WI DPI Pupil Nondiscrimination
5-Year Self-Evaluation Report

Dodgeville School District

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Section I.   General Overview of PI-9 Pupil Nondiscrimination

Introduction to the Pupil Nondiscrimination Self Evaluation

Wis. Admin. Code § PI 9.06 requires school boards to evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every five years and report the results to the Department of Public Instruction. The analysis of the data collected through the self-evaluation process provides us with an invaluable resource to be used to inform our practices and establish a stronger commitment to developing and implementing more equitable programming throughout the district. In the Fall of 2022, the Dodgeville School District initiated a three-year plan, Whole Child/Whole Dodgeville. This statement, identifying the foundation of Whole Child/Whole Dodgeville, embraces the need for equitable services for all students.

> **By acknowledging the normal diversity of the human community, the Dodgeville School District will remove barriers limiting access and opportunities for students.**

This self evaluation is a significant starting point in examining where the district is meeting the needs of all students and where we still have areas to grow.

During the school year 23-24, districts must evaluate the status of nondiscrimination and equality of educational opportunity in the following eight areas:
   ❖ School board policies and administrative procedures.
   ❖ Enrollment trends in classes and programs.
   ❖ Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing.
   ❖ Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment.
   ❖ Participation trends and patterns and school district support of athletic, extracurricular and recreational activities.
   ❖ Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the district.
   ❖ School district efforts to achieve equality of educational opportunity and nondiscrimination.
   ❖ School district technology, including electronic communications by school district staff.

During the district self-evaluation, the district must provide an opportunity for participation by pupils, teachers, administrators, parents/guardians and residents of the school district. In addition, the district must prepare a written report of the evaluation which shall be available for examination by residents of the school district.

Wisconsin State Statute 118.13 and Administrative Rule 9.06

Wisconsin State Statute 118.13	Administrative Rule 9.06
118.13 Pupil discrimination prohibited. (1) No person may be denied admission to any public school or be denied participation in, be denied the benefits of or be discriminated against in any curricular, extracurricular, pupil services, recreational or other program or activity because of the person's: - Sex - Ancestry - Sexual orientation - Race - Religion - National Origin - Creed - Pregnancy, marital or parental status - Physical, mental, emotional or learning disability	**PI 9.06 Evaluation**. (1) In order to provide the information necessary for the state superintendent to report on the compliance with s.118.13, Stats., as required under s. 118.13 (3) (a)3., Stats., each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every 5 years on a schedule established by the state superintendent. The evaluation shall include the following: a) School board policies and administrative procedures. b) Enrollment trends in classes and programs. c) Methods, practices, curriculum and materials used in instruction, counseling, and pupil assessment and testing. d) Trends and patterns of disciplinary actions, including suspensions, expulsions and handling of pupil harassment. e) Participation trends and patterns and school district support of athletic, extracurricular and recreational activities. f) Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district. g) School district efforts to achieve quality of education opportunity and nondiscrimination. (2) The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district. (3) The board shall prepare a written report of the evaluation which shall be available for examination by residents of the school district.

PI-9 School Demographics for 2020-2021, 2021-2022 & 2022-2023

The following information was used as a baseline when comparing and analyzing the overall composition of the student population by sex and disability. (Although data on race, national origin and multi-language learners is a component of the PI-9 statute, if the number of students is less than 5, this data was not used for analysis)

Data Source: WiseDash Secure [District site]

Year	Total Enrollment	Female		Male		Disability		Economically Disadvantaged	
20-21	1155	551	48%	604	52%	138	12%	387	34%
21-22	1154	563	49%	591	51%	149	13%	379	33%
22-23	1100	530	48%	570	52%	132	12%	395	36%

Year	Total Enrollment	Asian		Black		Hispanic		Two or More Races	
20-21	1155	24	2%	17	1%	46	4%	44	4%
21-22	1154	22	2%	18	2%	50	4%	43	4%
22-23	1100	19	2%	17	1%	52	5%	40	4%

Dodgeville Elementary School

Year	Total Enrollment	Female		Male		Disability		Economically Disadvantaged	
20-21	408	201	49%	207	51%	59	14%	137	34%
21-22	435	218	50%	217	50%	61	14%	149	34%
22-23	404	199	49%	205	51%	48	12%	147	36%

Year	White		Asian		Black		Hispanic		Two or More Races	
20-21	362	90%	7	1.7%	2	.5%	16	3.9%	18	4.4%
21-22	382	88%	8	1.8%	3	.7%	21	4.8%	18	4.1%
22-23	352	87%	8	2.0%	3	.7%	22	5.4%	17	4.2%

Dodgeville Middle School

Year	Total Enrollment	Female		Male		Disability		Economically Disadvantaged	
20-21	357	168	47%	189	53%	34	9.5%	124	34.7%
21-22	327	157	48%	170	52%	36	11%	99	30.3%
22-23	317	159	50%	158	50%	40	12.6%	110	34.7%

Year	White		Asian		Black		Hispanic		Two or More Races	
20-21	314	88%	6	1.7%	6	1.7%	15	4.2%	16	4.5%
21-22	289	88%	4	1.2%	7	2.1%	12	3.7%	15	4.6%
22-23	279	88%	5	1.6%	5	1.6%	16	5.0%	11	3.5%

Dodgeville High School

Year	Total Enrollment	Female		Male		Disability		Economically Disadvantaged	
20-21	390	182	47%	208	53%	45	11.5%	126	32.3%
21-22	392	188	48%	204	52%	52	13.3%	131	33.4%
22-23	379	172	45%	207	55%	44	11.6%	138	36.4%

Year	White		Asian		Black		Hispanic		Two or More Races	
20-21	345	88.5%	11	2.8%	9	2.3%	15	3.8%	10	2.6%
21-22	347	88.5%	10	2.6%	8	2.0%	17	4.3%	10	2.6%
22-23	338	89.2%	6	1.6%	9	2.4%	14	3.7%	12	3.2%

Demographics connected to Daily Attendance
Measured in partial days not measured by present versus absent

