski Club
- Skills USA (VICA)
- Spanish Club
- Special Olympics
- Strings of Change
- Student Council
- Student Library Advisory Board (SLAB)
- Tabletop Club
- Taylor Swift Club
- Theatre Program
- Trap Shooting Club
- Ughana Rock!
- USABO Club
- Variety Show
- Weight Room
- World Cuisine Club
- Writers' Club
- Yearbook
- Young Democrats
- Young Life
- Youth In Government

Section 6: Trends & patterns in awarding scholarships

The table below provides a summary of the proportion of scholarships awarded by the high school to students. Please note, these figures do not include external scholarships received by students.

The data points in **RED** font identify populations that are negatively represented by at least 5% disparity when compared to overall enrollment OR more than half representation of the overall enrollment. The data points in **YELLOW** font identify populations that are positively represented by at least 5%.

	Scholarships Awarded, Total & by School (2022-23 Year Only)		
	Total	High School 1	High School 2
Amer Indian	0.00%	0.00%	0.00%
Asian	7.59%	11.63%	6.09%
Black/African American	4.43%	0.00%	6.09%
Hispanic	1.90%	4.65%	0.87%
White	86.08%	83.72%	86.96%
Two or More	0.00%	0.00%	0.00%
Female	54.43%	42.50%	60.00%
Male	43.67%	57.50%	40.00%
Nonbinary	0.00%	0.00%	0.00%

Section 7: School district efforts to achieve equality of opportunity & nondiscrimination

For a comprehensive review of these efforts, review the Equity Annual Report ([2022](#)—reviewed by ECASD School Board as part of OE-2 on 09/19/2022) and ([2023](#)—reviewed by the ECASD School Board as part of OE-2 on 09/18/2023). In summary, some of the current efforts to achieve equality in access and equity toward nondiscrimination include some of the following highlighted initiatives.

Awareness of Pupil Nondiscrimination

The district publishes the nondiscrimination policy and complaint procedures in the district's Family & Student Handbook, as well as in school handbooks and the athletic code book. Student clubs and organizations that are developed are made aware of the nondiscrimination policies and expectations related to student membership and engagement. The onboarding of all new staff includes an introduction to nondiscrimination policies and practices.

Equitable Multi-Level Systems of Support (EMLSS)

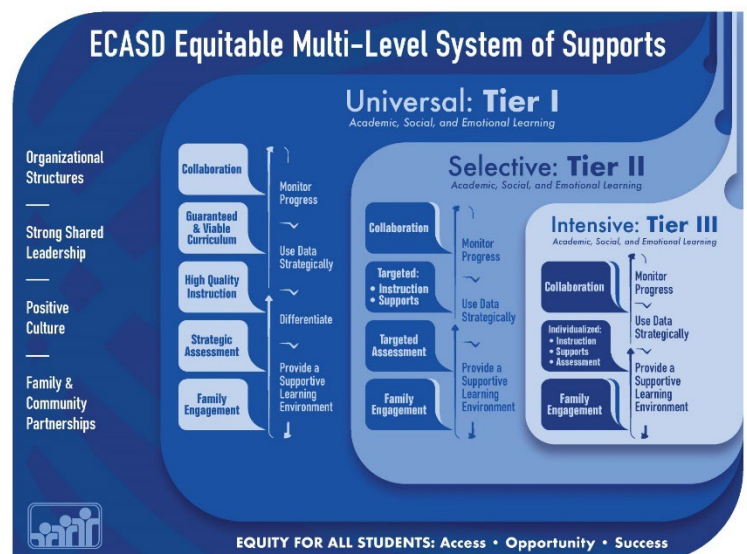
A significant priority is on the continual improvement of our EMLSS, as well as on our district's universal curriculum, programs, and services. Root cause analyses suggest that the stronger our universal systems, the more equitable our outcomes will be.

