

Pupil Nondiscrimination and Equality of Opportunity Summary 5-Year Self-Evaluation for the School District of Menomonee Falls

Purpose - As required under Wisconsin Statute § 118.13(3)(a): each board shall evaluate the status of nondiscrimination and equality of educational opportunity in the school district at least once every five years on a schedule established by the state superintendent.

Special Thank You to all of the staff involved in assisting in the creation of this summary report.

Team Members

	Title
David Muñoz	Superintendent of Schools
Laura Schieffer	Director of Pupil Services
Laura Startz	Pupil Services Administrative Assistant
Michael Taylor	High School Counselor
Brian Heimark	Athletic Director
Dan Gebauer	High School Principal
Brooke Jakobi	AODA Coordinator, Physical Education Teacher
Brianna Young	Data Specialist
Nerrissa Phillips Murray	Parent and Program Support Teacher
Teri Kovars	Middle School Principal

Consulted with:

Troy Seyfert	Director of Technology
Amy Swanson Kieser	Director of Communications and Community Outreach
Amy Riebel	Director of Curriculum, Learning, & Analytics
Leia Sceptur	Director of Human Resources

Enrollment Data - Race/Ethnicity

September Third Friday Enrollment & Race/Ethnicity						
Race/Ethnicity	20-21		21-22		22-23	
	#	%	#	%	#	%
White	2830	72.5%	2823	71.7%	2746	70.2%
Black	284	7.3%	300	7.6%	316	8.1%
Asian	316	8.1%	317	8.1%	322	8.2%
Hispanic	188	4.8%	186	4.7%	203	5.2%
American Indian/Alaskan Native	15	0.4%	16	0.4%	15	0.4%
Two or More	267	6.8%	292	7.4%	309	7.9%

The data above was pulled from WISEdash using the following path:
 WISEdash > Topics > Enrollment > Enrollment All Subgroups (filtered to "Third Friday in Sept.")

Enrollment Data – Gender

September Third Friday Enrollment & Gender						
Gender	20-21		21-22		22-23	
	#	%	#	%	#	%
Male	2030	52.0%	2055	52.2%	2047	52.3%
Female	1871	48.0%	1881	47.8%	1861	47.6%

The data above was pulled from WISEdash using the following path:
 WISEdash > Topics > Enrollment > Enrollment All Subgroups (filtered to "Third Friday in Sept.")

Enrollment Data – Disability Status

September Third Friday Enrollment & Disability Status						
Disability Status	20-21		21-22		22-23	
	#	%	#	%	#	%
With	476	12.2%	493	12.5%	505	12.9%
Without	3425	87.8%	3443	87.5%	3408	87.1%

The data above was pulled from WISEdash using the following path:
 WISEdash > Topics > Enrollment > Enrollment All Subgroups (filtered to "Third Friday in Sept.")

1. School Board Policies and Procedures - Policy and Procedure 411: Equal Educational Opportunities: Pupil Nondiscrimination Pupil Harassment contains all necessary components. We post this policy on our District website with all District policies and procedures, under the Annual Notices and Internet Safety page, and in our Student/Parent Handbook which makes this policy accessible to families and students. Publishing a class 1 notice annually is a requirement that is fulfilled by posting the policy and statement on our website.

2. Enrollment Trends in classes and programs -

Advanced Placement Course Enrollment - Race/Ethnicity

Advanced Placement Course Enrollment & Race/Ethnicity									
Race/Ethnicity	20-21			21-22			22-23		
	Students enrolled in at least 1 AP course		Total HS Population	Students enrolled in at least 1 AP course		Total HS Population	Students enrolled in at least 1 AP course		Total HS Population
	#	%	%	#	%	%	#	%	%
White	465	78.5%	69.8%	363	77.1%	67.9%	321	73.3%	66.8%
Hispanic	18	3.0%	5.3%	15	3.2%	5.3%	14	3.2%	5.7%
Black	39	6.6%	11.2%	24	5.1%	11.4%	32	7.3%	11.9%
Asian	42	7.1%	6.6%	43	9.1%	7.7%	49	11.2%	7.9%
Two or More	27	4.6%	6.4%	25	5.3%	7.0%	20	4.6%	7.0%