Dodgeville Elementary School Daily Attendance (each hour)

Year	Total Enrollment Attendance Rate	Female		Male		Disability	
20-21	97.0%	201	97.2%	207	96.8%	59	95.3%
21-22	94.8%	218	95.2%	217	94.5%	61	94.5%
22-23	95.9%	199	95.8%	205	96.0%	48	95.1%

Year	White		Asian		Black		Hispanic		Two or More Races	
20-21	362	97.3%	7	99.6%	2	80.2%	16	92.9%	18	94.7%
21-22	382	95.0%	8	90.2%	3	82.0%	21	92.1%	18	95.7%
22-23	352	95.9%	8	94.8%	3	94.8%	22	94.8%	17	96.4%

Dodgeville Middle School Daily Attendance (each hour)

Year	Total Enrollment Attendance Rate	Female		Male		Disability	
20-21	97.5%	168	97.4%	189	97.5%	34	96.7%
21-22	96.0%	157	95.7%	170	96.3%	36	95.6%
22-23	96.5%	159	96.5%	158	96.5%	40	95.1%

Year	White		Asian		Black		Hispanic		Two or More Races	
20-21	314	97.6%	6	98.0%	6	94.3%	15	97.3%	16	97.0%
21-22	289	96.2%	4	96.0%	7	94.2%	12	94.5%	15	94.9%
22-23	279	96.6%	5	98.9%	5	94.0%	16	94.2%	11	94.7%

Dodgeville High School Daily Attendance (each hour)

Year	Total Enrollment Attendance Rate	Female		Male		Disability	
20-21	72.3%	182	73.7%	208	71.1%	45	81.2%
21-22	95.1%	188	94.6%	204	95.5%	52	92.9%
22-23	95.5%	172	95.1%	207	95.9%	44	93.7%

Year	White		Asian		Black		Hispanic		Two or More Races	
20-21	345	72.8%	11	82.7%	9	53.8%	15	67.4%	10	63.2%
21-22	347	95.1%	10	97.9%	8	90.4%	17	95.2%	10	95.1%
22-23	338	95.9%	6	97.7%	9	89.5%	14	95.7%	12	96.6%

Observations regarding the building and district-level demographic data:
- Whereas the district-level data indicates a closer to 50/50 split with gender, the high school data since 2020-2021 indicated a higher percentage of males than females in attendance.
- Percentage of students with disabilities has remained below the state average (14.9%). Dodgeville Elementary School, at 14% students with disabilities in 2020-2021 and 2021-22, and Dodgeville High School, at 13% during 2021-2022 having the closest to this state percentage during this period of analysis.
- Students experiencing economic disadvantage remain between 32% and 36%. This percentage does not account for families who may be eligible for free/reduced lunch but choose not to submit the application to determine eligibility.
- The change in numbers could also be due to the Federal COVID response allowing all families to participate in the Federal Food Service program, i.e. the document requirement was removed allowing all families to participate instead of "qualifying" for free and reduced breakfast and lunch.
- Diversity based upon race/ethnicity continues to be about 10-11% of the population.
- In previous years, students with disabilities and students of Black/African American race missed more hours of instruction than students without disabilities and students from other races. The trend is favorable according to the past three years of data.

Section II. Contributors and Data Collection Procedures

    A. Contributors to the Pupil Non-discrimination and Equality in Education Report
    B. Notices of the to the Pupil Non-discrimination and Equality in Education Report
    C. Methods used in conducting the Pupil Non-discrimination and Equality in Education Report

PI-9.06 (2): The board shall provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district. The following individuals were responsible for the development, writing and/or review of the Pupil Nondiscrimination Self-Evaluation Report:

Contributors to the Pupil Non-discrimination and Equality in Education Report

Name	Role/Position
Jacquelyn Goetzke	Director of Curriculum & Instruction
Paul Weber	Superintendent
Michele Storkson	Dodgeville High School Administrative Assistant
Jenni Allen	Dodgeville High School Counseling/Activities Administrative Assistant
Erinn Brogley	Dodgeville High School Counselor
Justinn Jenkins	Dodgeville Middle School Counselor
Nancy Brewer	Dodgeville Elementary School Counselor
Barb Mellum	Dodgeville Middle School Administrative Assistant
Jen Schaaf	Food Services Director
Justine Ley	Dodgeville Elementary School Administrative Assistant
Sandra Fenoglia	Teacher of Multilingual Learners
Ann Fillback-Watt	Parent and Community Member

Opportunities to Participate in the Writing and/or Development of the Pupil Nondiscrimination Self-Evaluation Report PI-9.06(2)
Individual and small group meetings   Administrative meetings
Full and Committee of the Whole Board meetings

Opportunities to Participate in the Final Review/Evaluation of the Pupil Nondiscrimination Self-Evaluation Report PI-9.06(2)
Family and Community Survey   Administrative meetings
Small group meeting
Full and Committee of the Whole Board meetings

Notices of the Pupil Non-discrimination and Equality in Education Report
5-Year Pupil Non-Discrimination Report → Self-evaluation Timeline

- **January 2024:**
  - Notice that the self evaluation was started and was provided to the Dodgeville School Board of Education at its regular monthly committee meeting.
  - Article explaining the report and process was placed in the District Newsletter.
- **February 2024:**
  - Notice of Findings shared at the February Monthly Meeting of the board
- **March 2024:**
  - Full report sent to Board of Education on March 8, 2024
  - 30 day period for public comment will begin.
  - Letter sent to families regarding listening sessions sent on Monday, March 25, 2024.
  - Full report made available to community and parents via district website.
- **April 2024:**
  - Parent and community listening session scheduled on April 17, 2024 at 6:00pm in Room D4 of Dodgeville High School.
  - Survey provided to families, sent via School Messenger and posted on Social Media pages.
  - The board will be provided the final draft of the report prior to the full board meeting in May 2024. An opportunity for the board to approve the report during the May board meeting.
- **May 2024:**
  - Full report submitted to the Department of Public Instruction by May 30, 2024.