Positive Behavior Interventions & Systems (PBIS)

One cornerstone of creating safe, inclusive, and supportive learning environments for our students. Positive Behavioral Intervention Systems serves as a framework that informs behavior intervention practices that are culturally responsive and culturally appropriate for **all** our students. Our continual improvement process will continue to prioritize how we encourage positive behavior and address behavior that detracts from the academic success of our students.

Tiered Fidelity Inventory (TFI) - Monitoring

The TFI is a monitoring tool used by all schools in the district to ensure that the district's implementation of the PBIS system is done to fidelity. This monitoring tool uses a series of rubrics to measure how schools are implementing the core features of this framework. The TFI is divided into three sections (Tier 1: Universal SWPBIS Features; Tier 2: Targeted SWPBIS Features; and Tier 3: Intensive SWPBIS Features). Generally, any tier scored at 70% or higher will start to produce positive outcomes for students. When a school reaches 70% or higher at a given tier, they are considered "at fidelity." This tool also has a focus on equity, as well as on mental health, and classroom implementation of PBIS.



Schoolwide Implementation Review (SIR)

The SIR is a monitoring tool used by the school district to collect information about the level and depth of the implementation of evidence-based practices that cultivate student success. This tool was adopted to support our district's continual improvement process and is used annually to support the development of school improvement planning and goal development. The indicators of this self-study are used to identify opportunities for growth in multiple dimensions, including among *culturally responsive practices* and *family & community engagement*.

Strategic Priorities (Teaching & Learning and EDI)

Teaching & Learning strategic priorities will take center stage along with the aligned EDI Strategic Priorities in the universal level of the EMLSS. The Teaching & Learning strategic priorities include ensuring that our district 1) has a *Guaranteed & Viable Curriculum*, 2) uses *High Quality Instructional Practices* in the classroom, 3) uses *Strategic Assessment* to monitor progress toward post-secondary success, 4) embraces *Family & Community Engagement* to create academic partnerships and build cultural bridges, as well as 5) engaging in *Collaboration*, in which members work interdependently to achieve common goals.

The EDI Strategic Priorities build upon the five (5) priorities, and adds three additional strategic priorities, which include 1) creating a *Positive Culture & Climate*, 2) ensuring that our *Personnel are Prepared* to engage in culturally responsive practices, and 3) aligning our *Organizational Practices* to meet our EDI goals and Equity Commitment.

EDI Training & Education for Schools, System Leaders, and Staff

Professional development and professional learning have been an integral and ongoing part of supporting district staff. Over the prior three years, an intentional effort to build in EDI training and development has included district-wide EDI training. In 2021-22, virtual modules led by trainers from the community delivered EDI training on the topics of Microaggressions, Social Identities, Safe Space, and Racial Identity Development to all district personnel. In 2022-23, in-person training that was delivered throughout the district. Building upon the topics delivered in the prior year, EDI training and development was delivered to 4 departments, 16 elementary schools, 3 middle schools, and 2 high schools. These EDI training presentations served approximately 1,348 ECASD staff members over the course of a total of 34.5 total hours of professional development. A total of 21 unique EDI topics were delivered over the course of that year.

Moreover, starting in January 2023, the District's Human Resources department partnered with EDUstaff to implement a new required training module titled, "Transgender and Gender Non-conforming Awareness in Schools" for all new EDUstaff employees (substitute teachers and staff), which focused on ensuring the appropriate use of pronouns, affirmed names, and other equitable practices that ensure a safe and welcoming environment for students who are transgender and gender non-conforming.

Response to Disproportionality in Special Education

The data continues to indicate an overrepresentation of Black or African American students identified as having "Emotional/Behavioral" disabilities, as well as Black or African American students identified as having "Specific Learning" disabilities. A root cause analysis and a needs assessment identified a number of areas to address in order to better serve both students with disabilities and students from underrepresented racial/ethnic categories in order to bring this overrepresentation into parity. The data shows ongoing disproportionality throughout the past three years, but it also provides important information that the ongoing interventions implemented through these strategies has led to some improvements in our rates of disproportionality.

