

# **School District Self-Evaluation of the Status of Pupil Non-Discrimination and Equality of Educational Opportunities**

## **Policies & Procedures**

### **Evaluation of Parkview School Board Policies and Administrative Procedures**

#### **FINDINGS:**

The board has approved policies which guarantee that students are able to participate fully in curricular, co-curricular, student services, recreational or other programs or activities and shall not be abridged or impaired because of a student's race, color, religion, creed, age, sex, sexual orientation, disability, marital status, national origin, ancestry, citizen status, disability or any other characteristic protected by law.

With the help of the Parkview's legal counsel, policies related to student non-discrimination and equality of educational opportunities (411, 411.1, 411.1-Rule and 411-Exhibit) were revised and updated in November 2015.

The Parkview Policy Review Committee meets monthly to review and revise all District policies. This is an ongoing process and once all policies are reviewed and revised, the process begins again. Since 2012, all District policies have been reviewed/revised at least once.

As needed, Parkview enlists the assistance of the District's legal counsel at Boardman-Clark to ensure that our policies are legal and correct in terms of non-discrimination and equal educational opportunity. All applicable policies have policy 411 listed as a cross-reference.

Non-discrimination complaint procedures are in place. These procedures identify the building principal as the person to refer the complaint and the District administrator if the principal is the basis for the complaint. The procedure provides for an informal resolution process and a formal process. If a formal complaint is filed a written response will be provided within 14 days by the District administrator. The procedures also provide for a written response within 90 days of a hearing with the District administrator. The procedures include notice of right to appeal to the State Superintendent or the Office of Civil Rights.

The District annually publishes non-discrimination notices in a District-wide registration packet.

Pupil non-discrimination statements are included in elementary student and staff handbooks, jr. high and high school student handbooks and course description booklets. Complaints are directed to the building principal or the District administrator if the principal is the basis of the complaint. All of these publications direct the individual to the District website to see the complete policy.

ANALYSIS:

The Board and Administration are continually reviewing and revising District policies, once all policies have been reviewed, the process starts over at the beginning. On average, it takes about three years to complete the cycle. Non-discrimination statements and protected groups were updated in 1994, 2010, 2011 and 2015. Several other policies need to have the non-discrimination statement added. These revisions will be made as the policies come up for renewal.

The District posts all policy and board meeting agendas in at least three prominent places, a minimum of 72 hours before the meeting. Each agenda identifies the names of the policies that are being reviewed or recommended for approval. The District continues to post our policies on the District website as each section is revised. Since August 2103, the minutes from each policy meeting are archived on the District website along with the minutes from the Board meeting where action on the policies occurred. Minutes for meetings prior to Aug. 2013 are available in paper form in the District office. Each policy lists the date of creation and the date of any board approved revisions.

The Parkview Junior/Senior High Student Handbook and Course Description Book along with the Parkview Elementary Student Handbook are annually reviewed to ensure they comply with the student non-discrimination and equality of educational opportunity policies.

SUPPORTING INFORMATION:	
The following Board Policies were reviewed:	
110	Vision and Mission Statement
342.4	Children At-Risk Plan
343.42	Youth Options Program
344	Adult Education
345.1	Grading Systems
345.2	Student Progress Reports to Parents
345.2-Rule	Guidelines for Progress Reports To Parents
345.41	K-8 Promotion Policy
345.63	Criteria for Granting High School Credits for Adult Diplomas
347	Student Records
347-Rule	Procedures for the Maintenance and Confidentiality of Student Records
349	Creation of Internet WEB Page
349-Rule	Technical Standards for Parkview Web Pages
351	Summer School
352	Field Trips
352-Rule	Field Trip Guidelines
352-Form	Non-School Affiliated Trip Disclaimer
352.1	School Volunteers
352.1-Form	Parkview School District Volunteer Disclosure and Consent Form
361.1	Selection and Approval of Instructional Materials
361.1-Rule	Procedures for Selection and
374	Students Fundraising Activities
374-Rule	Fundraising Guidelines
374-Form	Application for Fundraising Activity
375	Student Contests
376	Student Activity Funds Management
376-Rule	Student Activity Funds Management Guidelines
377	Interscholastic Athletics
377.1	Procedures for Staff Attendance at State Athletic Tournaments
411	Equal Educational Opportunities
411-Exhibit	Public Notification of Student Non Discrimination Policy
411.1	Harassment – Student Policy School Admissions
421	Admission to Kindergarten and First Grade
421-Rule (1)	Early Admission Procedures to Kindergarten/First Grade
421-Rule (2)	Procedures for Admission to First Grade Early and/or Without Having Attended Kindergarten
421-Exhibit A	Request for Early Admission
421-Exhibit B	Early Admission Questionnaire
421-Exhibit C	Early Admission Criteria Wksht
422	Adm. of Nonresident Students
424	Participation of Non-Public School Students in District Courses/Programs
511	Equal Opportunity Employment Employee Grievance Policy &

<p>Review of Instructional Materials</p> <p>361.1-Exhibit Citizen Request Form for Re-Evaluation of Specific Instructional Materials</p> <p>361.3 Media Viewing</p> <p>361.3-Exhibit Media Permission Form</p> <p>362 School Library Media Centers</p> <p>362-Exhibit Library Bill of Rights</p> <p>362.1 Inter-Library Loan</p> <p>363.2 Access to Technology Resources</p> <p>364 Counseling Program</p> <p>370 Extracurricular Activities</p> <p>370-Rule Cancellation of Scheduled Extra-Curricular and Interscholastic Activities</p> <p>371 Student Organizations</p> <p>372 Student Publications and Productions</p> <p>373 Student Social Events</p>	<p>Procedure</p> <p>526-Form – Employee Grievance Form</p> <p>Elementary student and staff handbooks, Jr. High/High School student and staff handbooks and course description booklets were reviewed.</p> <p>Student Discipline – 446</p> <p>Corporal Punishment – 446.1 Student Detentions</p>

Recommendations for Improvement:

1. Coordinate with the District Webmaster to place the student non-discrimination and complaint procedure in a visible place on the District website.
2. Revise the Use of School Facilities policy and rule along with any other policies that do not include the non-discrimination statement.

