

Introduction to the Pupil Nondiscrimination Self-Evaluation

The self-evaluation required by PI 9.06 of the Wisconsin Administrative Code, is more than simply a legal requirement. It is an invaluable tool that can be used to strengthen our commitment and efforts to foster equitable and successful schools for all students and ensure that all students are college or career ready on graduation.

Between 1989 and 1994, Wisconsin school districts evaluated the status of pupil nondiscrimination and equality of educational opportunity within their own districts and then reported on their evaluation to the Department of Public Instruction. This process is referred to as Cycle I. The focus of Cycle I was primarily on whether compliance had been achieved with the procedural requirements established under section 118.13 of the Wisconsin Statutes. School districts were asked, for example, whether the requisite nondiscrimination policies and procedures had been developed and implemented.

In 2000-01, school districts were required to conduct a second self-evaluation, which was referred to as Cycle II. The Cycle II evaluation required more than an assessment of whether compliance had been achieved with the procedural requirements of the law. In Cycle II, school districts were asked to assess the effectiveness of their efforts in achieving pupil nondiscrimination and equality of educational opportunity. In other words, school districts were asked to report “how they are doing” in achieving these goals.

In 2006, the department reviewed the self-evaluation process and determined that information on all but three of the required elements identified in PI 9.06 were being collected by school districts and submitted to the department as part of other reporting requirements. The three elements are:

- “... methods, practices, curriculum, and materials used in ... counseling...” (PI 9.06(1)(c), Wis. Admin. Code); and
- “trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district” (PI 9.06(1)(f), Wis. Admin. Code); and
- “participation trends and patterns and school district support of athletic, extracurricular and recreational activities” (PI 9.06(1)(e), Wis. Admin. Code).

In 2006-07 and 2011-12, school districts were required to complete Cycle III of the self-evaluation focusing on these three elements. Cycle III continues for 2016-17, requiring school districts to evaluate these elements, create an evaluation report, and assure the department of their work.

General Instructions

During school year 2016-17, all districts must:

1. Evaluate the status of nondiscrimination and equality of educational opportunity in the school district. The evaluation shall include the following:
 - Methods, practices, curriculum and materials used in counseling;
 - Participation trends and patterns and school district support of athletic, extracurricular and recreational activities; and
 - Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.
2. Provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district.
3. Prepare a written report of the evaluation which shall be available for examination by residents of the school district.
4. Assure the department the evaluation has been completed.

REQUIRED PARTICIPANTS

PI 9.06(2) requires school districts to provide an opportunity for pupils, teachers, administrators, parents, and residents to participate in the self-evaluation process.

Benchmarks

- Participants are representative of the diversity within the school community.
- Information about the self-evaluation process, and the opportunity to participate, is accessible to everyone within the community.

PROCESS

School districts are not required to use any particular process in conducting the self-evaluation. Each individual school district should choose a plan that will work best for that district.

The department recommends the following as basic structure for the self-evaluation:

1. School district staff assemble relevant data/evidence.
2. School district establishes a self-evaluation team composed pupils, teachers, administrators, parents, and community members.
3. Self-evaluation team reviews the assembled data/evidence.
4. Self-evaluation team makes findings and recommendations for improvement based on the review of the assembled data/evidence.
5. School district staff prepare a self-evaluation report based on the findings recommendations of the self-evaluation team.

Benchmarks

- The self-evaluation process addressed the status of nondiscrimination and equality of educational opportunity in all three required areas of inquiry.
- Students, teachers, administrators, parents, and community members actively participated in the self-evaluation process.

REPORT

School districts are not required to use any particular format for the report. Each individual school district should choose a report format that will work best for that district.

The department recommends the following structure for the report:

1. A summary of the self- evaluation process.
2. A summary of the findings of the self-evaluation team.
3. A summary of the recommendations for improvement made by the self-evaluation team.
4. A plan for achieving recommend improvements.

The school board must review and approve the self-evaluation report. The written report of the self-evaluation shall be available for examination by residents of the school district.

Benchmarks

- The self-evaluation report has been reviewed and approved by the school board.
- The self-evaluation report is available to all school district residents.

ASSURANCE

The self-evaluation must be complete and the school district must submit an assurance regarding the self-evaluation to the department no later than **April 1, 2017**.

Benchmark

- The self-evaluation assurance is on file at DPI.

A CAUTION REGARDING DATA

In conducting the evaluation, all relevant data and information, from all available sources, should be considered and evaluated by the evaluation team. This may include data that has already been submitted to the department or other agencies.

Take care to avoid disclosure of confidential information about small groups of students, either directly or indirectly. A group is considered small if the number of students in the group is five or less. Indirect disclosure occurs when data are reported both for all students in a group and for

a large subset of this group leaving only a small subset not reported. Sometimes, you will be unable to report data about groups larger than five in order to avoid possible indirect disclosure of confidential information about the smaller group. The disaggregated data should be compared with overall enrollment data to determine if there is proportionate representation.

Benchmarks

- Identifying student information and records are kept confidential during the self-evaluation process.
- The self-evaluation report does not include any confidential student information.