In our response to this identification of racial disproportionality, our district response has prioritized the following actions:

- Establish a guaranteed viable curriculum and instructional practices in ELA and Math
- Implement collaborative practices amongst all district and building level teams
- Culturally responsive practices: Will, Skill, and Fill
- Implementation of PBIS across all schools
- Improve practices in Special Education
- Increase family engagement

District Climate Survey - Monitoring

The district climate survey has served as a formative annual survey to monitor of our schools' and district's efforts to ensure access, opportunity, and success for our students. The data has been used as a monitoring tool and reported to the School Board in different ways throughout the school year. This assists the district and the schools to use feedback to inform their practice.

Board Reports – Operational Expectations & Results

Another accountability measure that has been used to meet our commitment to equal access and opportunity include our board reports, which have been delivered in the form of Operational Expectations (OE) and Results Reports (R). These reports provided data on key performance indicators and actions taken in response to the data & trends.

Eau Claire Public School Foundation – EDI Grants

Private funding from the Eau Claire Public School Foundation through EDI micro-grants has provided seed funding to incubate small-scale equal opportunity initiatives for students. The results of these efforts continue to be used to inform universal practices that may be applicable across the district.

Diverse Author & Artist Series

The district's commitment to access, opportunity, and success has also come in the form of a *Diverse Author & Artist Series*, which provided microgrants throughout the district to host speakers, authors, or book reads of authors from diverse backgrounds, or any author whose subject matter is reflective of the diversity of the students in our schools. In sum, this is an effort to increase the opportunity for students to learn from (and about) diverse authors and artists.

Gender Support Plan

Since Spring 2022, the district has had a Gender Support Plan to provide a shared understanding among students, their guardians, and school personnel regarding appropriate modifications and arrangements to meet the unique needs of students who are gender nonconforming.

Facilities Planning

Our buildings continue to meet and exceed the minimal ADA accessibility requirements when new construction takes place. While this self-study report does not specifically address accessibility in our buildings, ongoing efforts to intentionally plan and implement our building facilities to meet the unique needs of our staff, students, and families is ongoing. Some of these examples include accurate and accessible signage, whenever possible, as well as accessible and appropriate restrooms and facilities for all students and staff.

Translation Guidance for Families Whose Primary Language is Not English

During the 2022-23 school year, there were over 25 different languages spoken at home among the families of our ECASD students. To better meet the needs of our families whose primary language was not English, the District translated many of our family messages into the Spanish language. Additional references for Hmong translation were also identified on family messages. In addition, family messages encouraged families to reach out to Family Services for translation services or to another appropriate translator, whenever possible.

Equity Teams or Leads at Schools

In response to the increased interest in exploring and implementing culturally responsive practices throughout the districts, a number of schools implemented Equity, Diversity, & Inclusion (EDI) teams or identified staff to serve as EDI leads. In some cases, these individuals or groups were formal school committees or work groups, and in other schools, these individuals or groups provided consultation and inspiration to continue these efforts.

Section 8: School district technology, including electronic communications by school district staff

Policies and Procedures

Technology use throughout our district is governed by our Technology Agreement policies, which oversee acceptable use of district-issued devices and district-managed software and applications. These are applicable for all users, which include staff, temporary staff, students, families, and visitors. Multiple procedures and resources provide the infrastructure for manage, support, and update technology and applications as these systems evolve.

Skyward – Student Information System

Skyward serves as the district's primary Student Information System. Family contact information, including any emails, phone numbers, and address is maintained in the student profile within Skyward, as well as class schedules, academic history, IEP/504 and related documentation, appropriate & relevant medical records, demographic information, student engagement, athletics participation, select behavioral records, etc.