## **EVALUATION OF THE DISTRICT'S: Enrollment Trends in Classes and Programs**

### **FINDINGS:**

Enrollment data was analyzed to explore trends and discrepancies. Enrollment data from previous school years indicated a higher enrollment in vocational classes for males than females with a significant decrease during the 2010-11 academic year. While enrollments in all vocational classes during the 2010-11 academic year were 53% male and 47% female, the District saw male enrollment increase to 62% and female enrollment decrease to 39% during the 2016-2017 academic year. As in previous years, enrollments continue to fall along traditional gender lines in many courses, with 67% or more female students in courses such as Parenting and Sewing. In addition 67% or more of the students enrolled in courses such as Woodworking and Welding are male. Representation in these classes of minority groups has been equivalent to the ratio of these groups within the District. These classes are considered exploratory at the junior high level; therefore, participation/enrollment is reflective of the student population. Participation in vocational courses at the high school level is voluntary and for elective credit. Enrollment in vocational classes 7-12 reflects a high percent of participation by students with disabilities; students from economically disadvantaged families and academically disadvantaged students (G.P.A. below 2.0). The higher enrollment trend for these groups is related to encouragement by special education staff and school counselors. The course description booklet also provides a statement to encourage female students to participate in typically male dominated courses. Some vocational courses continue to show a higher number of males than females. These courses include Woodworking, Welding, Manufacturing, Engineering, Mechanical Drawing, Building Construction and computer programming.

Enrollment trends in agriculture classes also suggest a continuing underrepresentation of females during the 2016-17 academic year with male students comprising 50-85% of all student enrolled in the District's Agriculture course offerings. In addition, 67% or more students enrolled in the District's Computer Science program are male with the highest percentage of female students, approximately 33%, enrolled in Programming II. On the other hand, males are significantly underrepresented in the District's Business Education offering with 63% to 80% of all students enrolled in these courses being females. The sole exception to this trend is in the District's Money and Power course where males represent 71% of total enrollment.

Enrollments in Spanish continue to show an overall higher representation of females to males with approximately 60-80% of all students being female. The exception to this trend is Spanish I where males are only slightly underrepresented when compared to the overall enrollment breakdown of 50% male 50% female. Enrollment in general declines in the higher level courses of Spanish III and Spanish IV, with total enrollment declining from approximately 50 students in Spanish I and II to 10 students in III and IV. In addition, males are increasingly underrepresented in these higher level course with total enrollment in each of these higher level course being 80% female.

Across all math courses, male and female representation was largely equivalent to the 50-50 split seen among the student population as a whole. When taken as a whole, 47% of students enrolled in the District's math offerings were male and 53% students were female. Some underrepresentation of males were seen in the District's Applied Geometry, Honors Algebra II, and Calculus, while females were underrepresented in Algebra IA and Telepresence AP Calculus BC. Enrollment in the advanced course offerings of College Algebra/Trigonometry and Precalculus/Trigonometry were largely in line with overall male/female ratios with males only slightly overrepresented in College Algebra and females slightly overrepresented in Precalculus.

Across all science courses, male and female representation was largely equivalent to the 50-50 split seen among the student population as a whole. When taken as a whole, 49% of students enrolled in the District's math offerings were male and 51% students were female. Some underrepresentation of males was seen in the District's Chemistry and Medical Terminology courses, while females were underrepresented in Physics, Horticulture, and Landscaping courses. Male students were overrepresented within the AP Chemistry course at 63% of enrollment, while female students comprised 75% of all students enrolled in the District's AP Biology course. In addition, female students dominated the District's Advanced Placement Literature, Language, and U.S. History making up between 67-78% of all students enrolled in these courses.

The selection process for placement in advanced and/or college preparatory classes includes previous classroom performance/mastery of prerequisite materials and consent of instructor. The selection process for upper level vocational classes also involves completion of prerequisite courses. The selection process for courses at the high school is voluntary and based on interest of the student during high school and preparation for post high school studies. The course descriptions are generally written to be gender neutral; however, there is a statement in the course description booklet prior to the vocational course options acknowledging typically male dominance in these courses and encouraging participation of female students. The school

counselors and instructors have worked collaboratively to identify female students to be teacher assistants and to provide role models in industrial technology classes for the younger students. This may help to encourage female participation in these classes. Despite the neutral language in the course description booklets, the prerequisite requirements may discourage students from attempting some courses. For example, students with disabilities who had not achieved the required grade or above on a prerequisite course may not attempt to take higher level courses. School counselors work with instructors and students on an individual basis to assist students in registering for and attempting these courses. The scope of courses available may also not be broad enough to attract the interest of all students. Students also have the opportunity to apply for courses at the college level through the Youth Options (Policy 343.42 Rule). The school counselors are involved in developing assistance plans for students, making referrals to the alternative options for students who are at-risk, and referring students for summer school.

The District K-12 gifted and talented program is most prominent at the 7-12 level. Students are identified for gifted and talented by their classroom teachers, class performance, and Forward and MAP test results, which students take at grades 3 to 10, and by parent nomination. In grades 7 and 8 students are grouped for advanced instruction in math and literature classes. At the high school level, students choose AP or advanced coursework based on criteria outlined in course description information. School counselors work with students individually to assist them in selecting courses and developing plans. Students with disabilities are not represented in AP courses at this time, likely due to the prerequisite classes. Based on current data, there are about the same number of males as females in gifted and talented at grades 7-8, while at the high school level, slightly more females than males choose higher level courses.

Parents are involved in their students' education through conferences, open houses, mid-quarter and quarterly progress notes and report cards, failure notices and other school level events. Grades 3 through 12 have student coursework completion available online through the Family Access Online student data system. All District staff members have email capability and phones in their rooms. The junior/senior high school library has expanded hours five evenings per week to allow students access to information and technology. At the elementary level, parents volunteer to assist in the schools in a variety of ways. Monthly District newsletters keep parents informed of events and issues in the schools. Parkview Elementary School now uses Class Dojo as a social media application to keep parents abreast of the academic and social activities of the school. At the high school level, parents are notified of Youth Options courses and available scholarships through the newsletter. Parkview Junior Senior High School also uses eBackpack for student work; parents are able to login to this application as well to track their students' progress.

All of the schools are accessible to students with physical disabilities. The District continues to strive to allow access in all classes by providing modifications to regular classroom arrangements. This is a very positive area for the District and involves the cooperation and effort from many departments. The teaching staff is very willing to accommodate needs for physical alterations. The maintenance staff is always amenable to assisting with modifications or creating/remodeling to accommodate physical needs of students. The administration is also very supportive of meeting the needs of physically challenged students. Special education services are offered at both schools in the District.

**ANALYSIS:**

While course enrollments are generally reflective of the overall student population, female students continue to be underrepresented in many of the District’s vocational program offerings. In addition, males continue to be underrepresented in many of the Advanced Placement and Foreign Language offerings.

**SUPPORTING INFORMATION:**

Carl Perkins enrollment data, course enrollments, Veers reports, course description booklets, DPI Gifted and Talented Report, AP and advanced courses information, and student and staff handbooks are used as supporting information.