The percent of White students participating in AP courses (20-21: 78.5%, 21-22: 77.1%, 22-23: 73.3%) is consistently higher than the actual percent of White students in the overall population every year (20-21: 69.8%, 21-22: 67.9%, 22-23: 66.8%). Although there wasn't a significant discrepancy for any one minority group, this would indicate that there is evidence of disproportionality for minority students overall (20-21: 8.7%, 21-22: 9.2%, 22-23: 6.5%). This is the purpose of AVID.

Advanced Placement Course Enrollment - Gender

Advanced Placement Course Enrollment & Gender									
Gender	20-21			21-22			22-23		
	Students enrolled in at least 1 AP course		Total HS Population	Students enrolled in at least 1 AP course		Total HS Population	Students enrolled in at least 1 AP course		Total HS Population
	#	%	%	#	%	%	#	%	%
Male	289	48.8%	53.5%	208	44.2%	53.2%	188	42.9%	52.9%
Female	303	51.2%	46.5%	263	55.8%	46.8%	250	57.1%	47.0%

Although, male students have consistently made up more than half of the HS population, more female students have participated in AP courses than male students every year. Participation in AP courses has generally declined consistently each year (20-21: 592, 21-22: 471, 22-23: 438). However, the drop in AP course participation is much larger for male students (20-21: 289, 21-22: 208, 22-23: 188) than female students (20-21: 303, 21-22: 263, 22-23: 250).

Advanced Placement Course Enrollment – Disability Status

Advanced Placement Course Enrollment & Disability Status									
Disability Status	20-21			21-22			22-23		
	Students enrolled in at least 1 AP course		Total HS Population	Students enrolled in at least 1 AP course		Total HS Population	Students enrolled in at least 1 AP course		Total HS Population
	#	%	%	#	%	%	#	%	%
With	11	1.9%	11.8%	10	2.1%	12.1%	10	2.3%	12.1%
Without	581	98.1%	88.2%	461	97.9%	87.9%	428	97.7%	87.9%

There is a consistent trend that only roughly 2% of students that participate in AP courses are students with a disability even though they make up roughly 12% of the overall HS population.

Based on this information we will continue to examine how students are scheduled at the high school level and use the teacher evaluation tool with fidelity to provide feedback to educators on evidence-based, good instructional practices.

3. Methods, practices, curriculum, and materials used in instruction, counseling, and pupil assessment and testing. We use curriculum based assessments, district assessments, as well as state assessments such as the Dynamic Learning Map (DLM), WI Forward, and ACT to assess the achievement and progress of the student population. Tests are proctored according to the guidelines of each assessment. All accommodations, whether for students with disabilities, English Learners, or students with 504 plans are provided for students to ascertain the best representation of student learning and achievement. Over the past three years, we have had between a 4 and 8 percent lower number of students taking the Forward test who are students with disabilities. We have lost points in our Joint Federal Notification for test participation of students with disabilities. The District uses Policy 330 Curriculum Development (last updated in April of 2014) to guide the selection of curriculum. The policy states: The District believes in the need for systematic review and improvement of curriculum, and further believes that this should be a deliberate process of continuous study, revision, implementation, and evaluation. The improvement of the curriculum shall be guided by the District's commitment to continuous improvement and the knowledge and skills required of district students to be college and career-ready. It is desirable to the extent that it is practical to involve a broad representation of the school community including teachers, administrators, School Board members, community members, and, when appropriate, students in the evaluation and improvement of District curricula.

The high school counseling team has several primary student learning objectives:

1. 100% of MFHS students graduate with an identified, attainable, appropriate post-secondary plan.
2. Curricular Contacts which are delivered to all students emphasize high expectations, college/career readiness skills, and interventions to help students in the need to close gaps.
3. They also encourage all students to take a course that carries post-secondary credit before graduation (CAPP, AP, TC).