Family Communication through Skyward

Electronic communications that are distributed to a large group of families or to a large group of students are sent through Skyward messenger, while messages directed to a small group of students in a classroom are typically sent directly from the classroom teacher or staff by email through Microsoft Outlook. Whenever possible, Bilingual Education Aides (BEA) or Family Services staff assist in translating family messages through electronic message or through direct phone calls for guardians whose primary language is not English.

Microsoft Office 365

The district utilizes Microsoft Office 365. Each student and staff are provided with an email and are provided access to this email through Microsoft Outlook. Microsoft Teams serves as the district's virtual platform for virtual meetings, virtual teacher/family conferences, and instant messaging. The district leverages SharePoint as the staff Intranet to manage internal documents. Moreover, the suite of Microsoft Office programs are used for student learning and daily staff operations.

Canvas & Seesaw – Student Learning Management Systems

Canvas and Seesaw serve as the district's learning management systems, which are supplemented with additional applications that support the curriculum, research, and media.

Media Technology

Classrooms, meeting rooms, and conference rooms throughout the district are equipped with media centers, projectors, LCD screens, audio/visual supplements, wireless screen casting, and other technology infrastructure to meet the daily operations of our schools and district.

Student Devices

Our district's goal is to ensure equal access to the digital educational learning platforms and resources. To meet this goal, all students in all grades are issued and assigned a portable device. Elementary students are issued an iPad, and Secondary students are issued a laptop. The following tables provides information about the number of technology devices issued per year across the district for our students.

Table. Student Devices Issued in ECASD, by school year and type (Wi-Fi enabled device & Hotspot)

Internet Access & Devices Across ECASD 2020-21					Internet Access & Devices Across ECASD 2021-22					Internet Access & Devices Across ECASD 2022-23				
# of Wi-Fi enabled devices provided by the school to students:	# of students in this school who needed Wi-Fi enabled devices:	# of students in this school who needed a Wi-Fi hotspot:	# of students in this school who received Wi-Fi enabled devices:	# of students in this school who received a Wi-Fi hotspot:	# of Wi-Fi enabled devices provided by the school to students:	# of students in this school who needed Wi-Fi enabled devices:	# of students in this school who needed a Wi-Fi hotspot:	# of students in this school who received Wi-Fi enabled devices:	# of students in this school who received a Wi-Fi hotspot:	# of Wi-Fi enabled devices provided by the school to students:	# of students in this school who needed Wi-Fi enabled devices:	# of students in this school who needed a Wi-Fi hotspot:	# of students in this school who received Wi-Fi enabled devices:	# of students in this school who received a Wi-Fi hotspot:
10275	10275	554	10275	554	9078	9078	483	9078	483	10417	10417	124	10417	124

Digital Equity

Since the 2020-21 school year, a voluntary survey is distributed annually through Skyward to families asking them to voluntarily respond to questions regarding their access to the internet and the devices or methods used to access the internet from home. The following tables provide information about the responses collected.

Carefully refer to the notes below each data table to explain the highlighted data elements.

Table. % of Respondents Who Answered "Yes" to the question "Student has internet access in their primary residence."

% of Respondents who answered YES	Digital Equity - Internet Access in Home/Residence		
	2020-21	2021-22	2022-23
TOTAL "YES" RESPONSES	90.77%	93.00%	94.36%
District Response Rate (All Responses / Enrollment)	6.70%	22.38%	31.00%
American Indian	72.73%	77.78%	65.71%
Asian & Pacific Islander	93.83%	90.76%	93.79%
Black/African American	80.00%	88.00%	86.11%
Hispanic	82.72%	86.76%	95.15%
White	93.53%	95.31%	96.26%
Two or More	88.73%	88.64%	90.31%
SwoD	92.19%	93.56%	95.17%
SwD	85.14%	90.28%	91.52%
Female	90.08%	92.86%	94.73%
Male	91.48%	93.14%	94.37%
Nonbinary			94.74%
English Learners	85.71%	78.81%	84.86%
Not EL	91.08%	93.71%	95.21%
Homeless Status	65.43%	72.73%	76.62%
Not Homeless Status	93.90%	94.25%	95.42%

RED font = 5% points (or more) below Total "YES" responses

Table. % of Responses to "What device does the student most often use to complete schoolwork at home?"