Methods used in collecting information and preparing the the Pupil Non-discrimination and Equality in Education Report

The Dodgeville School District Counselors, Principals, Athletic/Activities Department staff. Administrative Assistants, and Administrative team all provided data and information regarding the information that follows. The information was collected and synthesized into this report by the Director of Curriculum and Instruction. A listening session was held on April 17 and a survey was provided to families and posted on social media to collect additional information and comments about the self-reflection and analysis of the information.

Section III.   School board policies and administrative procedures. 9.06(1)a

Evidence:

Complaint procedures including Bullying and Harassment

- The complete complaint procedure is included in all student and staff handbooks, including timelines.

Title IX Policy information

- There are multiple pages of information contained within the Dodgeville School District-Board of Education BoardDocs, under policies and within the staff handbooks.
- Title IX information is not found in other locations. Title IX is identified in the Dodgeville High School Student Resource Guide.

Recommendations for improving the effectiveness of pupil nondiscrimination policies and complaint procedures:

1. Provide information on Title IX within the student handbooks including timelines.
2. Remove documentation for recording bullying and harassment from the policy 443.71 and place it in a more accessible location link under Counseling and/or Student Services. Make the form fillable.   Currently, this is the only place where these documents are accessible.
3. Develop an evaluation (survey) and timeline for data gathering to determine if the policies identified are effective, i.e. if students and families 1) are accessing when needed, 2) are able to understand and file complaints when needed and 3) we are observing timelines and 4) students and families feel supported in the process.

Section IV.   Enrollment trends in classes and programs. 9.06(1)b

Evidence:

Course and program enrollment for 20-21, 21-22, 22-23 disaggregated based on race, gender, national origin and disability.

Dodgeville High School Participation in AP Courses - % of Participation

	Disability		Race		Gender			
	Building Total	AP Courses	Building Total	AP Courses	Building Total	AP Courses	Building Total	AP Courses
					Males	Males	Females	Females
20-21	11.5%	0%	11.5%	9.8%	53%	53.7%	47%	46.3%
21-22	13.3%	2.17%	11.5%	10.87%	52%	47.8%	48%	52.2%
22-23	11.6%	4.55%	10.8%	4.55%	55%	54.6%	45%	45.4%

Dodgeville High School Participation in *Advanced/Higher Level Courses or Credits over required for graduation - % Participation

	Disability		Race		Gender			
	Building Total	H.L. Courses	Building Total	H.L. Courses	Building Total	H.L. Courses	Building Total	H.L. Courses
					Males	Males	Females	Females
20-21	11.5%	11%	11.5%	8.4%	53%	49%	47%	51%
21-22	13.3%	2.17%	11.5%	10.87%	52%	47.8%	48%	52.2%
22-23	11.6%	4.55%	10.8%	4.55%	55%	54.6%	45%	45.4%

*Courses: Anatomy and Physiology, Advanced Composition, Entrepreneurship, Business & Marketing Coop, AG Cooperative Learning, Advanced Health, Art Portfolio, Business Law, Economics, Music Theory, Music Appreciation

Specific Course Analysis - Data disaggregated by Disability, Race*, and Gender

Disability (Student with an IEP or 504 plan) - % of Participation

	20-21	21-22	22-23
Building Total	**11.5%**	**13.3%**	**11.6%**
Band	3%	2.4%	2.1%
Choir	12%	11%	15.2%
Orchestra	7.7%	18%	5.3%
Chemistry	0%	0%	6.5%
Honors English	4%	5.6%	6.5%
Physics I	0%	0%	0%
Pre-Calculus	3%	0%	2.8%
Psychology	2.3%	3.3%	4.4%
Spanish 3	0%	0%	0%
Spanish 4	0%	20%	4.3%
Statistics	0%	0%	0%
Intro to Engineering	0%	Not offered	

Specific Course Analysis

Race* - % of Participation

	20-21	21-22	22-23
Building Total	**11.5%**	**11.5%**	**10.8%**
Band	8.4%	0%	2%
Choir	4.8%	7.4%	2%
Orchestra	0%	0%	5%
Chemistry	8.7%	0%	12%
Honors English	8%	5.6%	3%
Physics I	7.7%	10%	0%
Pre-Calculus	9%	4%	8%
Psychology	9.1%	6.7%	7%
Spanish 3	6.1%	4.5%	17%
Spanish 4	6.3%	0%	4%
Statistics	0%	11%	11%
Intro to Engineering	0%	Not offered	

*Asian, Black, Hispanic, Two or More Races

Specific Course Analysis

Gender - % of Participation

	20-21		21-22		22-23	
	Males	Females	Males	Females	Males	Females
Building Total	**53%**	**47%**	**52%**	**48%**	**55%**	**45%**
Band	50%	50%	56%	44%	57%	43%
Choir	19%	81%	30%	70%	30%	70%
Orchestra	31%	69%	36%	64%	37%	63%
Chemistry	61%	39%	32%	68%	42%	58%
Honors English	36%	64%	22%	78%	39%	61%
Physics I	69%	31%	80%	20%	63%	37%
Pre-Calculus	55%	45%	52%	48%	58%	42%
Psychology	32%	68%	30%	70%	31%	69%
Spanish 3	42%	58%	23%	77%	67%	33%
Spanish 4	44%	56%	40%	60%	44%	56%
Statistics	33%	67%	56%	44%	56%	44%
Intro to Engineering	100%	0%	Not offered			

Dodgeville Middle School Participation in Algebra - % of Participation

	Disability		Race		Gender			
	Building Total	Algebra	Building Total	Algebra	Building Total	Algebra	Building Total	Algebra
					Males	Males	Females	Females
20-21	9.5%	6%	12.0%	6%	53%	41%	47%	59%
21-22	11.0%	0%	11.6%	10%	52%	55%	48%	45%
22-23	12.6%	0%	11.7%	9%	50%	64%	50%	36%

Recommendations for increasing enrollment in courses and programs which see low enrollment by underrepresented groups based on race, gender, disability, and national origin.