Based on this information schools will continue to monitor test participation with data. Schools will continue to provide clear information about SEL to parents with options on how to opt in or out.

4. Trends and patterns of disciplinary actions, including suspensions, expulsions, and handling of pupil harassment. In the past three years we have had 13 complaints documented with the Department of Public Instruction. Six of those harassment complaints were based on sex, six harassment complaints based on race, and one based on disability status. All complaints were resolved between the school district and the families without DPI intervention.

Behavior Referrals – Gender

All Behavior Entries & Gender									
Gender	20-21			21-22			22-23		
	% Entries	% Students	% Total Population	% Entries	% Students	% Total Population	% Entries	% Students	% Total Population
Male	79.1%	69.5%	52.0%	85.2%	74.9%	52.2%	76.9%	72.5%	52.3%
Female	20.7%	30.0%	48.0%	14.7%	24.8%	47.8%	22.9%	27.3%	47.6%

Male students are consistently overrepresented in the % of students with a behavior referral/entry when compared to female students. Male students consistently make up roughly 52% of the total population but have consistently been overrepresented in the % of students with a referral (20-21: 69.5%, 21-22: 74.9%, 22-23: 72.5%).

Suspensions – Gender

Suspensions & Gender									
Gender	20-21			21-22			22-23		
	# Students	% Students	% Total Population	# Students	% Students	% Total Population	# Students	% Students	% Total Population
Male	44	88.0%	52.0%	65	78.3%	52.2%	108	84.4%	52.3%
Female				18	21.7%	47.8%	19	14.8%	47.6%

Male students are consistently overrepresented in the % of students with a suspension when compared to female students. Male students consistently make up roughly 52% of the total population but have consistently been overrepresented in the % of students with a suspension (20-21: 88.0%, 21-22: 78.3%, 22-23: 84.4%).

Note: Student groups less than 10 are not included.

Behavior Referrals – Race/Ethnicity

All Behavior Entries & Race/Ethnicity									
Race/Ethnicity	20-21			21-22			22-23		
	% Entries	% Students	% Total Population	% Entries	% Students	% Total Population	% Entries	% Students	% Total Population
White	53.8%	54.3%	72.5%	61.0%	58.0%	71.7%	51.1%	61.4%	70.2%
Black	22.9%	19.3%	7.3%	13.6%	14.8%	7.6%	22.3%	14.3%	8.1%
Asian				2.7%	4.9%	8.1%	2.7%	5.0%	8.2%
Hispanic	6.8%	7.6%	4.8%	11.7%	9.4%	4.7%	8.7%	7.3%	5.2%
Two or More	13.6%	14.8%	6.8%	10.7%	12.4%	7.4%	13.7%	11.4%	7.9%

White students are consistently underrepresented in the % of students with a behavior referral/entry when compared to minority students. Black students were the only minority group that was consistently overrepresented among students with a referral (20-21: 19.3%, 21-22: 14.8%, 22-23: 14.3%) even though they only make up roughly 7-8% of the total population.

Note: Student groups less than 10 are not included.



**MENOMONEE FALLS
SCHOOLS**

Engage
Learn
Improve

Suspensions – Race/Ethnicity

Suspensions & Race/Ethnicity									
Race/Ethnicity	20-21			21-22			22-23		
	# Students	% Students	% Total Population	# Students	% Students	% Total Population	# Students	% Students	% Total Population
White	25	50.0%	72.5%	46	55.4%	71.7%	63	49.2%	70.2%
Black	12	24.0%	7.3%	21	25.3%	7.6%	30	23.4%	8.1%
Asian									
Hispanic							15	11.7%	5.2%
Two or More							17	13.3%	7.9%

White students are consistently underrepresented in the % of students with a suspension when compared to minority students. Black students were the only minority group that was consistently overrepresented among students with a suspension (20-21: 24.0%, 21-22: 25.3%, 22-23: 23.4%) even though they only make up roughly 7-8% of the total population. Some smaller new gaps emerged for Hispanic & Two or More in the 22-23 school year.

