

**Verona Area School District
700 North Main Street
Verona, Wisconsin**

**Pupil Nondiscrimination Self Evaluation Report
To Meet Requirements of
S. 118.13, Wis. Stats., & PI 9 Wisconsin Administrative Code**

2008-2009/2009-2010/2010-2011

The Verona Area School District does not discriminate on the basis of sex, race, color, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation or physical, mental, emotional, or learning disability.

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District Demographics

District Enrollment – Male/Female

Year	Male	Female	Total
2008-2009	51.5%	48.5%	4671
2009-2010	52.2%	47.8%	4675
2010-2011	52.1%	47.9%	4889

District Enrollment – Special Education Students

Year	% of Special Education Students
2008-2009	11.6%
2009-2010	10.6%
2010-2011	10.7%

District Enrollment – Minority Students

Year	% of Minority Students
2008-2009	26.6%
2009-2010	27.7%
2010-2011	29.9%

District Enrollment – English Language Learners

Year	% of English Language Learners
2008-2009	12.3%
2009-2010	13%
2010-2011	13.4

District Enrollment – Free and Reduced Lunch

Year	% of Free/Reduced Lunch
2008-2009	21.9%
2009-2010	24.4%
2010-2011	28.5%

Introduction and Self Evaluation Process

In compliance with S. 118.13, Wis. Stats., and PI 9, Wisconsin Administrative Code, the Verona Area School District conducted a self evaluation of the status of pupil nondiscrimination and equality of education opportunity in the following three areas:

1. Methods, practices, curriculum and materials used in counseling.
2. Participation trends and patterns and school district support of athletic, extracurricular and recreational activities; and
3. Trends and patterns in awarding scholarships and other forms of recognition and achievement provided or administered by the school district.

The review took place during the 2011-2012 school year. Donna Behn, the Director of Instruction and Erin Kuehn-Schettler, Director of Student Services facilitated the self-evaluation.

The following is a brief timeline of the basic procedures and information collected as part of the self evaluation:

March 2011	Reviewed guidelines for the self evaluation provided by the Department of Public Instruction.
March 2011	Decision made to do the self-evaluation in-house rather than hiring an outside consultant.
April 2011	Met with Mark Kryka, the Activities Director, to discuss letter winners and get data for 3 years.
April 2011	Met with Theresa Conybear, High School Counselor, to discuss senior awards and get data for three year years.
April 2011	Requested award information for three years from each middle school principal.
August 2011	District received information from DPI regarding Disproportionality – District required to participate in ongoing training.
August 2011	Jonathan Mooney gave the opening keynote address on Celebrating Cognitive Diversity.
September 2011	Request from Donna Behn to DPI (Paul Sherman) for an extension on the Self-Audit Report to allow collaboration

between departments and buildings so as not to duplicate efforts.

October 2011

District Equity Leadership Team formed.

October 2011

The book **Privilege, Power and Difference** purchased for Committee. Read Chapters 1-3 prior to November training with Equity Alliance.

October 31, 2011

Allan Johnson, author of **Privilege, Power and Difference** was to have been the keynoter for the District in-service but was unable to attend due to the large snowstorm out east. Santo Carfora, Diversity Consultant from Janesville, stepped into conduct the in-service.

November 17-18, 2011

Equity Alliance Training for members of the Equity Leadership. This training was conducted by Elizabeth Kozleski, Equity Alliance, Arizona State University

November 2011-12

Members of the Equity Leadership Team met several times to begin planning for dealing with disproportionality issue.

November 2011- March 2012

Santo Carfora and Robert Baldwin conducted Diversity workshops in the elementary schools Core Knowledge Charter School, New Century Charter School and the high schools. Similar activities had already been conducted previously at the middle schools.

February 2012

After meeting with the Coordinator the Superintendent submits an application to join the Minority Student Achievement Network.

February-March 2012

Members of the District Equity Leadership Team read **Gaining on the Gap: Changing Hearts, Minds, and Practice**. Discussions related to what information/data we need to have available to improve performance in this district as well as the contents of a district improvement plan.

March 2012

Several members of the high school team attend a conference sponsored by MSAN on to increase the number of minority students taking honors and AP classes.

March-April 2012

Director of Student Services develops a PowerPoint presentation on disproportionate identification of students of color. Thus far the presentation has been shared with the Administrative Team, Badger Ridge Middle School Staff, Savanna Oaks Site Council, Verona Area High School Special Education Department leaders, as well as School Psychologists and Special Education Coordinators.