**RECOMMENDATIONS FOR IMPROVEMENT:**

1. Improve record keeping for consistency in documenting and locating enrollment data by courses/subject areas, race and gender.
2. An ongoing review of course offerings is needed.
3. There is a need to articulate criteria to identify gifted and talented students at all levels in the District as well as articulating the opportunities offered.
4. Explore consolidations of elementary schools to ensure equity in special education services throughout the District.
5. Continue to explore opportunities

**PLANS FOR IMPLEMENTATION OF CHANGES:**

1. Develop a plan for data collection and storage with District guidance secretary and elementary building secretaries.
2. All staff will encourage underrepresented student populations to consider a variety of course/program options.
3. Create a subcommittee to review, revise, and apply criteria.
4. Develop course outcomes and assessments with intended teachers for AP classes.
5. Review the District’s policy and philosophy of gifted and talented as it relates to implementation of programs at

to expand elective courses at the High School.	all levels.
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**EVALUATION OF THE DISTRICT’S:  
Curriculum, Instruction, Counseling and Pupil Assessment  
FINDINGS:**

The K-4 reading program is supplemented with a comprehensive Title 1 reading and math program staffed by a full-time reading interventionist and a full-time math interventionist as well as a full-time elementary reading specialist and a full-time math specialist to coordinate programming and services to students in need of remedial support. At the elementary levels, Title I services are provided to assist grades 1-6 students in the areas of math and reading. Student progress is monitored through the use of reading/math screeners and through adaptive assessments given 3 times per year. The junior/senior high school has a part-time curriculum and instruction person who assists with the alignment of curriculum to the Common Core Standards. The role also includes running data meetings to discuss student progress and implementation of curriculum changes in the classroom. The junior/senior high school also uses adaptive assessments to monitor student progress in reading and math at certain grade levels. Team teaching between regular education and special education teachers has also been central to inclusionary practices in the District. While team-taught classrooms have a larger percentage of students with disabilities than other classrooms, careful planning occurs to ensure a mix of the general population occurs and changes from year to year. All the programs are monitored through the District Curriculum Committee that is composed of District administrators, building administrators, teachers, and Board members.

The areas of focus over the past three years have been mathematics and reading, both of which initially indicated lower performance of students in the proficient and advanced ranges at all grade levels being tested.

Percentage of students scoring advanced/proficient(65th Percentile) on Spring MAP- Reading

	3rd	4th	5th	6th	7th	8th	9th	10th
2011	32%	38%	25%	48%	27%	39%	ND	ND
2012	53%	27%	38%	27%	39%	41%	37%	42%
2013	42%	55%	31%	50%	20%	38%	38%	47%
2014	39%	40%	53%	31%	38%	40%	55%	45%
2015	41%	40%	49%	60%	33%	45%	33%	55%
2016	34%	51%	48%	49%	58%	40%	55%	38%

Percentage of students scoring advanced/proficient(65th percentile) on Spring MAP- Math

	3rd	4th	5th	6th	7th	8th	9th	10th
2011	18%	32%	21%	42%	34%	31%	ND	ND
2012	41%	21%	26%	27%	32%	24%	36%	50%
2013	39%	40%	24%	42%	27%	40%	40%	47%
2014	35%	39%	47%	37%	37%	25%	44%	41%
2015	44%	44%	55%	49%	29%	45%	35%	55%
2016	38%	37%	38%	47%	47%	37%	54%	44%

Trends- When tracking the same cohort grade of Parkview students from one year to the next (looking at change in a cohort's percent proficient/advanced from this year and measuring the change from 2011-2016) the following trends are evident:

10<sup>th</sup> grade: From 8<sup>th</sup> to 10<sup>th</sup> grade there is an upward trend in Reading (2011-12 decrease of 2%, 2012-13 increase of 10%). An upward trend in Math (2011-12 increase 5%; 2012-13 increase of

9%)

8<sup>th</sup> grade: In reading and math the following trends are evident. In Reading, there is a slight increase in scores (2011-2013 a decrease of 2% followed by an increase of 10%; net increase of 8%). In Math, there is a significant increase in scores (2011-2013 gain of 16%).

7<sup>th</sup> grade: In reading and math the following trends are evident. In Reading, there is a solid increase in scores (2011-2012 increase of 14%; 2012-13 decrease of 3%; 2013-14 increase of 7%; net increase of 18%). In Math, there is an increase in scores. (2011-12 a decrease of 10%; 2012-13 increase of 16%; 2013-14 increase of 1%; net increase of 8%).

6<sup>th</sup> grade: In reading and math the following trends are evident. In Reading, there is an increase in scores (2011-2012 a decrease of 9%; 2012-13 a decrease of 1%; 2013-14 an increase of 17%; 2014-15 remain steady; net increase of 7%). In Math, there is an increase in scores (2011-12 a decrease of 10%; 2012-13 and increase of 8%; 2013-14 increase of 4%; 2014-15 11%; net increase of 11%).

5<sup>th</sup> grade: In reading and math the following trends are evident. In Reading, there is an increase in scores (2011-12 increase 2%; 2012-13 decrease of 7%; 2013-14 increase of 20%; 2014-15 decrease of 7%; 2015-16 increase 5%; net increase of 13%). In Math, there is a significant increase in scores-(2011-12 increase of 6%; 2012-13 remain the same; 2013-14 decrease of 2%; 2014-15 increase of 10%; 2015-16 increase of 9%; net increase of 23%).

4<sup>th</sup> grade: In reading and math the following trends are evident. In Reading, there is a solid increase in scores (2011-12 remain the same; 2012-13 increase 12%; 2013-14 decrease 12%; 2014-15 increase 7%; 2015-16 increase 10%; net increase of 17%). In Math, there is a significant increase in scores (2011-12 decrease of 6%; 2012-13 increase of 16%; 2013-14 decrease of 5%; 2014-15 increase of 8%; 2015-16 increase 9%; net increase of 22%).

3<sup>rd</sup> grade: In reading and math the following trends are evident. In Reading, there is an increase in scores (2011-12 decrease of 5%; 2012-13 increase 4%; 2013-14 remain same; 2014-15 increase 2%; 2015-16 increase 7%; net increase of 8%). In Math, there is a significant increase in scores (2011-12 increase of 3%; 2012-13 increase of 3%; 2013-14 increase of 13%; 2014-15 decrease of 8%; 2015-16 increase 6%; net increase of 19%).

Trends in grade level performance 2011-2016 (i.e. observing a change in scores at the same grade over time) the following trends are evident:

10<sup>th</sup> grade: Reading (decrease 4%), Math (decrease 6%)

8<sup>th</sup> grade: Reading (increase 1%), Math (increase 6%)

7<sup>th</sup> grade: Reading (increase 31%), Math (increase 13%)

6<sup>th</sup> grade: Reading (increase 1%), Math (increase 5%)

5<sup>th</sup> grade: Reading (increase 23%), Math (increase 17%)

4<sup>th</sup> grade: Reading (increase 13%), Math (increase 5%)

3<sup>rd</sup> grade: Reading (increase 2%), Math increase 20%)

The District is doing universal screening K-10 using MAPS and Aimsweb testing. Title 1, students with disabilities, and 504 students may be provided with accommodations during the Forward, Fast Bridge, Aimsweb and MAPS, and classroom testing situations depending on their IEP.