Note: Student groups less than 10 are not included.



**MENOMONEE FALLS
SCHOOLS**

Engage
Learn
Improve

Behavior Referrals – Disability Status

All Behavior Entries & Disability Status									
Disability Status	20-21			21-22			22-23		
	% Entries	% Students	% Total Population	% Entries	% Students	% Total Population	% Entries	% Students	% Total Population
With	33.6%	22.4%	12.2%	35.7%	22.9%	12.5%	32.4%	20.8%	12.9%
Without	66.4%	77.6%	87.8%	64.3%	77.1%	87.5%	67.6%	79.3%	87.1%

Students with a disability are consistently overrepresented in the % of students with a behavior referral/entry when compared to students without a disability. Students with a disability consistently make up roughly 12-13% of the total population but have consistently been overrepresented in the % of students with a referral (20-21: 22.4%, 21-22: 22.9%, 22-23: 20.8%).

Suspensions – Disability Status

Suspensions & Disability Status									
Disability Status	20-21			21-22			22-23		
	# Students	% Students	% Total Population	# Students	% Students	% Total Population	# Students	% Students	% Total Population
With	23	46.0%	12.2%	31	37.3%	12.5%	47	36.7%	12.9%
Without	27	54.0%	87.8%	52	62.7%	87.5%	81	63.3%	87.1%

Students with a disability are consistently overrepresented in the % of students with a suspension when compared to students without a disability. Students with a disability consistently make up roughly 12-13% of the total population but have consistently been overrepresented in the % of students with a suspension (20-21: 46.0%, 21-22: 37.3%, 22-23: 36.7%).

Based on this information we will continue to keep data in PowerSchool. We will continue to find ways to connect kids to school and increase school engagement for all students, especially at the secondary level. We will continue to have all buildings look at their data for specific areas to improve Tier 1 behaviors.

- Participation trends and patterns and school district support of athletic, extracurricular, and recreational activities. Our sports offerings are equal for female and male sports. Recently Girls' wrestling was added as well as Boys' volleyball and boys' and girls' lacrosse. We are one of 5 districts that work with Women of Will to help us increase the number of female participants. We offer payment plans and scholarships, but those with free and reduced lunch don't pay. On Wednesdays, the high school offers an athletic study hall. This allows students to stay at school during the gap between dismissal and practice. If we are aware a student does not have transportation, a late bus has taken the student home. Our district has grade policies for participation at a 1.7 GPA. Students can also still participate if they have one F. If they have an F, they must sit for 16 days and then grades are rechecked. If a student has an IEP or 504 plan, the coach works with case managers if there are grade concerns. We will continue to track data in a manner that can be more easily analyzed so recommendations for improvement can be made.

- Trends and patterns in awarding scholarships and other recognition and achievement provided or administered by the school district. The district does not keep data on many of our awards. We were, however, able to gather data on Honor Roll students. There was expected representation of each racial group on the Honor Roll, except for white students who are overrepresented compared to their total population. Begin tracking data in a manner that can be analyzed and recommendations for improvement can be made.
- School district efforts to achieve quality of education opportunity and nondiscrimination.