	Digital Equity - Digital Device Type in Residence																	
	2020-21						2021-22						2022-23					
	Desktop Laptop	Chrome book	Tablet	Smart phone	Other	None	Desktop Laptop	Chrome book	Tablet	Smart phone	Other	None	Desktop Laptop	Chrome book	Tablet	Smart phone	Other	None
TOTAL STUDENTS	31.7%	11.6%	22.1%	4.9%	2.6%	27.1%	29.5%	11.2%	28.2%	5.1%	2.1%	23.9%	29.3%	10.6%	28.3%	5.0%	2.1%	24.7%
	District Response Rate (Total Responses / Total Enrollment) 6.7%						District Response Rate (Total Responses / Total Enrollment) 21.0%						District Response Rate (Total Responses / Total Enrollment) 29.0%					
Amer Indian	0.0%	0.0%	40.0%	10.0%	0.0%	50.0%	12.5%	16.7%	37.5%	8.3%	0.0%	25.0%	16.0%	8.0%	44.0%	8.0%	4.0%	20.0%
Asian & Pac Islander	25.0%	13.8%	30.0%	3.8%	0.0%	27.5%	24.2%	6.2%	36.6%	5.7%	2.2%	25.1%	23.9%	6.4%	38.0%	5.5%	3.4%	22.7%
Black/African American	23.9%	4.3%	15.2%	6.5%	8.7%	41.3%	25.3%	5.5%	22.0%	17.6%	3.3%	26.4%	31.5%	7.1%	19.7%	16.5%	2.4%	22.8%
Hispanic	21.0%	16.0%	16.0%	9.9%	4.9%	32.1%	23.8%	13.9%	25.7%	6.9%	3.0%	26.7%	23.7%	14.9%	26.0%	9.2%	2.3%	24.0%
White	35.7%	11.4%	22.4%	4.0%	2.5%	24.0%	31.2%	12.1%	28.3%	4.0%	2.0%	22.4%	31.1%	11.1%	27.8%	3.4%	1.9%	24.7%
Two or More	36.6%	11.3%	19.7%	4.2%	0.0%	28.2%	32.3%	9.0%	21.9%	5.0%	1.0%	30.8%	27.2%	9.8%	24.9%	7.2%	2.3%	28.7%
SwoD	31.1%	12.8%	23.5%	4.9%	2.2%	25.4%	29.7%	11.0%	28.9%	4.7%	2.0%	23.6%	29.8%	9.8%	29.0%	4.5%	2.1%	24.6%
SwD	34.5%	6.8%	16.2%	4.7%	4.1%	33.8%	28.9%	12.2%	24.3%	6.8%	2.3%	25.6%	27.0%	14.6%	24.3%	7.2%	2.1%	24.7%
Female	32.0%	12.5%	20.3%	5.1%	3.0%	27.1%	30.7%	11.8%	27.5%	5.5%	2.2%	22.4%	30.5%	11.1%	27.5%	5.1%	2.4%	23.5%
Male	31.5%	10.7%	23.8%	4.7%	2.2%	27.1%	28.3%	10.6%	28.9%	4.6%	2.0%	25.7%	27.9%	10.0%	29.3%	5.0%	1.8%	26.0%
Nonbinary													52.6%	21.1%	10.5%	0.0%	0.0%	15.8%
English Learners	21.4%	4.8%	28.6%	0.0%	4.8%	40.5%	23.0%	2.0%	36.0%	6.0%	3.0%	30.0%	24.7%	2.5%	33.3%	11.1%	3.1%	25.3%
Not EL	32.4%	12.0%	21.7%	5.2%	2.5%	26.3%	29.8%	11.6%	27.8%	5.0%	2.0%	23.7%	29.6%	11.1%	28.0%	4.6%	2.1%	24.6%
Homeless Status	12.7%	8.9%	17.7%	8.9%	1.3%	50.6%	21.8%	13.6%	19.1%	16.4%	2.7%	26.4%	31.4%	7.4%	19.0%	20.7%	0.8%	20.7%
Not Homeless Status	34.0%	11.9%	22.6%	4.4%	2.7%	24.3%	29.9%	11.1%	28.6%	4.5%	2.0%	23.8%	29.3%	10.8%	28.6%	4.3%	2.2%	24.8%