Ongoing, meaningful professional development is provided in the areas of Common Core Standards, literacy and positive behavior support, and data analysis to inform teaching and learning. A District-wide Curriculum Committee (CC) including parents, BOE members, teachers, and administrators plan and implement the District's staff development days. Staff members participate in other onsite workshops as well as CESA, state, and regional workshops and conferences to improve themselves as educators. Each spring, staff members have the opportunity to request summer curriculum time at a contracted rate and the number of requests always exceeds the amount of funding available. The annual local contribution for staff development is approximately \$44,000.

The District has policies that govern the review and adoption of all curricular instructional materials. As part of the process, staff members are trained to recognize bias and stereotyping in instructional materials. Training occurs when staff participates in the review of instructional materials and are given a set of guiding questions to use in the review of all potential materials. Materials selected reflect a diverse culture and a pluralistic society.

Staff at the elementary, junior, and senior high schools is surveyed to assist in assessing equity practices within the District. Staff were asked to assess equity of expectations for males and

females, assignment of duties, use of language, use of a nonbiased curriculum, curriculum that addresses the needs of both males and females, that recognizes the contributions of both sexes and diverse cultures, provides for equal treatment of both sexes in all subject areas, and degree in which they help students explore the wide range of roles and career options available to male and female students.

Participation in IEP development throughout the District is very high. Regular education instructors at the elementary and secondary level participate in IEP development by attendance at meetings and contribution to the IEP goals and objectives. Participation at both schools is approximately 95-100%. At the junior high and high school attendance at meetings and participation is 85-90%. Participation by attendance diminishes slightly at the upper levels due to the number of different teachers students may have and therefore the possibility of increased schedule conflicts. The District has had very few ELL students. The minority population overall is approximately <1%. Students who have attended and have been limited in English proficiency have had their needs addressed on an individual basis. For example, at the high school, assistance from the Spanish teacher was scheduled, as was peer assistance with a foreign exchange student. The need for broader programming in this area is low at this point due to the population of the District.

High expectations are demonstrated for all students with disabilities by their participation in the general curriculum whenever possible, by maintaining high expectations for student achievement in rooms served by team teaching at all levels. High expectations are also demonstrated consistently by the high number of students with disabilities involved in District and statewide tests. Students with disabilities are encouraged to take these tests/portions of the test to the maximum extent possible. Alternate assessments such as portfolio assessments are used when students are unable to take sections of these tests.

The District has implemented several policies and practices promoting multiple perspectives throughout the counseling office. At the forefront are professional ethics, meeting the needs of all students; free of bias and stereotypes. School Counselors and the school psychologist are active members of state and national professional organizations (WSCA, ASCA & NASP); ensuring collaboration and networking with other counselors and districts. The by-product of these collaborative efforts includes discussions on multiple perspectives, diverse learning styles, and unique family dynamics all with a non-discriminatory approach in mind.

The District staff has actively participated in several annual trainings, which address a non-discriminatory environment. In addition to professional conferences addressing bias and

stereotyping provided by CESA2 and other state partners, the District professionals have participated in Positive Behavior Intervention and Supports District-wide trainings (e.g., ClassDojo & HERO) to promote nondiscriminatory learning environments. For new staff, the District mentoring program is a comprehensive program that introduces the District to new employees, allows for networking among staff members and creates opportunities to assess professionals' practices, in terms of ethics, bias, non-discrimination.

The school counselors and the school psychologist ensure that cultural bias and stereotyping are absent from the strategies and techniques implemented, while promoting acceptance to all students throughout the District. By modeling inclusionary supports and services, the mental health professionals in the District exemplify how to be nondiscriminatory within their daily practice. The mental health providers utilize and endorse ethics when implementing interventions, speaking with students, parents, or other professionals, and when choosing materials to utilize within practice. Within the classrooms, programs such as Second Step (e.g., Teaching Emotional Regulation & Social Skills) or Stop, Walk, Talk (Bully Prevention), provide students with learning opportunities that promote acceptance among differences in gender, race, socioeconomic status, disability, and diversity in daily living in general. The mental health professionals provide lessons within the classrooms that are aligned with state standards.

The mental health providers advocate for the equal treatment of all students to become productive members of society. By utilizing professional resources such as the Wisconsin School Counselor Association and the National Association of School Psychologist, the mental health professionals cooperate and collaborate with alike professionals from different schools and states to incorporate evidence-based and research-based practices, while promoting inclusionary and accepting environments school-wide. By utilizing the Response to Intervention (RtI) model, the District mental health providers are active members of data teams to ensure every student is provided an appropriate education by allocating academic and behavioral interventions to students based upon data decision rules. The mental health objectives are aligned with the mainstream curriculum to complement what is being taught within the classroom and promote positive learning environments. The professional's ethical objectives and unbiased outlook ensure that students with cultural and linguistic differences are serviced. Mental health professionals use local and state resources to provide efficient and effective linguistically

supportive services, such as providing an interpreter for parents that do not speak proficient English.

The mental health providers are on academic planning and support service teams that assist students in closing the achievement gap, which promotes a shift to a more equitable system for all. Teachers utilize professional learning communities and other data teams to create and distribute common formative and benchmark assessments, rubrics and protocols when planning and managing students' course of academic studies. The professionals design and implement tools and programs that engage parents to develop relationships and build capacity within the school system.

### ANALYSIS:

Although the District uses indicators beyond test scores to determine student achievement, the Forward and MAPS scores indicate that achievement at grades 2-10 continues to improve, with moderate gains in the targeted areas of mathematics and reading.

**SUPPORTING INFORMATION:**

Alignment with Common Core Standards, curriculum maps, Forward and MAPS test results, and classroom assessments support the District's evaluation in this area.

**RECOMMENDATIONS FOR IMPROVEMENT:**

1. Reading Instruction should be continued at the K-6 level.
2. Explore Math curriculum to be implemented in the 2016-2017 school year.
3. Implement the promotion and graduation policies. Continue ongoing analysis of all indicators of student achievement to inform program and student decisions. Increase number of parent and community volunteers to assist in tutoring in reading.
4. Data Analysis days quarterly to review student performance and goal setting.
5. Revise curriculum and instruction BOE policies to reflect equity, diversity, and multicultural issues.
6. Ongoing training in literacy.

**PLANS FOR IMPLEMENTATION OF CHANGES:**

1. Provide extensive staff development to focus on analyzing achievement of all students.
2. Implement the work of subcommittees who have developed the components and implementation of school improvement goals.
3. Incorporate the equity, diversity, and multicultural issues from the instructional material review document into BOE policy.
4. Integrate training as part of scheduled staff development activities.
5. Develop new or revise documentation programs to disaggregate data by minority, gender and disability.