March-April 2012

The Director of Instruction develops Data Dashboards for each school. The purpose of the Data Dashboards was to provide all data appropriate to studying equity and disproportionality in one location. Having data available to staff allowed the District to meet multiple purposes (Disproportionality Data Review and the Pupil Nondiscrimination Self-Assessment Report), while providing an opportunity to structure consistent on-going data collection to review annually. These dashboards were created for Verona Area High School, Badger Ridge Middle School, Savanna Oaks Middle School, Core Knowledge Middle School, Core Knowledge Elementary School, New Century Charter School, Country View Elementary School, Glacier Edge Elementary School, Stoner Prairie Elementary School and Sugar Creek Elementary School. A Data Dashboard was not created at this time for the Verona Area International School as they are only in their second year of operation.

The following chart illustrates the specific data collected across all schools, and select data by level:

Data Consistent In All Dashboards	Additional Data In High School Dashboard	Additional Data in Middle School Dashboards	Additional Data in Elementary Dashboards
WKCE Advanced and Proficient Data Disaggregated by: Race, Economically Disadvantaged, Disability, and English Language Learners	Explore 9 Test Results Disaggregated by: Race, Economically Disadvantaged, Disability, and English Language Learners	Explore 8 Test Results Disaggregated by: Race, Economically Disadvantaged, Disability, and English Language Learners	On Grade Reading 3 (Percent of students meeting proficient or advanced.) Disaggregated by Ethnicity, Disability, Economically Disadvantaged, and English Language Learners.
Attendance Disaggregated by: Race, Disability, Economically Disadvantaged, and English Language Learners	Plan 10 Test Results Disaggregated by: Race, Economically Disadvantaged, Disability, and English Language Learners	On Grade Reading 6 (Percent of students not meeting proficient or advanced.) Disaggregated by Ethnicity, Disability, Economically Disadvantaged, and English Language Learners.	
Habitual Truant Data Disaggregated by Ethnicity	Plan 11 Test Results Disaggregated by: Race, Economically Disadvantaged, Disability, and English Language Learners	On Grade Math 8 (Percent of students not meeting proficient or advanced.) Disaggregated by Ethnicity, Disability, Economically Disadvantaged, and English Language Learners.	
Dropout Data Disaggregated by Ethnicity, Disability, Economically Disadvantaged, and English Language Learners	ACT Test Results Disaggregated by Race	8 th Grade Algebra Completion disaggregated by Ethnicity, Disability, Economically Disadvantaged, and English Language Learners.	
Suspension Data Disaggregated by Ethnicity and Disability	Graduation Rate Disaggregated by Ethnicity, Disability, Economically Disadvantaged, and English Language Learners	Scholarship Data Disaggregated by Ethnicity, Disability, Economically Disadvantaged, and English Language Learners	
Expulsion Data Disaggregated by Ethnicity and Disability	9 th Grade Geometry Completion Disaggregated by Ethnicity, Disability,	Co-Curricular Participation Disaggregated by Ethnicity, Disability, and English Language Learners	

	Economically Disadvantaged, English Language Learners		
Retention Data Disaggregated by Ethnicity, Disability, Economically Disadvantaged, English Language Learners	10 th Grade Algebra II Completion Disaggregated by Ethnicity, Disability, Economically Disadvantaged, English Language Learners		
Overall Prevalence Data in Special Education by Ethnicity	Three Years Foreign Language Completion, Ethnicity, Disability, Economically Disadvantaged, English Language Learners		
Educational Environment (Less than 21%, 21%-60%, and 60% or more)	Scholarship Data Disaggregated by Ethnicity, Disability, Economically Disadvantaged, and English Language Learners		
	Co-Curricular Participation Disaggregated by Ethnicity, Disability, and English language Learners		
	Advanced Placement Enrollment and Success Disaggregated by Ethnicity,		
	Grade Point Average Disaggregated by Ethnicity, Disability, Economically Disadvantaged and English Language Learners		
	Post Secondary Plans Disaggregated by Ethnicity		

April 2012	Review of all data listed in the Data Dashboard for each school including co-curricular participation, scholarship information
April 2012	K-12 counselors met to review methods, practices, curriculum and materials used in counseling.
April 25-26, 2012	Members of the District Equity Team attended the CREATE Conference to continue developing the Disproportionality Plan.
April 24-25, 2012	Second High School Associate Principal attends Beyond Diversity Training - Level II.
May 11, 2012	K-12 Counselors review Pupil Non-discrimination counseling questions.
May 15, 2012	Administrative Team reviews Nondiscrimination Self-Audit.
May 16-21, 2012	Audit on website for parent, student, community review.
May 21, 2012	Pupil Nondiscrimination Self Audit Report presented to the Verona Area Board of Education.