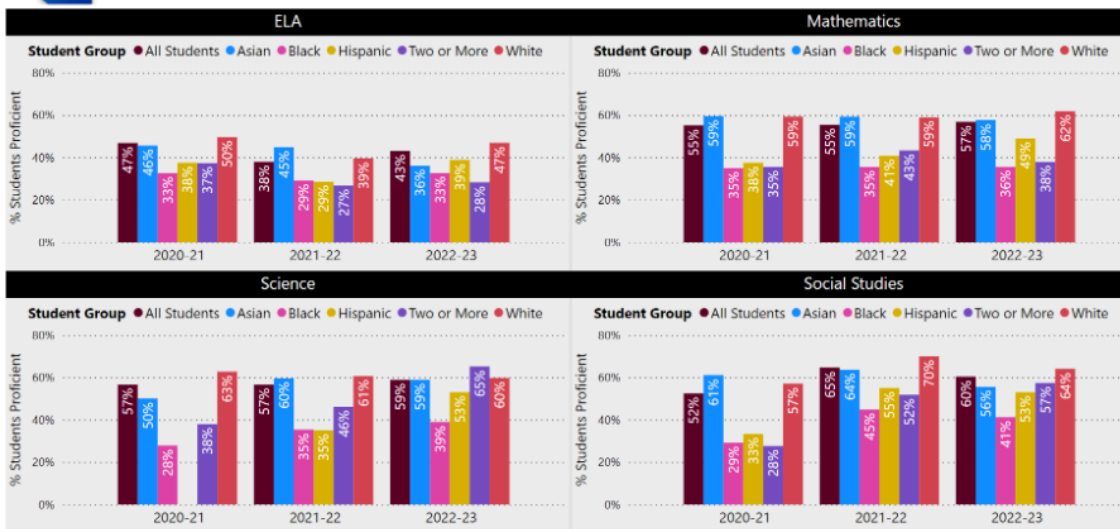
WI Forward - % of Students Proficient by Race/Ethnicity



SDMF District Trends
by % Students Proficient

ELA & Mathematics
3rd - 8th grade
Science
4th & 8th grade
Social Studies
4th, 8th & 10th grade

Grade Level	School
All	[Districtwide]



White & Asian students generally outperform other groups across all subjects.

However, Hispanic students made significant gains toward closing gaps in Math, Science, & Social Studies. Students identifying as Two or More made significant gains in Social Studies and closed the gap in Science.

There is a consistent gap for Black students across all subjects.

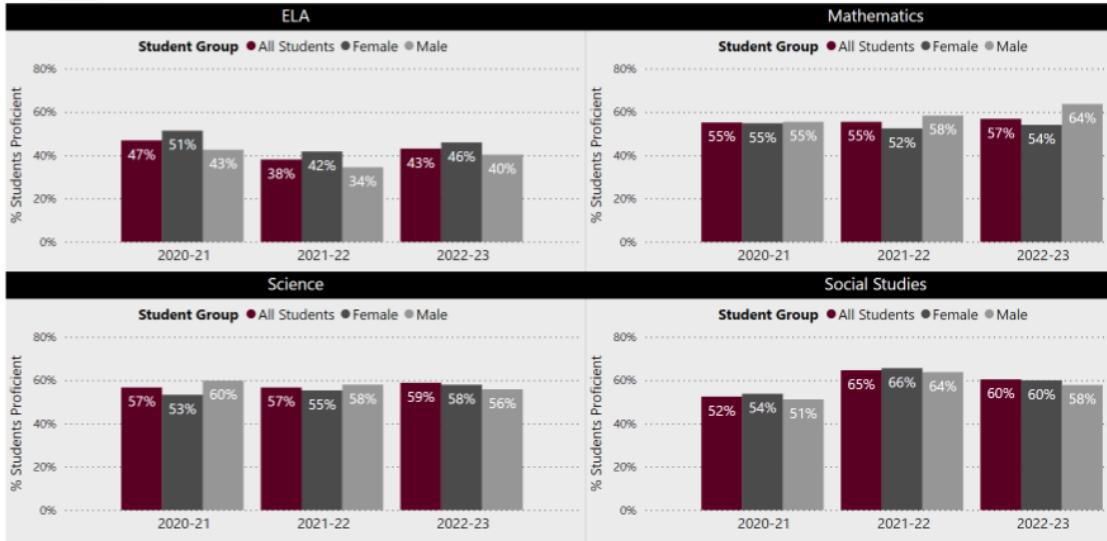
WI Forward - % of Students Proficient by Gender



SDMF District Trends
by % Students Proficient

ELA & Mathematics 3rd - 8th grade
Science 4th & 8th grade
Social Studies 4th, 8th & 10th grade

Grade Level	School
All	[Districtwide]



In ELA, female students have consistently outperformed male students in ELA with a gap of 8% in both 20-21 & 21-22 and a 6% gap in 22-23.