## **EVALUATION OF THE DISTRICT'S: Trends and Patterns of Disciplinary Actions and Handling of Pupil Harassment**

### FINDINGS:

The District has policies, which address disciplinary procedures. These policies and procedures include a process for annual review by the building principals as they review and revise student handbooks. Disciplinary procedures are outlined in the student handbooks. Behavior contracts indicating understanding and agreement are signed at the elementary level with students, teachers and parents. In addition to outlining discipline in student handbooks, teachers are informed through teacher handbooks and staff meetings. Parent nights and open houses at the schools also provide opportunities to communicate with parents, students and staff. The co-curricular handbook outlines rules of conduct and discipline for students who participate in athletics and/or co-curricular activities. Due to the low minority population in the District, there has not been a need to translate procedures and guidelines in other languages.

The total minority population (race and ethnicity) in the District is low at approximately 2%. Suspension rates or other disciplinary measures have not been disproportionate by race or national origin at any level in the District. At the elementary level, student suspensions have been disproportionate by gender, with more male students being suspended than female students. Overall, suspensions at the elementary level tend to be short in term. Lengthier suspensions are reserved primarily for aggressive/endangering behavior or weapon related offenses. At the junior high and high school levels, suspensions tend to be disproportionate by gender, with more males being suspended than females. Length of suspension is not reflective of any particular group but rather by severity of offenses and frequency of occurrences.

The total number of expulsions for the last 5 years has been low. One student was expelled during the 2011-12 school year. Two students were expelled during the 2012-13 school year. One student expelled during the 2013-14 school year. Two students were expelled in the 2014-15 school year. Of these six students, one was identified as a student with a disability.

Standard forms are used at all elementary buildings to report behavioral offenses to principals and parents. The discipline procedures are outlined in the student handbooks. At the Junior and Senior high levels, teachers report misconduct via discipline referral system as part of our District student management software. Referrals are forwarded to the Assistant Principal and

Principal.

Students with disabilities who have been expelled have been provided educational services at off-school locations such as the local public library or village municipal building. For many of the students who have been expelled, both disabled and nondisabled, the Board has provided conditions, which if met, could lead to reentry into the regular school.

Our District uses positive approach to teaching behaviors. Each school teaches school wide expectations to students through a school wide assembly at the beginning of the year. Teaching and re-teaching continues throughout the school year using cool tool videos, posters, and practice. We also use videos featuring students showing the correct behavior in various school settings throughout a school day. Posters remind students of expected positive behavior in classrooms, bathroom, hallways, lunchroom and recess. Positive behavior is rewarded to individuals and classrooms as earned by students; this teaches students when they have meet expectations for our school rules. During staff meetings once a month we do look at when and where our highest behavior problems tend to be. For example last year we found that right before Christmas and before Spring break was our highest behavior infractions so we did boosters with students and staff during those months this year to hopefully eliminate some of the unwanted behaviors. Staff receives training about our PBIS systems during in-services at the beginning and throughout the year. Also at the beginning of the year we published our PBIS handbook and this is available to all staff, students and families to review when necessary.

The Board policy on non-discrimination (Equal Educational Opportunities) specifically prohibits pupil harassment, clearly defines and/or provides examples of pupil harassment. This policy explains the consequences in terms of appropriate sanctions, which could include expulsion and police involvement. This policy addresses how to report a complaint. It also addresses the issue that retaliation is prohibited. The policy specifically addresses confidentiality will be observed to the greatest extent possible without interfering with the District's ability to investigate or take corrective action. Board designees for harassment complaints investigate harassment complaints (student or staff complaints). These investigations are handled in a timely manner, usually within a 24 to 48 hour time period. The investigations are confidential and protect the rights of all parties. Resolutions to all complaints have been informal, timely and effective. Student complaints of harassment are used as learning opportunities for those involved in the investigation. Students are made aware of the nature and consequences of harassment and what further complaints could lead to. Resolutions have been considered effective on the basis that there have been no further issues or complaints. Informal contacts with students have supported

that further incidents have not occurred.

During the 2015-2016 school year, administration and the Board reviewed and revised the District's harassment policies. The approved revisions were added to the student and faculty handbooks for the 2016-17 school year. The revisions were also discussed in the staff in-service prior to the beginning of the 2016-17 school year. Additionally, the District is continuing with the development of behavioral intervention strategies (PBIS/RTI) at every level. Class Dojo and HERO K12 have been implemented and are being utilized at Parkview Elementary and Parkview Junior/Senior High School as instruments for PBIS. These strategies, while not focused solely on harassment prevention, will have a positive impact on the District efforts to prevent harassment across the District.

ANALYSIS:

The District has discipline, harassment and non-discrimination policies in place. Harassment has been a focus of staff development with the result of raising staff and student awareness.

**SUPPORTING INFORMATION:**

The following information was reviewed in analyzing discipline and harassment procedures and trends: School Performance Reports, Building level documentation, policies related to discipline.

**RECOMMENDATIONS FOR IMPROVEMENT:**

1. Continue to make improvements in recordkeeping, allowing for more specificity in documentation of disciplinary actions by protected categories.
2. Encourage development of effective behavior intervention plans to address behavior for students with disabilities to effect a decrease in suspension rates.
3. Increase student and staff awareness of harassment, prevention strategies and reporting policies.

**PLANS FOR IMPLEMENTATION OF CHANGES:**

1. The administrative team will work with building secretaries to enhance the efficient data collection methods, which allow for specificity of information and accessibility to the administrative team members.
2. The Pupil Services Director will continue to work with special education staff to continue to encourage the development and use of alternate behavior plans to address the behavioral needs of students with disabilities in conjunction with the use of office referrals, suspensions, etc.
3. The administrative team will review harassment issues with students K-12, and staff on an annual basis.
4. Review harassment statistics in staff in-services and communicate proactive responses to current trends in harassment.
5. Include harassment education in a variety of areas of the curriculum.

## **EVALUATION OF THE DISTRICT'S: Trends and Patterns of School District Support of Athletic, Co-curricular and Recreational Activities**

### FINDINGS:

Co-curricular activities at the elementary school include the following: Spelling Bee, Clue Me In, Youth Speak Out, Math 24, Math Meet, Student Council, Band, and Destination Imagination. These activities are opportunities that are open to all students with the exception of some being offered only at the upper elementary levels. These activities are broad ranged to allow for the varied interests of students. Special accommodations are made on an individual basis for students with disabilities, for example, removal of time limits for writing competitions. Non-school sponsored activities are also available at the elementary level. These include Viking Youth Basketball, Softball, Baseball, Wrestling, Scouts and 4-H programs. These activities are open to all students as well with some of the sports (basketball, softball) having separate teams for boys and girls.