**Non-Discrimination Self Evaluation Review Committee
(District Equity Leadership Team)**

Name	Title
Dean Gorrell	Superintendent of Schools
Erin Kuehn-Schettler	Director of Student Services
Donna Behn	Director of Instruction
Pam Hammen	Verona Area High School Principal
Michael Murphy	Associate Principal (VAHS)
Steve Penne	Savanna Oaks Middle School Principal
David Jennings	Badger Ridge Middle School Principal
Sandy Eskrich	Savanna Oaks Assistant Principal
Barbara James	Badger Ridge Assistant Principal
Theresa Taylor	Glacier Edge Elementary School Principal
MaryAnn Ford	Savanna Oaks Special Education Coordinator/School Psychologist
Marlene Koch	Glacier Edge Special Education Coordinator/School Psychologist
Joan Bartel	Verona Area High School Special Education Coordinator

In addition to the District Equity Leadership Team the following individuals also provided data, input, feedback, etc., regarding the non-discrimination self audit:

Mark Kryka – Athletic Director

Theresa Conybear – Counselor (Coordinates Scholarships)

Amanda Zanchetti-Mayo – Director of Verona Area International School

Tracey Williams – Associate Principal – Verona Area High School

Brian Boehm, Associate Principal – Verona Area High School

Todd Brunner, Principal – Sugar Creek Elementary School

Michelle Nummerdor, Principal – Country View Elementary School

Lynn Berge, Director New Century Charter School

Chris Olson, Principal – Stoner Prairie Elementary School

Robert McNallie, Director of Core Knowledge Charter School

Betty Wottreng, Director of Educational Technology Services

John Schmitt, Director of Community Services

K-12 Counselors

Students, staff, parents, and residents of the community were given an opportunity to make comments. Notice of this evaluation and invitation to submit questions and comments was posted on the district website.

General Statements:

- Since the last Non-discrimination self-audit the Non-Discrimination Statement has been updated and is now included in each building's Parent/Student Handbook, Board Policies posted on the district website, and published in the Verona Times Press in the Back-to-School issue.
- Data Dashboards have been developed for each school to track data in a wide variety of areas over time to analyze policies, procedures and practices which may not offer equitable opportunities.
- School mascots, team names and logos are free from bias or stereotyping.
- The district's separate interscholastic athletic programs for males and females were reviewed and there is equitable support provided in 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 types of services, publicity efforts, availability of pep band, cheerleaders, pomp pon, et cetera for all teams.
- The Verona Area School District offers every WIAA sport possible.
- Special accommodations are available for students with disabilities.
- The district has surveyed students, staff and parents/guardians to determine what needs or interests they have for extracurricular activities or clubs.
- Public information regarding athletic extracurricular and recreational activities is inclusive and free of bias, stereotyping, and discrimination including language and visual. Public information includes press releases, brochures, outreach/recruiting materials, posters, public service announcements, etc. Every message goes out to all students and community members repeatedly.
- Information regarding athletic, extracurricular, recreation and other activities are published in other languages.
- Verona Area School District is site based managed. The Board has identified strategic priorities. Each building annually develops a Strategic Plan based on the strategic priorities (data retreats are facilitated to assist in developing the goals). Increasing student achievement is a priority in the plans. Each building also gives a report on progress on their plan.

- The elementary has a district RtI Committee and building RtI Teams, while the secondary schools have individual RtI Teams in each building. The Verona Area School District has developed and implemented an RtI Model. The Elementary RtI Pyramid Model can be found on the district website under Departments/Curriculum, Instruction, and Assessment. The Secondary Model will be posted on the district website in 2012-13 and will look similar to the Elementary Model.
- Interventions are in place for students who score minimal and basic on local, state and national assessments.
- A variety of professional development opportunities addressing equity are provided annually in each building.
- The Director of Student Services as worked with a group of Student Services Directors around Dane County to develop an IEP review process when students transfer between districts.
- The District has formed a Talents and Passion Advisory Council (Gifted and Talented). The identification plan, programming, and action when completed by the end of June 2012, will include ways in which to ensure inclusion of underrepresented populations.
- Transportation, waivers to camps, and waivers of athletic fees are available to students who would otherwise not be able to participate.
- The District as a strong counseling program at all levels. The school counselors have updated their curriculum by implementing the new state model for counseling. All school counselors have completed Level I, II and III training. The counseling curriculum is well developed and included in Eclipse, the district's curriculum template.
- Counselors are all certified professionals, fully licensed and participate in a variety of ongoing professional development opportunities.
- Counselors continually network with building and district colleagues and with counselors outside of the Verona district to consider the most culturally sensitive tools, materials, and techniques to use with students and families.