In Math, there was no gap for the 20-21 school year but has since consistently increased with Male students growing at a faster rate than female students (20-21: 0%, 21-22: 6%, 22-23: 10%).

There is no evident disproportionality in Science & Social Studies.

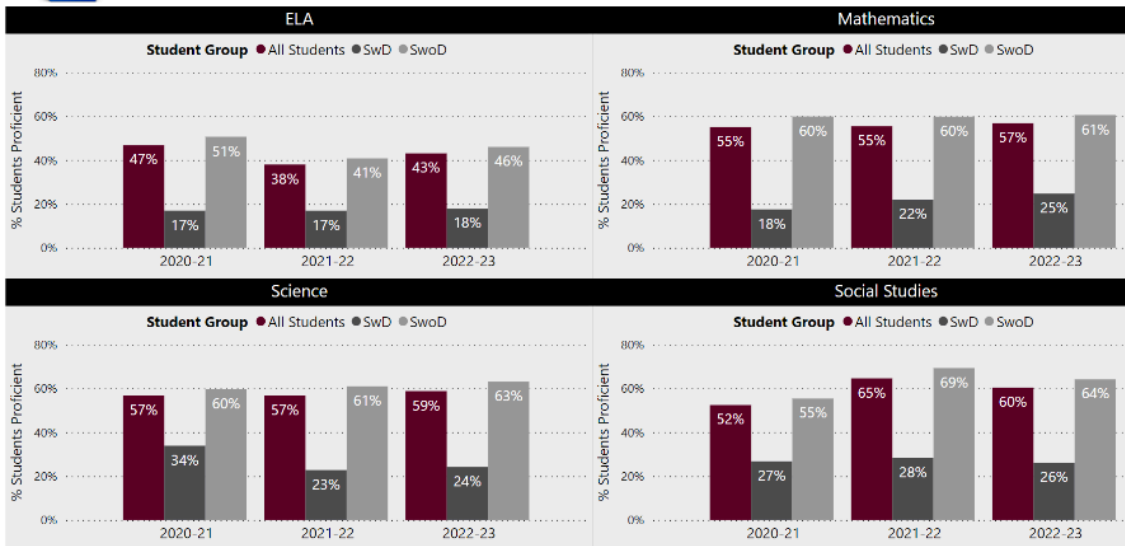
WI Forward - % of Students Proficient by Disability Status



SDMF District Trends
by % Students Proficient

ELA & Mathematics 3rd - 8th grade
Science 4th & 8th grade
Social Studies 4th, 8th & 10th grade

Grade Level	School
All	[Districtwide]



In ELA, students with disabilities held steady (20-21: 17%, 21-22: 17%, 22-23: 18%) despite students without disabilities fluctuating (20-21: 51%, 21-22: 41%, 22-23: 46%).