Extra-curricular programs at the Junior High and High School levels are gender equitable in terms of the overall number of activities offered and scheduling (games, practices, coaching salaries, provision of uniforms, equipment/supplies, transportation, access to facilities, publicity efforts, and the availability of performance-based activities (i.e. pep band, marching band, and spirit squad) for the teams). Per policy 656, families may apply for fee reduction or waiver based on family income; according to this policy these applications are given to the District administrator for review. Some specific sports are offered as primarily male sports such as wrestling and golf. Girls who wish to participate on these teams are able to do so and have for both wrestling and golf. The District follows the policies and procedures outlined by the WIAA. Adherence to WIAA rules ensures equitable practices with regard to athletics. Due to the low minority population of the District, representation in athletic events has not been an issue. Students with disabilities are given equal opportunity to participate in extracurricular activities. Modifications and adaptations are made on a case-by-case basis.

Coaches/advisors who are not employed in another capacity in the school receive training by the WIAA to address diversity in communication, recognizing bias and stereotyping, and prevention of hazing and harassment. Coaches/advisors who are teachers or otherwise employed in the District receive training as provided to all staff. The athletic director conducts training with all

coaches prior to each school year. The emphasis was primarily on harassment/bullying issues. Several of these policies have been updated and approved by the Board more recently (“Harassment” [Policy 411.1]-December 2015 and “Bullying Prevention” [Policy 443.71]-April 2016) and disseminated to staff members on an annual basis.

The selection of athletic events and levels of competition offered through the District are primarily in the traditional sports including Basketball, Football, Volleyball, Wrestling, Softball, Baseball, Track and Cross-Country, and Spirit Squad. A variety of levels within the major sports exist including junior high teams, freshman, junior varsity and varsity. Golf is offered as a male sport, however, girls who are interested are able to participate on the boys’ team. The District has seen an overall slight decrease in sports participation by both females and males. This decrease is in line with decreasing District enrollment and statewide participation trends. Students interested in different levels of competition or alternative sports such as hockey or soccer may participate in city leagues in neighboring communities (i.e. Janesville and Beloit). The District currently has a boys hockey co-op agreement with the Beloit School District. Students attending Parkview may participate on the Beloit Memorial high school hockey program.

The increased participation by females extends to co-curricular activities as well. The District’s Show Choir is an area of high interest to female students whereas it has been more of a challenge to encourage male participation sufficient to maintain successful performances. The Parkview Activity Handbook governs participation in Show Choir, as well as other co-curricular activities. The FFA has seen an increase in female participation to the point that female membership outnumbered male membership. Student Council is open to anyone wishing to participate. Parkview has a SADD (Originated 2015-16 SY) (Students Against Destructive Decisions) chapter as well. Tracking participation by group has not been an issue due to the limited minority population within the District. Students with disabilities are not discouraged from participation in any of these groups or activities.

Parents have been involved in developing many of the sports activities at the elementary level. For example, Viking Youth Wrestling and Basketball may have initially involved assistance in organization from interested school personnel; however, parents have assumed primary responsibility in organizing and maintaining these programs. Parents are able to petition the Board to request approval for additional sports and activities.

The Parkview Activity Handbook has been recently updated (July 2016) to include a statement on nondiscrimination. This statement supplements the information that is defined in other areas of District policy.

ANALYSIS:

Athletic and extracurricular programs are comparable in scope and type for females and males. The Parkview Activity Handbook follows codes as outlined by WIAA policy. Participation in sports and co-curricular activities has increased for female students. Offerings are relatively stable in spite of declining District enrollment and a corresponding drop in state aid.

**SUPPORTING INFORMATION:**

The Parkview Activity Handbook was reviewed and updated in July of 2016. All building principals, the administrative team and the athletic director provided input. This revised policy was approved by the Board and included in the staff handbook.

**RECOMMENDATIONS FOR IMPROVEMENT:**

1. Continue developing more effective procedures for tracking participation in activities at all levels to delineate participation by race, gender, and disability.
2. Include non-discrimination statement in all District publications as well as in newsletters.
3. Continue to explore and support opportunities for athletic and co-curricular activities.
4. Some thought about music reorganization to increase student participation in the arts.

**PLANS FOR IMPLEMENTATION OF CHANGES:**

1. The administrative team will review the Parkview Activity Handbook on an annual basis.
2. The District is implementing plans for additional staff/advisor training opportunities (i.e. staff in-service days, camps during summer, or vacation times).

## **EVALUATION OF THE DISTRICT'S: Trends and Patterns in Awarding Scholarships and Other Forms of Recognition**

### FINDINGS:

Parkview Elementary recognizes students by birthday announcements, Student of the Week and Perfect Attendance. Parkview Elementary conducts a sixth grade dance and graduation/awards ceremony. All sixth grade students receive an achievement recognition award at the end of the year. Awards are also distributed to students who have participated in and won, Spelling Bees, Math 24, and Math Meet. These activities are available to all students. All students also have the opportunity for recognition as Outstanding Students by meeting criteria set by our PBIS (Positive Behavior Intervention System team).

The Junior High and Senior High also recognize all students by identifying Students of the Month. Perfect attendance is recognized at both the Junior and Senior High levels. Presidential Academic Awards are awarded to students in grades 7-12 for academic excellence. Students are recognized at the end of the year as well for involvement in Quiz Bowl and for participation in various sports and activities. Induction into the National Honor Society also provides recognition for students with Grade Point Averages of 3.5 or above.

Several scholarships are made available by area businesses. Some of these scholarships state requirements such as the student must be entering the field of agriculture. The District has established a Scholarship committee, which selects the Local Scholarship recipients. The scholarship committee is sensitive to equity and non-discrimination issues and ensures representative distributions of awards and scholarships to the greatest degree possible. Economic need is taken into consideration for many of the scholarships. Some of the awards/scholarships are targeted specifically to a gender; others include both genders, for example, Badger Boys and Badger Girls State. When the awards/scholarships have not targeted a specific gender, there have not been consistent gender patterns in awarding the scholarships. Students with disabilities are somewhat underrepresented in receiving scholarship awards at the high school. School counseling staff indicated the term "scholarship" might inhibit students with disabilities from applying for scholarships due to the academic implication of the term; however, special education staff makes contact with students to offer support if the students choose to apply. Students and parents are made aware of available scholarships via school announcements,

newsletters, and the school newspaper. The H.S. school counselor also arranges evening sessions for parents and students to receive assistance in completing financial aid packets. Attendance at these sessions is higher for students with disabilities than is their applications for scholarships.

The award programs are designed to ensure students the opportunity to be recognized regardless of race, gender, disability, or their protected categories. These programs are assessed annually to determine if any changes are needed in order to ensure equal opportunities. The awards opportunities are open to all students as well. Students are provided many and varied activities and events to showcase their specific gifts/talents.