Technical assistance:

The Department of Public Instruction is committed to providing technical assistance and support to school districts in conducting this evaluation and fulfilling reporting requirements.

You may contact the Pupil Nondiscrimination Program Consultant with questions or comments:

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(608) 267-9157

Businesses, CESA Equity Leaders, colleges or universities, community organizations, elders or tribal agencies, private equity consultants, and parents may also be able to offer expertise, assistance and support.

Instructions for Evaluating Methods, Practices, Curriculum, and Materials Used in Counseling

This section asks the district to examine the methods, practices, curriculum and materials used in counseling. In doing so, the district should consider all of the protected groups listed under section 118.13, of the Wisconsin Statutes: sex, race, religion, creed, age, national origin, ancestry, pregnancy, marital status, parental status, sexual orientation, and disability.

Benchmarks

- Equity and diversity are integrated into all aspects of counseling to ensure nondiscrimination.
- No forms of bias or stereotyping are present in counseling strategies.
- Counselors emphasize that courses, programs, roles and careers are open to all regardless of protected class status.
- Counselors demonstrate high expectations for all students.

Ideas for evaluation

- Review how the district's equity policies and practices are incorporated into counseling.
- Evaluate the degree to which issues of students' primary language backgrounds, dialects, cultures, gender, race, sexual orientation, and disability are adequately considered in counseling.
- Determine whether opportunities are available for students to explore new, nontraditional career, or higher wage opportunities.
- Review counseling materials to ensure the absence of bias or stereotyping.
- Develop and implement strategies for improvement

Suggested Questions

The questions provided in these instructions are only suggested questions. Some questions may not be relevant for a particular district. Some self-evaluation teams may also wish to consider additional questions.

1. What are the district's policies and practices regarding multiple perspectives in and through counseling?
2. The following questions pertain to the type of training counselors have received.
 - How have they been trained to recognize bias or stereotypes?

- How have they been trained to recognize and present multiple perspectives in and through counseling?
 - How often has the above training occurred? Was the training optional or required?
 - How effective was the training in improving counseling?
3. How does the district ensure that bias and stereotyping are absent from counseling materials and techniques?
 4. Does the district provide culturally and linguistically accessible support services to students and families?
 5. Does academic planning and support services assist students in closing the achievement gap?
 6. How are counseling or student services aligned with mainstream curriculum, instruction and assessment?

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

In this section, the district is asked to review participation trends in athletic, extracurricular and recreational activities. In doing so, the department suggests that data from at least the past three years be reviewed. This is necessary for an accurate assessment. Numerical data should be disaggregated on the basis of race, national origin (including students with limited-English proficiency), sex and disability, unless such disaggregation violates student confidentiality.

Benchmarks

- Students have a variety of athletic and extracurricular activities available, with the necessary resources to make them accessible for all students.
- Interscholastic athletic programs for boys and girls are comparable in type, scope and support.
- School provides extracurricular and recreational activities to meet the interests and abilities of diverse students, as evidenced by the range of activities offered and participation rates or an interest survey.
- School assemblies, special programs and speakers reflect the diverse pluralistic nature of the school and the larger community.
- School emblems, mascots, team names and other symbols are free from racial, ethnic, gender, disability or other type of bias or stereotyping.

Ideas for evaluation

- Collect data on participation in athletic programs/activities and other extracurricular activities for the last three years.
- Disaggregate data on the basis of race, national origin, sex, and disability.
- Compare data with overall enrollment data. “School enrollments” can serve as a baseline.
- Identify any factors that might influence enrollment.
- Review separate programs in inter-scholastic athletics for boys and girls to ensure that they are comparable in type, scope and support.
- Review guidelines and procedures to assess (by school) the athletic interests and other extracurricular interests of students.
- Compare data on student interests to listings of athletic opportunities or programs and other extracurricular activities.

- Review special presentations and programs to determine if they reflect the diverse interests of students.
- Develop and implement strategies to increase participation by underrepresented groups.
- Develop and implement strategies to ensure that interscholastic athletic programs for boys and girls are comparable in type, scope and support

Suggested Questions

The questions provided in these instructions are only suggested questions. Some questions may not be relevant for a particular district. Some self-evaluation teams may also wish to consider additional questions.