RED font (only applicable in "None" column) = Over-representation 5% points below Total Student response rate

YELLOW font = Highest TYPE of device by percentage

RED & YELLOW font = Both Over-representation & Highest Type of device

Table. % Responses to "Who provided the primary learning device to the student?"

	Digital Equity - Digital Device Type in Residence								
	2020-21			2021-22			2022-23		
	Personal Device	School Device	None	Personal Device	School Device	None	Personal Device	School Device	None
TOTAL STUDENTS	46.40%	28.53%	25.07%	55.67%	27.08%	17.25%	60.90%	26.28%	12.82%
	District Response Rate (Total Responses / Total Enrollment) 6.56%			District Response Rate (Total Responses / Total Enrollment) 19.28%			District Response Rate (Total Responses / Total Enrollment) 29.0%		
Amer Indian	22.22%	33.33%	44.44%	42.86%	42.86%	14.29%	52.17%	21.74%	26.09%
Asian & Pac Islander	45.00%	31.25%	23.75%	48.00%	33.50%	18.50%	52.33%	31.54%	16.13%
Black/African American	36.36%	27.27%	36.36%	51.95%	24.68%	23.38%	58.25%	27.18%	14.56%
Hispanic	39.24%	27.85%	32.91%	44.69%	33.52%	21.79%	51.56%	33.33%	15.11%
White	48.86%	29.77%	21.36%	58.24%	25.95%	15.80%	64.17%	24.60%	11.23%
Two or More	50.00%	18.57%	31.43%	57.31%	21.64%	21.05%	56.34%	26.29%	17.37%
SwoD	47.42%	29.04%	23.54%	57.01%	25.84%	17.15%	62.31%	25.35%	12.34%
SwD	42.14%	26.43%	31.43%	49.01%	33.24%	17.75%	53.91%	30.87%	15.21%
Female	43.68%	30.49%	25.82%	55.29%	28.01%	16.70%	60.65%	27.17%	12.19%
Male	49.16%	26.54%	24.30%	56.08%	26.08%	17.84%	61.14%	25.41%	13.45%
Nonbinary							63.16%	21.05%	15.79%
English Learners	26.83%	39.02%	34.15%	37.21%	38.37%	24.42%	47.48%	33.09%	19.42%
Not EL	47.58%	27.90%	24.52%	56.45%	26.60%	16.95%	61.64%	25.90%	12.46%
Homeless Status	24.36%	26.92%	48.72%	57.29%	25.00%	17.71%	59.80%	22.55%	17.65%
Not Homeless Status	49.07%	28.73%	22.20%	55.59%	27.18%	17.23%	60.95%	26.43%	12.63%

RED font (only applicable in "School Devices" and "None" = 5% points (or more) above Total Student response rate).

These highlighted response rates suggest that there is a disproportionately higher reliance on school issued devices as a student's primary internet enabled device.

Assistive Technology

Based on a student's IEP/504 plan, assistive technology, such as screen readers, translator apps, or other devices are provided to meet their unique needs and to ensure they have equal access to educational opportunities and services.

Additional Technology & Applications

The district uses Data Warehouse, Qualtrics, and PBIS SWIS as some of our district's data management platforms. A variety of additional apps and systems (and their respective infrastructure) are used to support the operations of Human Resources and Finance & Operations, as well as classroom operations in the areas of Curriculum, Social/Emotional Learning, Library & Media Resources, and Research.