No specific trends have been identified in awarding scholarships or other recognition at the High School level in regard to gender or ethnicity. Students with disabilities are underrepresented in scholarship awards, as applications are not completed. Students with disabilities should be encouraged to complete scholarship applications.

<p><b>SUPPORTING INFORMATION:</b></p> <p>The following information was reviewed in analyzing student recognition: Student of the Week Record Forms, End of the Year Recognition Assembly Forms, Building activities and awards, Scholarship/awards records, Scholarships booklet and application forms, and Scholarship recipient lists. School Counselors were also interviewed.</p>	
<p><b>RECOMMENDATIONS FOR IMPROVEMENT:</b></p> <ol style="list-style-type: none"> <li>1. Students with disabilities should be encouraged to apply for scholarships and awards.</li> <li>2. Develop a recognition program with reaches out into the community and showcases the accomplishments of the students.</li> <li>3. Director of Pupil Services will meet with special education staff to increase awareness of available scholarships and encourage application through</li> </ol>	<p><b>PLANS FOR IMPLEMENTATION OF CHANGES:</b></p> <ol style="list-style-type: none"> <li>1. Director of Pupil Services will meet with special education staff and school counselors to increase awareness of available scholarships and encourage applications through transition planning.</li> <li>2. School counselors and secretarial staff will continue to track and document scholarship distribution.</li> </ol>

**EVALUATION OF THE DISTRICT’S: School District’s efforts to Achieve Equality of Educational Opportunity and Non-discrimination**

**FINDINGS:**

School Climate at Parkview Elementary School: Pictures and images throughout the buildings display diversity of children and adults in terms of ethnic diversity, individuals with disabilities and diversity of career roles. Parents are encouraged to participate in their child’s education through volunteer work in the school. When evening events are held, childcare is offered to encourage participation. These elementary schools have building wide themes of “Be Responsible, Be Respectful, Be Safe.” Additional staff meetings are held as needed to support collaboration/networking and promote a positive environment in the building. Parents of students in the Early Childhood program are offered support and participation in their child’s educational program through home visits. Parkview Elementary has added Class Dojo as a means to communicate about the daily activities of students with other staff and parents. The elementary building has also created an RtI handbook that will be implemented during the 2016-17 school year.

Parkview Elementary School’s process for determining selected and intensive intervention supports begins with our Data Meetings held in October, January/February, and May each year. The meetings include classroom teachers, special education teachers, specials teachers, school counselor, reading specialist, math specialist, school psychologist, math interventionist, reading interventionist, and building principal. We examine data related to our core instruction and need for universal interventions as well as identifying specific students needing Tier 2 and Tier 3 interventions.

We use data from MAP and AIMSweb to identify weaknesses in the core curriculum to pinpoint specific class-wide interventions. For example, over the past few years we have noticed weaknesses in our AIMSweb RCBM scores, which indicated an overall deficit in fluency. At the beginning of this school year we instituted various grade level interventions. In January, we reassessed the need for school-wide intervention. We determined the need to continue class-wide intervention but only in selected classrooms where a deficit was still indicated. During these data meetings we also determine students for selected interventions to best meet the needs of individuals. Teachers at Parkview Elementary were trained in specific interventions from the PRESS Intervention Manual to use with identified students. Classroom teachers use strategic

monitoring through AIMSweb on a monthly basis. RCBM and Maze data and discussed at a monthly DATA Professional Learning Community (PLC) meetings with the reading specialist. Questions and concerns regarding the data, the intervention effectiveness, and concerns around fidelity are addressed at these monthly meetings.

Next we identified specific students for intensive interventions. Students receiving intensive interventions then participated in further testing using the Press Assessment Manual to identify individual needs and appropriate interventions in the areas of phonemic awareness, phonics, decoding, fluency, vocabulary, and comprehension. The reading interventionist in one-on-one and small group settings provided intensive interventions. Data from weekly progress monitoring is then analyzed once a month by the building District Assessment Team (DAT) that includes the school psychologist, building principal, reading specialist, and reading interventionist. Decisions are made at these meetings regarding changing the intervention to better meet the needs of students, dismissing students from intensive intervention, and the need to begin Specific Learning Disability determinations.

Pictures and displays at Parkview Elementary and Parkview Junior/Senior High also display pictures and informational brochures that depict adults in non-stereotypical roles as well as depicting diversity. This is also the case for the District Web-site. Principals and school counselors at all levels and buildings strive to increase awareness of diverse cultures despite the low ethnic minority population of the District. Parents are encouraged to participate in Parent Nights offering information on a variety of topics as well as in displaying student academic projects and artwork.

During the year, staff is able to participate in staff development days Professional Learning Communities (PLCs) that focus on best practice in education. Topics discussed include academics as well a creative, collaborative culture that supports all learners. Various trainings focus on legal definitions and obligations as well as providing strategies to implement the knowledge directly into the classroom and school culture. The District's Curriculum Committee (CC), with administrative leadership have planned staff development opportunities to allow staff to align outcomes and standards and to continue to review and revise curriculum while providing opportunities for staff to work together. In-service opportunities have allowed for collaboration between regular and special education staff. Additional grants have allowed for opportunities to increase achievement through the use of volunteers in the lower elementary grades. Flexible scheduling and grouping, manageable class sizes, and team teaching have been areas of emphasis within the District. Course description booklets have been revised to reflect gender-neutral language and a statement encouraging female students to participate in nontraditional technology education courses has been added. The administrative structure shows a balance of females and

males in administrative/leadership roles.

A self-evaluation survey of teachers and administrators has been discussed at the Board level. Typically, this survey has generally yielded positive results. In addition, students and parent/community residents were surveyed regarding the District's practices surrounding equity.

During the 2014-2015 Parkview Elementary used the SOARING Grant to have a team from CESA review our literacy efforts. The purpose of the review was to (1) gather information from staff, students and parents regarding strengths, weaknesses and opportunities for improvement; (2) gather additional information regarding District needs for tools, procedures, professional development or coaching; and (3) provide critical feedback from an objective perspective. Staff from CESA conducted interviews of staff, students, and parents. In addition staff did instructional observations. Teachers and parents were surveyed for additional input. The District has begun implementing suggestions from the committee this year.

Counselors and LMC staff have continued to monitor and assist each other as well as other staff in selecting books and materials reflective of equity and diversity. In addition, the District's administration and teaching staff have considered diversity in terms of ethnicity, gender, disability and other aspects in selection and adoption of new textbooks and materials. Student clothing containing offensive language or messages continues to be discouraged. All of these activities have addressed equity issues and have continued to raise awareness. Bulletin boards and posters celebrating diversity and equity have been displayed at all levels and buildings within the District. Opportunities for students to develop leadership skills have begun in the elementary schools through opportunities to participate in Student Councils. At the elementary and junior high levels, students have continued to be recognized as "Students of the Week." The notification of non-discrimination policy is published annually in the District-wide newsletter. Statements of non-discrimination are included in teacher and student handbooks with the District's complaint designee provided.