Athletic programs and activities

1. Review participation data in athletic programs and activities for at least the past three years. Review data by race, sex, national origin or disability. Identify trends and patterns.
 - Are some groups underrepresented in athletic programs and activities?
 - If so, how?
2. Are effective procedures in place to track participation in athletic programs and activities by race, sex, disability, and national origin?
3. In responding to the following questions, review interscholastic athletic opportunities for male and female students.
 - Are interscholastic athletic opportunities for males and females provided in numbers substantially proportionate to their respective enrollments in the district?
 - Are the opportunities comparable in scope and type?
 - If not, can the district show a history and continuing practice of program expansion for the underrepresented sex?
 - If not, can the district demonstrate that the interests and abilities of the members of the underrepresented sex have been fully and effectively accommodated by the present programs?
4. Review the district's separate interscholastic athletic programs for males and females. Is equitable support provided in the following areas:
 - coaching and other staff salaries
 - provision of uniforms
 - equipment and supplies
 - scheduling of games and practice times
 - provision of transportation
 - opportunity to receive experienced coaching, academic tutoring, medical, or other type of services
 - access to locker rooms, practice and competitive facilities
 - publicity efforts
 - availability of pep band, cheerleaders, pom pon, et cetera for all teams.
5. Are school mascots, team names, and logos free from bias or stereotyping?
6. Does attendance at athletic events reflect the diversity of the students in the school?
7. Do coaches receive training in recognizing diverse communication styles and in recognizing and neutralizing bias or stereotyping?

8. Do coaches receive training to prevent hazing and harassment of, and by, athletes?
9. Does the selection of specific sports and levels of competition accommodate the interests and abilities of: members of both sexes, students with special needs, students with limited-English proficiency, or diverse racial/ethnic groups?
10. Has the district periodically conducted surveys in order to determine whether athletic interests are being met by the current athletic program?
11. Are special accommodations available for students with disabilities?

Other extracurricular, recreational, and school-sponsored or approved activities

12. Review data of participation in extracurricular and recreational activities for at least the past three years. Identify trends and patterns.
 - To what extent do participation rates in extracurricular and other recreational activities reflect the overall composition of the student population by race, gender, national origin or disability?
 - If not, how do they differ?
13. Are effective procedures in place to track participation, by group, in extracurricular and recreational activities?
14. Are activities provided to meet the expressed interests of all groups?
15. Are students and their parents/guardians encouraged to organize extracurricular activities or clubs that target their needs as members of a protected class? Has the district surveyed students, staff and parents/guardians to determine what these needs or interests may be?
16. Are special accommodations available for children with disabilities?
17. Is there a fair process by which all groups seeking school-approved status can apply? Are all groups that follow the process and meet criteria approved?
18. What strategies has the district used to encourage participation by underrepresented groups? Have these strategies been effective?

Instructions for Evaluating Trends and Patterns in Awarding Scholarships and Other Forms of Recognition

This section asks the district to evaluate the trends and patterns in awarding scholarships and other forms of recognition and achievement. In doing so, the department suggests that data from at least the past three years be reviewed. Numerical data should be disaggregated on the basis of race, national origin (including students with limited-English proficiency), sex and disability, unless such disaggregation violates student confidentiality.

Benchmarks

- All scholarships and other forms of recognition are awarded in a way that does not discriminate.
- Significant progress is made toward increasing distribution of scholarships and other awards to underrepresented groups.
- Information about award opportunities is accessible to all parents and students.
- Application materials, eligibility criteria, and award information are free of bias, discrimination or stereotyping.

Ideas for Evaluation

- Collect data on award recipients and applicants for the last three years.
- Disaggregate data on the basis of race, national origin, sex, and disability.
- Compare data with overall enrollment data. “School enrollments” can serve as a baseline.
- Identify discrepancies sufficiently large enough to warrant further examination. The department suggests that a disparity of 5% be considered significant.
- Review application materials, criteria used for selection and eligibility, and ways in which information is disseminated to ensure that the information is available to all students and there is an absence of bias, discrimination or stereotyping.
- Develop and implement strategies for increasing distribution of scholarships and other awards to underrepresented groups.

Suggested Questions

The questions provided in these instructions are only suggested questions. Some questions may not be relevant for a particular district. Some self-evaluation teams may also wish to consider additional questions.

Awards that are directly administered

The following questions refer to scholarships, awards, and other forms of recognition that school districts or individual schools directly administer. Examples include varsity letters, "Student of the Month" awards, and post-secondary scholarships.

1. Review data and information on award recipients and applicants for at least the past three years. Identify trends and patterns.
 - To what extent do the applications for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin, or disability?
 - To what extent do the number and amount of scholarships and other awards reflect the overall composition of the student population by race, sex, national origin, or disability?
 - What criteria does the district use in order to ensure or promote a representative distribution? What other efforts does the district undertake to ensure or promote a representative distribution?
2. What procedures are in place to track and analyze applications for and awarding of scholarships and other forms of recognition by protected class status? Do these procedures need to be updated, broadened or otherwise modified to ensure a representative distribution?
3. What criteria are used in selecting recipients? Do they contain bias or stereotyping that may exclude some groups?

Other scholarships and awards

The following questions refer to those scholarships, awards, and other forms of recognition that are not sponsored by the school district but require an active role by school officials. Examples of an active role include nominating or writing letters of recommendation.

4. To what extent do students assisted by school officials for scholarships and other awards reflect the overall composition of the student population by race, sex, national origin and disability?
5. What criteria does the district use in order to ensure or promote a representative distribution? What other efforts does the district undertake to ensure or promote a representative distribution?
6. What annual procedures are in place to track and analyze the role of school officials in assisting students? Do these procedures need to be updated, broadened or otherwise modified to ensure a representative distribution?