1. Identify the barriers that are keeping students who are underrepresented from participating in advanced and upper level courses. This could be accomplished through alumni, community, and current student surveys.
2. Through Academic and Career Preparation in grades 5-12 (guidance classes, Advisory, and Dodgercore), provide information to students as they transition from middle to high school, particularly in course options and choices related to their chosen future career or postsecondary options.

Section V.   Method, Practices, Curriculum and Materials Used in Instruction, School Counseling, and Pupil Assessment and Testing 9.06(1)c

In this section the district will examine the method, practices, curriculum and materials used in 4K-12 classrooms and other learning environments to determine whether all students are being included in the learning process. By evaluating this area, we will have an opportunity to:
   ● Ensure that the goals of equity and excellence for all students are demonstrated through the school practices in the district.
   ● Determine whether and how current methods, practices, and materials influence student achievement.
   ● Identify and develop ways to ensure that every student is provided with an optimal learning environment that leads to proficient and advanced performance for all students

Methods, Practices, Curriculum, and Materials Used in Instruction:

Is there a written Curriculum for the District? Each grade level, content area/course is required to have standards, essential learnings, and unit plans identified. Current work is being completed at each building to ensure that changes in curriculum are documented.

How are interventions and support services aligned with classroom curriculum and assessment? During collaborative meetings with grade level teams, information from teachers is brought forward for discussion. Additional data is gathered from the student self-reports. This information allows staff to problem solve group lessons for classroom and advisory time as well as identify individual needs for small group and individual counseling sessions. In addition, student needs as identified through the Youth Risk Behavior Surveys and anecdotal data guide additional curriculum lessons and services.

How is the curriculum implemented in the 4K-12 classroom? Curriculum is implemented using best practices. Teachers are evaluated in a yearly process and provided feedback on practices observed in the classroom. Instructional strategies are modeled by teachers, coaches and mentors when a teacher is identified as needing additional support with instruction.

Materials

What methods are used to ensure that bias and stereotyping are absent from instructional resources and materials? A majority of the resources and materials used for class instruction are from well-established companies and are evidence-based. When utilized, the DSD Curriculum Guide identifies steps in which to follow to ensure that resources are researched and analyzed for possible bias.

When selecting instructional materials, what written guidelines are followed to insure that all perspectives are included and consideration is given to all protected groups listed in PI 9? The Dodgeville School District Curriculum Guide outlines the process each staff member or department, or team follows in order to adopt or purchase a resource. Resources must be

thoroughly reviewed prior to purchase to ensure that they are free from bias.

Are materials and resources published and/or available in languages other than English? Every effort is made to provide translations of materials created by teachers. Spanish translation is most commonly used with the materials and we consult with the Multi- Language learner (ML) teacher when needed.

Methods and Practices

How are accommodation and support services provided to students? Teachers attend collaborative meetings with counselors and administration. During these meetings all areas of a student or students are discussed (academic, behavior, and social-emotional). Additionally, teachers are included in IEP and 504 meetings to provide input, develop, and ensure accommodations and supports are in place to meet the needs of all students.

Are culturally and linguistically accessible support services provided to students and families? Yes. Additional resources are provided through external sources when in-district resources are not available.

Does intervention planning and support services assist students in closing the achievement gap? During homeroom, advisory, and Dodgercore meetings teachers and advisors set goals with students so that they can own their own learning. Through these meetings with students, teachers have an opportunity to talk with students about their current assessment scores and set future goals concerning reading and math achievement. Connecting current achievement to future goals can demonstrate to students that they can own their own learning and put strategies into place to achieve those goals.

What strategies do teachers, specialists, paraprofessionals, and other support staff use to monitor their own biases and stereotypes? The administration, counselors, and Multi-Language Learner teacher participated in professional development opportunities in the summers of 2021 and 2022 to learn strategies for being culturally responsive for all students' academic, social, emotional, and career success.

Summary Report Data for Instruction

Findings
Curriculum:
All departments work on aligning curriculum and resources to keep the scope and sequence of each department current based on standards, student data and district needs.

Materials: Each department makes every effort to use materials that are free of bias and provide translated written versions where needed. Additional tools are utilized (Google Read & Write, Learning Ally, and Kami) to ensure access for all students.

Methods and practices: Staff participate in professional development opportunities around best practices for instruction.

Methods of Analysis
- Participation and discussion with grade and content level teams during weekly meetings and monthly professional development meetings.
- Lesson plans and curriculum utilized for Mentoring and Professional Development sessions.
- Analysis of resources during the research and adoption process.

Supporting Information
The following resources were reviewed:
- Curriculum Resource Guide
- Presentation materials from ICS Equity training
- Team meeting notes and anecdotal reports

Recommendations for supporting underrepresented groups in instruction:
- Develop and implement district-wide equity sessions for professional development; create an action plan with steps to implement these sessions
- Develop a district-wide vetting tool for use with resources being considered for adoption

Methods, Practices, Curriculum, and Materials Used in School Counseling:

Are district counselors trained in and implementing the Wisconsin Comprehensive School Counseling Model?
The Wisconsin Comprehensive School Counseling Model utilized by the counselors supports students by providing strategies to enhance academics, interpersonal communication skills, self-awareness, and social and emotional skills. Further, the counselors provide and support the development of career, college, and employment readiness and life skills.

Is there a written Counseling Curriculum for the District? The following topics are covered within the K-12 curriculum: protective behaviors, working in groups, conflict resolution, individual differences, problem solving, growth and development skills, career awareness/exploration, character education, transition services, and academic and career planning. At Dodgeville Elementary School, 2nd Step resources are utilized to instruct students with skills and strategies linked to the topics listed above. These lessons are taught within the classroom setting; the counselor oversees the implementation of this curriculum resource. At all three buildings, students have opportunities throughout the year to grow in these areas and learn more about themselves either individually or in classroom lessons, small groups or in more specific interventions based on the needs of the student.