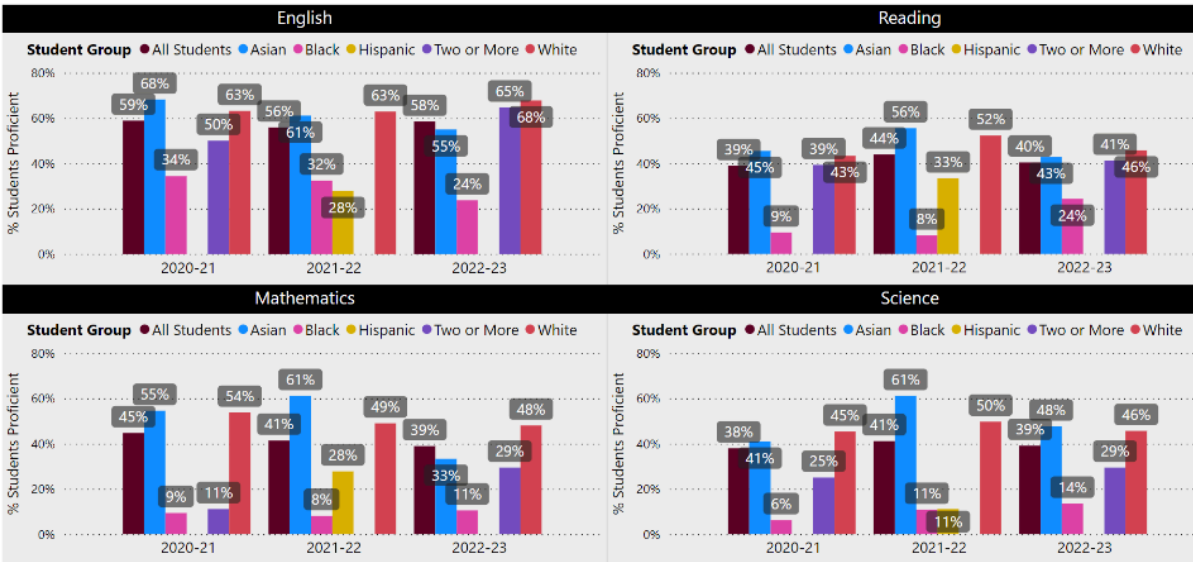
In Math, students with disabilities made steady progress every year (20-21: 18%, 21-22: 22%, 22-23: 25%) while students without disabilities held steady (20-21: 60%, 21-22: 60%, 22-23: 61%).

ACT (11th) - % of Students Proficient by Race/Ethnicity



SDMF District Trends
by % Students Proficient

School
[Districtwide] ▼



White, Asian, & Black students were the only consistently represented groups across all school years.

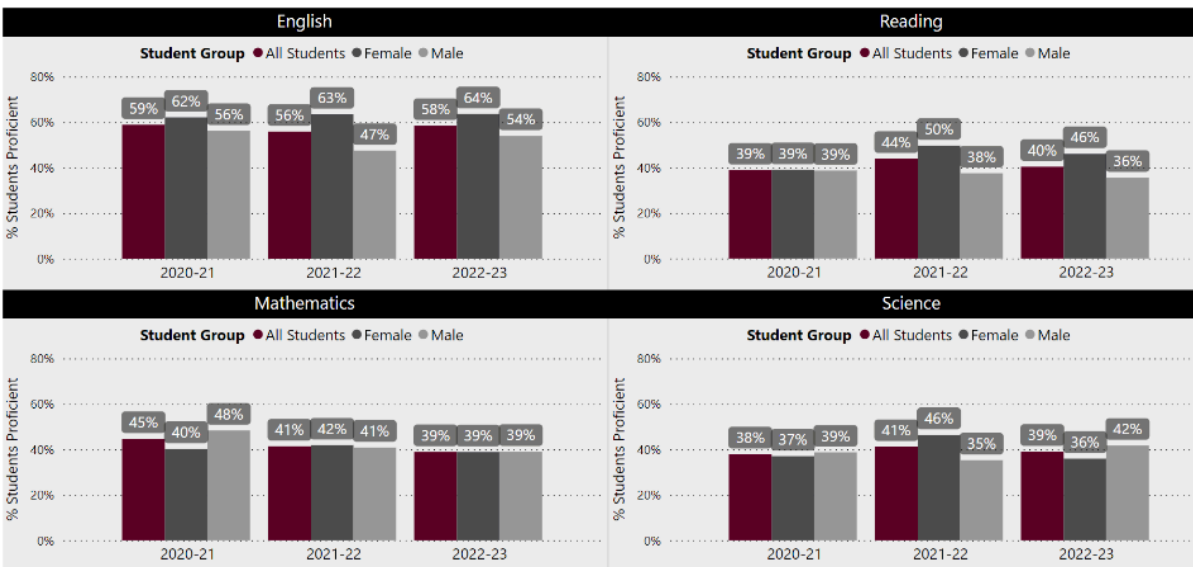
Black students consistently have the largest gap in all subjects when compared to White & Asian students.

ACT (11th) - % of Students Proficient by Gender



SDMF District Trends
by % Students Proficient

School
[Districtwide] ▼



In English & Reading, female students have outperformed male students in the last 2 years.