The District provides opportunities to involve parents in assisting their children with homework, transitions to other buildings, building self-esteem, parenting skills, learning about and participating in the IEP process, etc. These sessions have been provided in the evening. Child Care has been offered for these events. Parents are invited to participate in their children's education frequently, particularly at the elementary levels.

#### ANALYSIS:

Many of the District's recommendations and goals have been implemented and achieved. Many

of the activities as well as the provision of in-service and training for students and staff are necessary for continued progress in decreasing gender and disability stereotyping, and harassment.

<p><b>SUPPORTING INFORMATION:</b></p> <p>The District’s Equity Plan resulting from the Cycle I evaluation was reviewed. Displays in all buildings also support the analysis.</p>	
<p><b>RECOMMENDATIONS FOR IMPROVEMENT:</b></p> <ol style="list-style-type: none"> <li>1. Assign an administrator to review equity plans on an annual basis.</li> <li>2. Reestablish equity committee or embed the equity committee and its goals with another existing committee such as the CCC.</li> <li>3. Ensure documentation of enrollment trends by gender, disability, etc. is easily accessible and understandable.</li> <li>4. Increase efforts to minimize harassment and bullying.</li> </ol>	<p><b>PLANS FOR IMPLEMENTATION OF CHANGES:</b></p> <ol style="list-style-type: none"> <li>1. Follow up on previous trainings with students at all levels. Consider bringing in outside speakers for issues related in increasing a positive school culture.</li> <li>2. Develop a cycle/schedule for providing continuous training for students and staff regarding equity, non-discrimination, and harassment.</li> </ol>

**EVALUATION OF THE DISTRICT’S: Methods Used in Conducting the Evaluation**

**FINDINGS:**

Methods used in completing the self-evaluation included data collection and input from the administrative team. District Administration, the pupil services and the athletic director provided information regarding enrollment trends in classes and programs, curriculum, instruction, counseling and pupil assessment, patterns of disciplinary actions, patterns of support of athletic, co-curricular and recreational activities, patterns in awarding scholarships and other forms of recognition. School counselors and the school psychologist provided input in regard to pupil assessment, selection of materials and instruction and activities to increase awareness of diversity within the District. They also provided input in regard to enrollment trends and distribution of scholarships. In addition to written documents, the school counselors were

interviewed.

The District utilizes a variety of practices to be culturally sensitive and responsive so that we can meet the needs of all learners. Among our strengths at Parkview is our analysis and use of data. Following our benchmarking periods in the fall, winter, and spring we have grade-level teams that discuss data from AIMSweb, MAP, office-managed, teacher-managed and problem-solving behavior data. Our building administrators facilitate this discussion with support from the school psychologist, specialists, and interventionists who analyze the data before meeting with the classroom teachers, special educators, and specials teachers. This helps the team analyze for trends in the data as we analyze performance by student groups (boys vs. girls, students with disabilities, students receiving intervention, and other subgroups as compared to white students). If trends are observed, the team can then discuss this with the grade-level teams to promote awareness and further action planning to specifically address problems (need for classroom management, professional development opportunities, or access to coaching and modeling). The principal is able to facilitate the conversations regarding changes needed for instructional practices to improve student performance in reading and math as a result of the data.

Teachers use our data tool eduCLIMBER to share classroom performance in order to set class goals. Students chart their own individual performance on AIMSweb tests (MAZE and RCBM) that is shared during parent/teacher conferences and quarterly on our standards based report cards. It is clear that Parkview has established a clear vision for school wide data use. Teachers live their SLOs (Student Learner Outcome) goals. Teachers know where students are performing and have professional conversations focusing on increasing student performance. Another component is the support administration provides to foster a data driven culture within the school. Teachers are given time to participate in daily PLCs (Professional Learning Communities). A critical component is the development and maintenance of a District-wide data system. Parkview is extremely fortunate to have an excellent data management system, eduCLIMBER. This system originated out of work that the Parkview Elementary staff were doing with data. This valuable tool allows Parkview to explore data in a multi-tiered approach. It is used daily to record data. It is used monthly in grade-level PLC and DAT (Data Analysis Team) meetings to analyze data and make changes if needed to student programming. We also use the program to analyze the data to on a quarterly basis to refine and update our School Improvement Action Plan. This product was so successful that it is being used nationally to support nearly 40,000 educators.

Various parent surveys have been conducted in the high school. One example of this was a survey conducted in the 2016-17 SY that focused on the school climate at the junior/senior high

school. The results of the survey indicated that between 70-90% (based on the specific question) of students/families feel that the overall climate of the junior/senior high school is positive.

Student surveys have also been conducted. At the end of each year a senior exit survey is conducted. Exit information from the 2012-2016 graduates revealed a continuous improvement in student satisfaction in several areas:

Variety of instruction: 69%-92%

Prepared for future: 66% - 81%

Prepared to be a positive member of society: 65% -84%

Positive learning experience: 53% - 68%

Mutual respect: 53%-68%

Facilities meeting the needs: 35% - 73%

Mutual respect and positive learning experience will continue to be areas of focus for the junior/senior high school, even though there is marked improvement in the overall satisfaction during the past five years. The Facilities satisfaction improvement may be attributed to the new facilities that were opened for the District during the 2015-16 SY.

Staff provided information through the development of a school improvement team at each level. Staff worked with administration to review data as well as develop staff surveys. Actions plans were developed to accomplish the school improvement goals.

The administrative team was involved in all aspects of the evaluation. The team will discuss distribution of the evaluation results. Possible means of distribution to staff include written results, presentation through staff development opportunities, presentation to the Board. Consideration will also be given to making the results of the evaluation available to the public through the school newsletter and/or website.

#### ANALYSIS:

Broad representation from District administrative and instructional staff, students, and residents was obtained in regard to providing input on the District's current practices and implementation of policies reflecting non-discrimination. Some overrepresentation by students with disabilities and at-risk students was evident, although intentional to obtain data from targeted groups.

<h4>SUPPORTING INFORMATION:</h4>
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Parent, Staff, and Student survey results were reviewed.
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<p><b>RECOMMENDATIONS FOR IMPROVEMENT:</b></p> <ol style="list-style-type: none"> <li>1. Increase public awareness of non-discrimination and equality of educational opportunity.</li> <li>2. Increase District efforts to establish positive communication and partnerships with parents and community residents.</li> </ol>	<p><b>PLANS FOR IMPLEMENTATION OF CHANGES:</b></p> <ol style="list-style-type: none"> <li>1. Increase publications in District newsletters; encourage students with disabilities or students with other diversity/equity issues to write articles in the school newspaper.</li> <li>2. Student, staff, and resident comments will be shared with building administrators and the administrative team to enhance awareness of parental concerns/issues at all levels in the District.</li> </ol>
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