Section 9: Summary of Findings & Recommendations

The district takes nondiscrimination and equal opportunity of services, activities, and programs seriously. The following summary is designed to reflect the district's compliance status with requirements of Wisc. Stat. § [118.13](#), and Wisconsin Administrative Code [PI 9.06](#). However, the district's commitment to our students goes beyond compliance. Our commitment continues to prioritize the academic success and post-secondary readiness of ALL students throughout the district and this self-study provides a framework for intentional reflection and planning.

Part A. Highlighted Successes

School Board Policies and Administrative Procedures

- Policies are publicly available and included in the employee handbook, family/student handbook, website, and other print and digital locations.
- The adoption of NEOLA policies will provide support in the upkeep of up-to-date policy language.
- The district's Equity Statement serves as a preamble in the district's policy manual and provides specific commitments.

Enrollment Trends in Classes and Programs

- Enrollment in AP courses has seen improved proportionality among students of color over the three-year data reviewed.
- Dual enrollment in post-secondary courses and programs has seen significantly improved proportionality among students of color over the three-year data reviewed.
- Enrollment in the arts courses (music & visual arts) has consistently demonstrated proportionality among students of color and gender identity.
- There is a dramatic improvement among students with disabilities who are enrolled in STEM courses, but the proportion continues to require close monitoring and interventions to support that population.

Methods, Practices, Curriculum, and Materials used in Instruction, Counseling, and Pupil Assessment and Testing

- Overall, elementary students have experienced a significant increase in Forward data 3-8 in Math and ELA between the 2020-21 and the 2021-22 school year.
- In Social Studies, the district experienced growth in all grade levels on Forward, with Grades 4 and 8. The data also indicated an increase in formative assessments all demographic groups for Social Studies, as well.

Trends and Patterns of Disciplinary Actions, including Suspensions, Expulsions, and Handling of Pupil Harassment

- No students have been formally expelled from the ECASD over the past 3 school years.

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

- Athletic & student engagement trends consistently demonstrate proportionality across available student demographics over the past three school years.
- There are a wide variety of opportunities for student engagement in curricular, co-curricular, and extra-curricular activities.

School District Technology

- Wi-Fi enabled devices are widely available to all students enrolled in the district, as well as to those who indicate a need.
- Over the past three years, voluntary survey feedback suggests that access to the internet at a student's residence has become more equitable and accessible.
- Over the past three years, voluntary survey feedback suggests an improvement in the proportion of students without a device at home to complete their schoolwork.
- Overall, the limited data suggests that a desktop or laptop is the most used device for students to complete their schoolwork. However, the primary device used varies slightly between student demographics. For instance, some student demographics, such as American Indian, Black, and Hispanic students reported that using a Tablet was the highest use of device as their primary way to complete their schoolwork.

Part B. Recommendations for Consideration

School Board Policies and Administrative Procedures: Awareness, Reports, and Response

- Continual monitoring of Pupil Nondiscrimination reports.
 - Identify formative metrics to monitor nondiscrimination concerns throughout multiple periods in the school year.
 - Provide targeted training and support for staff and school leaders to intervene when reports of bullying and identity-based harassment are reported.

- Identify methods to include family & community engagement to develop strategies and metrics to 1) support students who experience bullying and harassment and 2) providing appropriate progressive accountability measures and intentional supports for students who engage in bullying and harassing behavior.
- Include a Pupil Nondiscrimination statement on ECASD templates, including reports, PowerPoints, and public documents, as well as identifying any additional and appropriate digital or print resources that should include it.
- Identify a mechanism to update school forms and school documents to reflect gender neutral terminology, whenever documents come up for updating.
- Explore potential methods to expand awareness of our formal and informal complaint procedures among students and families.