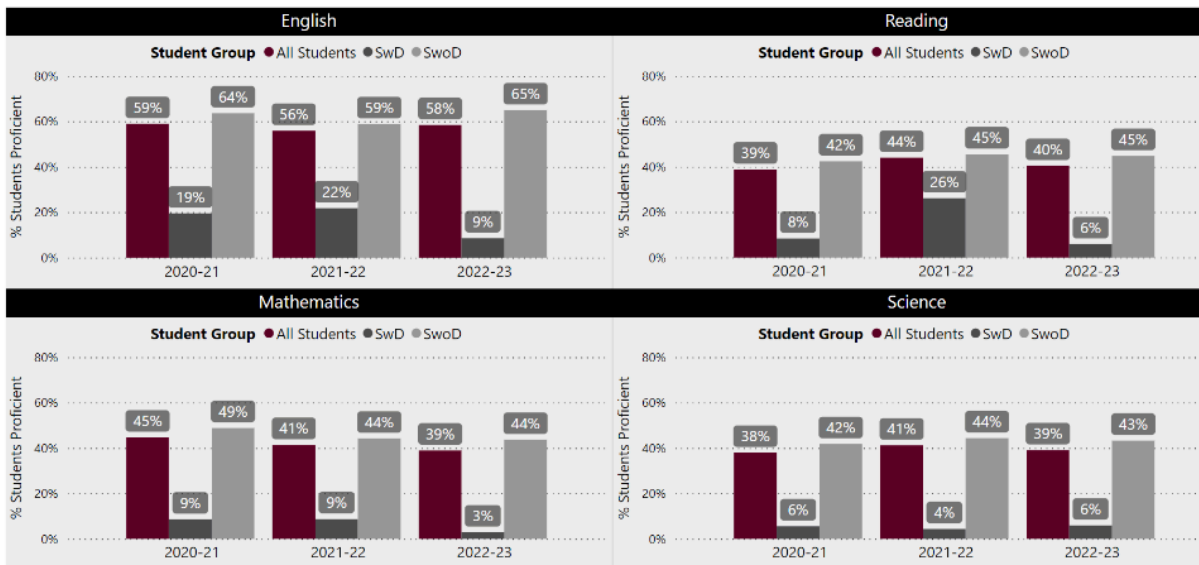
In Math, the 8% gap we saw in 20-21 with male students outperforming female students was closed for the following two years.

ACT (11th) - % of Students Proficient by Disability Status



SDMF District Trends
by % Students Proficient

School
[Districtwide]



Students with disabilities saw gains and progress toward closing gaps in ELA and Math in the 21-22 school year but lost progress in the 22-23 school year.

8. School district technology, including electronic communications by school district staff. All SDMF students in grades 1 through 12 are provided access to a Chromebook on a 1:1 basis. Students in grades 1 through 5 use the device at school and home as needed. Students in grades 6 through 12 are assigned a Chromebook that is taken home on a daily basis. In addition, SDMF provides technology (both software and hardware) to fulfill accommodation or IEP requirements. SDMF also provides access to computer labs for specific courses in middle and high school. Wi-Fi hotspots are checked out to families in need through an application process.

There is regular communication from the individual schools, either on their websites, through newsletters, Facebook, Instagram, Powerschool, and/or School Messenger. Additionally, classroom teachers share communication with families specific to their classroom or area of instruction. The district works with a local cable station to deliver news titled Focus on the Falls. YouTube is utilized to broadcast board meetings and other featured videos so the community has access to events throughout the year. The Communications Committee created a Communications Guide that provides detailed information on our communication avenues. The Guide provides the mode of communication, how to access it, how often the sites are updated or when to expect new communication, and who the audience is for each. The committee also created a Road Map for Concerns. This outlines who to call when there is a question or concern and what the chain of communication is if a situation is not resolved at a lower level. As a result of this study, the district will continue to provide high levels of access to school district information, technology (hardware and software), and Wi-Fi.