How are counseling and support services aligned with classroom curriculum and assessment? During collaborative meetings with grade level teams, information from teachers is brought forward for discussion. Additional data is gathered from the student self-reports. This information allows staff to problem solve group lessons for classroom and advisory time as well as identify individual needs for small group and individual counseling sessions. In addition, student needs as identified through the Youth Risk Behavior Surveys and anecdotal data guide additional curriculum lessons and services.

How is the counseling curriculum implemented in the K-12 classroom? Monthly lessons are provided in grades K-5 by the school counselors. Additional lessons are delivered as needed. Academic and career planning occurs in the 6th-12th grade Dodgercore classes.

What is the process that involves all students in academic planning and what is the process that involves all students in career planning? During Guidance classes in 5th grade students begin exploring careers as part of the curriculum. The students in grades 6-12 are participating in academic planning as part of Academic and Career planning as well as course selection and registration. In grades 9-12 students conference with the school counselor to develop their academic plan and career goals.

Materials

What methods are used to ensure that bias and stereotyping are absent from counseling resources and materials? Resources and materials used for class instruction are from well-established companies and are evidence-based. The counselors meet monthly and consult with counselors from other districts to ensure that the student needs are addressed without discrimination.

When selecting instructional materials, what written guidelines are followed to insure that all perspectives are included and consideration is given to all protected groups listed in PI 9? The Wisconsin School Counselor Association ascribes to the American School Counselor Association Ethical Standards and, as such, we are committed to upholding those standards.

Are materials and resources published and/or available in languages other than English? Every effort is made to provide translations of materials created by the counseling department. Spanish translation is most commonly used with the materials and we consult with the Multi-Language Learner (ML) teacher when needed.

Does this department and department materials still refer to the name "Counseling and Guidance" or is the new term "School Counseling" in place? The department materials and position title is School Counselor. We utilize the term "guidance" with classroom instruction only. We refer to ourselves as "School Counselors".

Methods and Practices

How are accommodation and support services provided to students? All school counselors attend collaborative meetings with staff and administration. During these meetings all areas of a student or students are discussed (academic, behavior, and social-emotional). Additionally, we are included in IEP and 504 meetings to provide input, develop, and ensure accommodations and supports are in place to meet the needs of all students.

The counselors keep up-to-date website pages so parents and students can access resources. Students and families are made aware of additional community resources through the website and brochures highlighting various resources, locations, and contact information. These resources are monitored and updated so that families and students are provided the most accurate information.

Are culturally and linguistically accessible support services provided to students and families? Yes. Additional resources are provided through external sources when in-district resources are not available.

Does academic planning and support services assist students in closing the achievement gap? During academic planning meetings the counselors and teachers are able to set goals with students so that they can own their own learning. Utilizing the Xello resource (an academic and career planning software platform) students are able to explore their interests, identify skills, possible future options, and plan for those options. Through these meetings with students, teachers and counselors have an opportunity to talk with students about their achievements and how this connects to their future options. Connecting current achievement to future goals can demonstrate to students that they can own their own learning and put strategies into place to achieve those goals.

How do counselors emphasize that courses, programs, opportunities and careers are open to all students regardless of the protected groups outlined in PI-9. At Dodgeville Middle and High School we provide information on course registration to all students. Case managers and class advisors assist students and families when students require additional support in order to understand course registration materials.

All students participate in orientation meetings and presentations when clubs and organizations are introduced.

All students have 1:1 meetings with the counselors to identify courses to be taken in the next year as well as checking post-secondary plans with course plans to ensure that required courses for post-secondary options will be met.

What strategies do counselors use to monitor their own biases and stereotypes? The counselors participate in professional development opportunities to be culturally responsive for all students' academic, social/emotional and career success.

Summary Report Data for School Counseling

Findings
Curriculum: The School Counseling department annually reviews its Comprehensive School Counseling Model Handbooks to keep the scope of the department's service delivery on current student and district needs.

Materials: The department makes every effort to use materials that are free of bias and provides translated written versions.

Methods and practices: School Counselors are the advocates for all students and teach students to be proactive for themselves.

Methods of Analysis
- Participation and discussion with other pupil service personnel during our weekly Counselor meeting and monthly Student Services meetings.
- Analysis of Youth Risk Behavior Survey (YRBS) data.
- Analysis of personal Professional Growth surveys distributed to students and families

Supporting Information
The following resources were reviewed:

- Youth Risk Behavior Surveys from 2020-present
- Dodgeville School District Website pages for Counselors
- Records of services provided to students at each building

Recommendations for School Counseling:
- Disaggregate and analyze data from Youth Risk Behavior Survey (YRBS) and Social, Academic, Emotional, and Behavioral Risk Screener (SAEBRs) data.
- Design and implement a survey to identify ways in which to encourage students to pursue career and college opportunities and course options related to those opportunities
- Meet with school and district teams to discuss data and create action plans for students needing additional or different support
- Provide additional opportunities for the counselors to attend professional meetings and learning opportunities.
- Establish consistent staff development opportunities for the counselors to meet with teams at each building around equitable practices and strategies
- Develop and implement a tool to identify why students are not participating in courses and/or post-secondary options.
    - Use the data from this tool to inform staff about participation rates
    - Develop engagement strategies to encourage student participation

Methods, Practices, Curriculum, and Materials Used in Pupil Assessment and Testing:

Is there an Assessment Plan for the District? As per the Department of Public Instruction, 4K-3 grade classrooms are assessed in reading (Reading Readiness). The state assessments, ACCESS for ELs, Dynamic Learning Maps, Forward, and Pre-ACT and ACT testing are completed in English-Language Arts, Math, Science, and Social Studies at the required levels of 3-11. Additional in-district benchmark assessments are completed 4-10th grade in reading and math. All benchmark and state assessments are completed using vendors that have developed assessments that are fair and equitable, designed to allow students to demonstrate their knowledge and skills.