- The four main components of the counseling program are 1) counseling curriculum, 2) individual planning, 3) responsive services, and 4) system support. These components are directed at supporting success for all students.
- The District provides bilingual education in grades K-3 making a priority to include both language and culture into the curriculum.
- Professional development is implemented through late start school days on Monday – K-5 is every Monday; 6-12 is every other Monday.
- The Verona Area School District follows The Pupil Nondiscrimination guidelines for Athletics, joint publication of the Department of Public Instruction and Wisconsin Interscholastic Athletic Association. As a result of these guidelines and past practice, programs meet the follow two basic criteria: They are comparable in scope, they are comparable in type
- The ELL, At Risk, and Special Education Departments are included in the areas in which Department Awards are given.
- The ELL staff is diligent in providing and translating information regarding scholarships to the ELL students.
- The local application for scholarships is translated into Spanish.
- Scholarship information is provided to all seniors in an all senior meeting. Everyone gets the list. The scholarship information is available in the counseling office, on the website, in the newsletter, and the social workers promote them as well.
- The counseling department has now added disaggregated data for scholarships and awards so that the data can easily be tracked annually.

Areas of Concern Identified as a Result of Non-discrimination Self-Audit and Disproportionality Action Plan Development

- There is an achievement gap between students of other races and their white counterparts.
- There is an achievement gap between students with disabilities, students on free and reduced lunch, and students who are English Language Learners as evidenced by State and National Assessments.
- This same gap appears for a variety of other areas including scholarship recipients, and co-curricular participation.
- The District has been severely disproportionate for the past six years. This pattern of over identification extends across all disabilities, but also for specific disabilities including emotional/behavioral disabilities, learning disabilities, and other health impairments. To a lesser degree, these patterns exist in the areas of cognitive disabilities and speech and language impairments. Disproportionate identification is most prevalent for students who are black, but also extends to other groups including those who are Hispanic and American Indian.
- Equity discussions and data collection indicate we may be inadvertently setting up barriers for students.
- Site council reviews all requests to seek school approved status for new extracurricular activities or clubs but they are not all provided due to financial resource availability.

Recommendations:

The following focus areas have been identified by the District to work on in the next three years:

DATA

Recommendation	Who Responsible?
Update Disproportionality Data by District and by Building Annually	Erin Kuehn-Schettler, Director Student Services
Review Data Dashboards with Principals to Determine Additional Data Needed or Changes in Current Presentation of Data	Donna Behn, Director of Instructional Services
Update Building Data Dashboards Annually	Donna Behn, Director Instructional Services
Develop a District Data Dashboard	Donna Behn, Director of Instructional Services
Review, Discuss, Analyze Data Annually	All Administrative Team Members Building Site Councils (Staff)
An Equity Audit will be conducted in each building using a common format and independent reviews	Equity Teams Faciliator

PROCESS

Recommendation	Who Responsible?
Develop an Equity Mission Statement and Goals and reference it in our day to day work.	District Equity Leadership Team
Encourage participation by a variety of stakeholders in various committees and teams to ensure diversity reflective of the school or district community.	District Equity Leadership Team Building Administration
Expand the District Equity Leadership Team to	Erin Kuehn-Schetter, Chair of the District

include the entire administrative team	Equity Leadership Team
Require each building to form a Building Equity Team (High School Team will include parents and students.)	Building Principals
Any building reaching 4.00 by Risk Ratio will submit a building plan.	Building Principals
Special education procedures and practices will be revised to support comprehensive evaluation practices and eligibility determinations for special education.	Erin Kuehn-Schettler, Director Pupil Services Building Special Education Coordinators
Monitor and evaluate effectiveness of interventions	Administrative Team
Monitor and evaluate course enrollment, scholarship awards and extracurricular participation to improve equity across demographic groups.	High School Administration and Equity Team

PROFESSIONAL DEVELOPMENT

Recommendation	Who Responsible?
Train all administrative team members in Beyond Diversity I	Trainer
Train all Equity Team Members in Beyond Diversity I and II	Trainer
Train Equity Team Members to Conduct Equity Audits/Walk Throughs	Trainer
Provide supplemental training to equity team members on facilitation skills and problem solving.	Minority Student Achievement Network
Professional Development the next three years will focus on Equity (Beyond Diversity, Understanding Poverty, etc.) , Relationships (Communicating	Administrative Team Building Professional Development Teams

<p>Effectively with Parents, Respect and Dignity in Addressing Challenging Behaviors, Addressing Bullying& Harassment, Promoting Safe and Inclusive Schools, etc.) , and High Quality Instruction (Assessment, Mining Data, Culturally Responsive Practices, SIOP, Co-Teaching, Differentiation, Blended Learning, etc.)</p>	
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