Enrollment Trends in Classes and Programs

- Racial Disproportionality in Special Education
 - Prioritize efforts to address racial disproportionality among *Black students* in Special Education with stakeholders across departments and schools.
 - The overall growing proportion of students identified with disabilities throughout the district should be monitored closely for potential interventions, as appropriate.
- Encourage and support more participation in STEM courses among *female students* and develop messaging to School Counselors and school leaders to increase their awareness of these trends and how we can monitor these trends.
- Encourage and support more participation in AP courses among *male students* and *students of color* and develop messaging to School Counselors and school leaders to increase their awareness of these trends and how we can monitor these trends.
- Identify strategies to support the increasing proportion of *students in homeless situations* among students who identify as American Indian, Black, Hispanic, Multiracial, and Students with Disabilities.
- Identify strategies to support the increasing proportion of *unaccompanied youth*.
- There is a trend that indicate that *Hispanic students* are becoming a larger proportion of students receiving EL services. Identify strategies to support that growing population of students and their families.
- Academic outcomes among *students of color* and *students with disabilities* should continue to be closely monitored and interventions to support their academic needs should be identified and implemented.

Trends and Patterns of Disciplinary Actions, including Suspensions, Expulsions, and Handling of Pupil Harassment

- Take action to address the disproportionate number of students of color who are disciplined, especially among students who identify as American Indian/Native American, Black, Hispanic, and Two or more Race.
- Take action to address the disproportionate number of students with disabilities who are disciplined and referred for suspension.

School District Efforts to Achieve Equality of Educational Opportunity and Nondiscrimination

- EMLSS. Continue to develop systems, training, and documentation to ensure that the EMLSS is integrated throughout the district's academic, social/emotional, and behavioral operations.
 - Develop project plans to implement and monitor the Teaching & Learning strategic priorities.
- PBIS. Continue to support staff in implementing PBIS to fidelity throughout our schools.
 - Based on the data, prioritize efforts to address the high rates of suspension among Black, Hispanic, and Multiracial students, as well as among male students.
 - Review and identify strategies to address discretionary behavior intervention, which result in disproportionate behavioral referrals among Black, Hispanic, and Native students, as well as male students.
- Cultivating a Safe, Inclusive, & Supportive Learning Environment
 - Develop a district plan to cultivate a safe, inclusive, and supportive learning environment throughout the schools.
 - Increase intentional efforts to ensure students have meaningful and trusting adult connections at their respective schools.
 - Increase intentional efforts to ensure students have meaningful and trusting peer-to-peer connections at their respective schools and classes.
 - Ongoing administrator professional learning about culturally responsive school leadership and restorative practices in disciplinary interventions
 - Continued efforts in the district's Social/Emotional Learning (SEL) program
- Equity, Diversity, and Inclusion Training, Learning & Development
 - Integrate EDI & Culturally Responsive Practices training into Teaching & Learning professional development systems.
 - Integrate EDI & Culturally Responsive practices into our school leadership teams and committees.
 - Continue to improve our monitoring tools and systems that will illuminate demographically disaggregated outcomes in our accountability measures and reports.
 - Ongoing professional development in culturally responsive practices for school leadership teams and staff regarding district policies and practices, as well as classroom instructional practices.
 - Develop evidence-based metrics and systems that will assist in monitoring the impact of EDI training throughout the schools.
- Family Engagement. Develop district goals or priorities and metrics that schools can use to monitor their family & community engagement for the purpose of supporting student success.
- Assessment Metrics & Utilization. Ensure that our monitoring systems are timely and accurate to provide the data we need to make informed decisions.
 - Review and revise (as appropriate) current systems that monitor demographic data with scholarships and awards given by the schools.

- Develop systems to support schools in utilizing Climate Survey data in their School Improvement planning.
- Support schools to identify goals and monitoring metrics in their School Improvement planning that address the disproportionate academic, engagement, and behavioral outcomes among students of color, students with disabilities, and male students.
- Identify appropriate and non-traditional metrics to measure post-secondary preparation among students with disabilities.