How are the assessments implemented in the 4K-12 classroom? Benchmark/District assessments are implemented three times per year in each classroom (Fall-Winter-Spring) utilizing assessments that have been vetted for bias and quality. Common formative and summative assessments are also given in classrooms via chromebook or pencil/paper. Students requiring assessment accommodations are provided with those accommodations as per IEP, 504, or other support plan.

Curriculum based measures of learning can be teacher designed or resource provided assessments. If assessments are provided through a district-purchased curriculum resource, these have been approved by the Dodgeville School Board through the curriculum adoption process.

Materials

What methods are used to ensure that bias and stereotyping are absent from assessment resources and materials? Assessments used are from well-established companies and are evidence-based.

When selecting assessments, what written guidelines are followed to insure that all perspectives are included and consideration is given to all protected groups listed in PI 9? Resources must be thoroughly reviewed prior to purchase to ensure that they are free from bias. There are no written guidelines available.

Are materials and resources published and/or available in languages other than English? Every effort is made to provide translations of assessments created by teachers. Spanish translation is most commonly used with the assessments and we consult with the Multi-Language Learner (ML) teacher to determine if a translation is appropriate for a student.

Methods and Practices

How are accommodation and support services provided to students? Teachers are included in IEP and 504 meetings to provide input, develop, and ensure accommodations and supports are in place to meet the needs of all students. At the beginning of the year and/or semester, case managers and school psychologists provide accommodation and support information to all staff regarding students in courses and classrooms.

Are culturally and linguistically accessible support services provided to students and families?
Yes. Additional resources are provided through external sources when in-district resources are not available.

What strategies do teachers, specialists, paraprofessionals, and other support staff use to monitor their own biases and stereotypes? During Collaborative meetings, teams have an opportunity to discuss assessments and student data. It would be during this time where staff would have opportunities to discuss biases and stereotypes related to assessments and assessment practices. No formal strategies have been taught.

Summary Report Data for Pupil Assessment and Testing

Findings
Assessments:
All departments and teams meet to discuss assessment procedures and student data. Dialogue about equitable access is not a regular focus for teams.

Materials: Each department makes every effort to use materials that are free of bias and provide translated written versions where needed.

Methods and practices: Staff participate in professional development opportunities related to the delivery of state assessments.

Methods of Analysis
- Analysis of assessment procedures and materials.
- Analysis of assessment vendors' white papers and research

Supporting Information
The following resources were reviewed:
- Department of Public Instruction website - Assessment information (ACCESS for ELs, Dynamic Learning Maps, Forward Exam, Pre-ACT, ACT)
- Websites: College Board (AP tests), ACT, Renaissance (Fastbridge)
- Assessment calendars
- Procedures for identifying accommodations and supports for students

Recommendations for improving assessment and testing among underrepresented groups:

- Develop and implement a tool to be used after each assessment window to measure equitable practices before, during, and after assessments are given.
- Develop a district-wide vetting tool for use with new assessment tools being considered for adoption
- Design and implement bi-annual focus questions for grade level and content teams to discuss equitable assessment practices including opportunities for teachers to check classroom assessments and assessment practices for bias.
- Expand the Dodgeville School District Curriculum Guide to include an area on Assessments. This area would contain written guidelines to ensure that all perspectives are included and consideration is given to all protected groups listed in PI 9 when selecting new assessments.

Section VI.   Trends and patterns of disciplinary actions, including suspensions, expulsions and handling of pupil harassment.

Supporting information:

The following resources were reviewed:

Infinite Campus - Dodgeville, WiseDash Secure [District site], Sources of Strength, Restorative Practices, training and implementation

Dodgeville Elementary School - Suspensions (In-School and Out-of-School)

Year	Total suspensions	Female	% Suspensions	Male	% Suspensions	Disability	% Suspensions
20-21	2	1	50%	1	50%	0	0%
21-22	4	3	75%	1	25%	3	75%
22-23	3	0	0%	3	100%	1	33%

Year	Total suspensions	Economically Disadvantaged	% Suspensions
20-21	2	2	100%
21-22	4	4	100%
22-23	3	2	67%

Year	Total suspensions	Asian	% Suspensions	Black	% Suspensions	White	% of Suspensions
20-21	2	0	0%	0	0%	2	100%
21-22	4	0	0%	0	0%	4	100%
22-23	3	0	0%	0	0%	3	100%

Year	Total suspensions	Hispanic	% Suspensions	Two or More Races	% Suspensions
20-21	2	0	0%	0	0%
21-22	3	0	0%	0	0%
22-23	3	0	0%	0	0%

Dodgeville Middle School - Suspensions (In-School and Out-of-School)

Year	Total suspensions	Female	% Suspensions	Male	% Suspensions	Disability	% Suspensions
20-21	4	2	50%	2	50%	0	0%
21-22	17	2	12%	15	88%	6	35%
22-23	12	1	8%	11	92%	5	42%

Year	Total suspensions	Economically Disadvantaged	% Suspensions
20-21	4	2	50%
21-22	17	9	53%
22-23	12	6	50%

Year	Total suspensions	Asian	% Suspensions	Black	% Suspensions	White	% of Suspensions
20-21	4	0	0%	1	25%	2	50%
21-22	17	1	6%	1	6%	11	65%
22-23	12	0	0%	2	17%	7	58%

Year	Total suspensions	Hispanic	% Suspensions	Two or More Races	% Suspensions
20-21	4	0	0%	1	25%
21-22	17	1	6%	3	18%
22-23	12	2	17%	1	8%

Dodgeville High School - Suspensions

Year	Total suspensions	Female	% Suspensions	Male	% Suspensions	Disability	% Suspensions
20-21	3	0	0%	3	100%	3	100%
21-22	17	8	47%	9	53%	10	59%
22-23	23	8	34%	15	65%	10	44%

Year	Total suspensions	Economically Disadvantaged	% Suspensions
20-21	3	1	33%
21-22	17	11	65%
22-23	23	17	74%

Year	Total suspensions	Asian	% Suspensions	Black	% Suspensions	White	% of Suspensions
20-21	3	0	0%	0	0%	3	100%
21-22	17	0	0%	1	6%	14	82%
22-23	23	0	0%	0	0%	22	96%

Year	Total suspensions	Hispanic	% Suspensions	Two or More Races	% Suspensions
20-21	3	0	0%	0	0%
21-22	17	2	12%	0	0%
22-23	23	1	4%	0	0%

Summary Report on Data regarding suspension and expulsions.

- During the 20-21 school year students were not on campus full time but attending virtually due to COVID. Data from 21-22 and 22-23 is more reflective of current attendance and programming.
- Suspensions have decreased over the three-years studied for this analysis although 20-21 school year includes the COVID year in which students were quarantined off and on due to rates of illness. In looking at the data, there is a disproportionate amount of suspensions with students who are non-white, experiencing poverty, and those students having IEPs.

Recommendations for equitable behavior responses:

1. Administration and building leadership teams should identify the policies and practices determining suspensions.
2. Continue to utilize Restorative Practices, training larger teams to allow for an increase in the restorative conversations.
3. Continue to build knowledge and practices of staff and students using Sources of Strength, a youth mental health promotion and suicide prevention program designed to harness the power of peer social networks to create healthy norms and culture, ultimately preventing suicide, violence, bullying, and substance misuse.
4. Create, monitor, and strengthen multi-levels of support for students as they move from grade to grade and transition to each building. Training staff in areas of intervention strategies will support this network of support for students and staff.
5. Teams should meet biannually to disaggregate the data and identify goals and action plans to ensure the data reflects equitable distribution of disciplinary actions.

Section VII. Participation Trends and Patterns and School District Support of Athletic, Extracurricular and Recreational Activities 9.06(1)e

Dodgeville High School Participation in Athletics - % of Participation

	Disability		Race		Gender			
	Building Total	Athletes	Building Total	Athletes	Building Total	Athletes	Building Total	Athletes
					Males	Males	Females	Females
20-21	11.5%	5.1%	11.5%	5.7%	53%	48%	47%	42%
21-22	13.3%	2.6%	11.5%	8.3%	52%	54%	48%	44%
22-23	11.6%	4.1%	10.8%	8.1%	55%	56%	45%	47%

Dodgeville Middle School Participation in Athletics - % of Participation

	Disability		Race		Gender			
	Building Total	Athletes	Building Total	Athletes	Building Total	Athletes	Building Total	Athletes
					Males	Males	Females	Females
20-21	9.5%	13%	12.0%	3%	53%	70%	47%	30%
21-22	11.0%	2%	11.6%	5%	52%	51%	48%	49%
22-23	12.6%	3%	11.7%	6%	50%	47%	50%	41%

Summary Report on Data regarding participation in athletics.

- In looking at the data, there is a lack of participation with students having IEPs and students who are non-white in both the middle and high school.
- The rates of participation between males and females is consistent with the numbers of males and females in middle and high school.
    - The data above was not disaggregated into grade level participation groups. A survey comment suggested that the district explore continued participation of females through their senior year.
    - Additional comments and questions were made regarding the recruiting and hiring of females as head coaches and equality of resources for girls' sports.

Recommendations for ensuring equitable access to athletics:

1. Administration and building leadership teams should identify and remove barriers that exist which decrease participation in athletics, especially among students of underrepresented groups.
   - Disaggregate the data by grade level participation to see if there is a pattern of students leaving athletics as they move through the grade levels, e.g. are females playing their senior year?
2. Brought up through the self-reflection survey, the administration and school board could look into questions raised about the recruitment of females as head coaches and equality of resources for girls' sports. These two areas were not examined in the self-reflection analysis but could be in the future.

Dodgeville High School Participation in Clubs and Organizations - % of Participation

	Disability		Race		Gender			
	Building Total	Clubs Organizations	Building Total	Clubs Organizations	Building Total	Clubs Organizations	Building Total	Clubs Organizations
					Males	Males	Females	Females
20-21	11.5%	8.7	11.5%	7.9%	53%	42%	47%	58%
21-22	13.3%	9%	11.5%	8.1%	52%	45%	48%	55%
22-23	11.6%	7.9%	10.8%	8.6%	55%	38.6%	45%	61.4%

Dodgeville Middle School Participation in Clubs and Organizations - % of Participation

	Disability		Race		Gender			
	Building Total	Clubs Organizations	Building Total	Clubs Organizations	Building Total	Clubs Organizations	Building Total	Clubs Organizations
					Males	Males	Females	Females
20-21	9.5%	0%	12.0%	11%	53%	46%	47%	54%
21-22	11.0%	4%	11.6%	7%	52%	50%	48%	50%
22-23	13%	4%	11.7%	10%	50%	43%	50%	57%

Summary Report on Data regarding participation in clubs and organizations.

- In looking at the data, there is a small disparity in the number of underrepresented groups participating in clubs and organizations, particularly with students having IEPs. This is an area to monitor.
- Over the past three years, females have participated at a slightly larger percentage than males. The data does not show a significant discrepancy in this area.

Recommendations for increasing enrollment in courses and programs which see low enrollment by underrepresented groups based on race, gender, disability, and national origin:

1. Identify the barriers that are keeping students who are underrepresented from participating. This could be accomplished through alumni, community, and current student surveys.

Section VIII.   Trends and Patterns in Awarding Scholarships and Other Forms of Recognition and Achievement Provided or Administered by the District 9.06(1)f

Dodgeville High School Awarding of Scholarships

	Disability		Race		Gender			
	Total	Recipients	Total	Recipients	Total	Recipients	Total	Recipients
					Males	Males	Females	Females
20-21	11.5%	0%	11.5%	.54%	53%	31%	47%	69%
21-22	13.3%	.80%	11.5%	4.8%	52%	61%	48%	39%
22-23	11.6%	.81%	10.8%	5.69%	55%	37%	45%	63%

The Dodgeville High School Counseling web site has an entire page dedicated to scholarship application information. It includes national, state,local and Dodgeville Area Scholarship Foundation scholarship information. Each scholarship is linked to an application; due dates are clearly identified for applicants.

Summary Report on Data regarding scholarships being awarded to students.

- In looking at the data, there is a disparity in the number of scholarships awarded. The disparity exists with students having IEPs and students who are non-white. The numbers of awards have increased over the past three years. This is an area to monitor.
- Male/female awards vary, depending on the year, one year with males having a greater percentage of awards and the next females having the greater percentage of awards.

Recommendations for increasing the number of scholarship applications submitted by underrepresented groups based on race, gender, disability, and national origin.

1. Identify the barriers that are keeping students who are underrepresented from participating. This could be accomplished through alumni, community, and current student surveys.
2. Provide professional development to staff around bias and equity including an opportunity to study the data. Being aware of the discrepancies can support more equitable practices.
3. Provide opportunities with an adult that can help students understand application directions, deadlines, and required materials. Schedule time during the day or after school hours for students to access this assistance. Additional assistance with timelines and reminders would be appropriate for students requiring additional assistance.
4. The discrepancies that exist between male and female recipients exist due to "repeat recipients".
5. 1.   Educate scholarship committees, particularly those committees external to the Dodgeville High School in regard to equitable practices. Provide them with information regarding past awardees.

Dodgeville High School Honors and Department Awards

	Disability		Race		Gender			
	Total	Recipients	Total	Recipients	Total	Recipients	Total	Recipients
					Males	Males	Females	Females
20-21	11.5%	0%	11.5%	0%	53%	26%	47%	74%
21-22	13.3%	0%	11.5%	9%	52%	62%	48%	38%
22-23	11.6%	2%	10.8%	2%	55%	42%	45%	58%

A selection criteria for department awards is determined by each department.

Recommendations for reducing the disparity among underrepresented groups based on race, gender, disability, and national origin, identified within the department awards.

1. Provide professional development to staff around bias and equity including an opportunity to study the data. Being aware of the discrepancies can support more equitable practices.
2. Establish a criteria for department awards and make students and families aware of the criteria.

Section IX   School district technology, including electronic communications by school district staff 9.06(1)(h).

The purpose of this section is to ensure that school district technology and electronic communication is accessible by parents and students.

Summary Report on equitable access to technology and electronic communications.

Staff and students acceptable use policies are distributed each school year and accessible online. Acceptable Use Policy is also contained in the Dodgeville High and Middle School Handbooks. The Acceptable Use Policy (ELECTRONIC INFORMATION & COMMUNICATION SYSTEMS USE POLICY includes CHILDRENS INTERNET PROTECTION ACT (CIPA) COMPLIANCE) is contained in the middle and high school handbooks, but is not found in the elementary School Handbook.

All staff and students K-12 are assigned a school email. All office, paraprofessional, and professional staff are provided with a device. Although the district is 1:1 with student chromebooks, 4K-4 student chromebooks remain at school while 5-12 students are able to take their devices for use out of the building.

Parents and students are aided with accessing Infinite Campus (the Student Information System utilized by the Dodgeville School District) during the registration process. This is the system utilized for grades, attendance, and behavior for teachers, administration, students, and families. A messenger system and facebook are communication tools utilized by the district to keep staff, students, and families informed of school events.

District technology and electronic communication is well supported within the facility due to sufficient internet access. Barriers still exist outside of the school due to lack of reliable internet. When online lessons are necessary (e.g. virtual school due to weather events), staff provide paper copies of materials when indicated.

Recommendations for ensuring that all groups represented have equitable access to school district technology and electronic communication.

1) Continue to provide access to the Acceptable Use Policy in the handbooks and include it in the Dodgeville Elementary School Parent Handbook.
2) Survey families about internet access and keep records of families who continue to have this barrier to utilizing technology. Include questions about how families prefer to be notified of district events and student information.

Section X   Summary Report PI-9.06(3) and Recommendations

Over the past several years the Dodgeville School District has worked to ensure that equitable services are provided to all students. This needs to continue to be a priority and with the district's work within the Whole Child/Whole Dodgeville strands of Focus on Learning, Wellbeing, and Life Ready, as well as providing consistent and intentional work on bias and equity studies, the Dodgeville School District is on the path of continued growth and improvement in this area.

Areas in which to establish focus groups and/or action plans:

1. Provide professional development to staff around bias and equity including an opportunity to study the data. Being aware of the discrepancies can support more equitable practices.
   a. Maintain a database of staff training and education as related to equality in education and non-discrimination.
2. When inviting guest speakers to the district or buildings, be intentional about their backgrounds, experiences, and race.
3. Show diversity in our social media posts that is representative of the diversity in our district.
4. Establish a practice of acknowledging the land in which the Dodgeville School District is located.
5. Encourage staff to identify their pronouns in correspondence, example: they/them/theirs
6. Develop and implement district-wide equity sessions for professional development; create an action plan with steps to implement these sessions
7. Identify the barriers that are keeping students who are underrepresented from participating in athletics, club, organizations, and specific courses including advanced or upper level (beyond credit requirements). This could be accomplished through alumni, community, and current student surveys.
8. Through Academic and Career Preparation in grades 5-12 (guidance classes, Advisory, and Dodgercore), provide information to students as they transition from middle to high school, particularly in course options and choices related to their chosen future career or postsecondary options.
9. Administration and building leadership teams should identify and remove barriers that exist which decrease participation not only in athletics but also regular attendance in school, especially among students of underrepresented groups.
10. Develop a district-wide vetting tool for use with resources being considered for adoption
11. Educate scholarship committees, particularly those committees external to the Dodgeville High School in regard to equitable practices. Provide them with data (e.g. summary of demographics) regarding past awardees.
12. Establish a criteria for department awards and make students and families aware of the criteria.
13. Continue to provide access to the Acceptable Use Policy in the handbooks and include it in the Dodgeville Elementary School Parent Handbook.
14. Survey families about internet access and keep records of families who continue to have this barrier to utilizing technology. Include questions about how families prefer to be notified of district events and student information.