

2023 Five-Year Self Evaluation of the Status of Nondiscrimination and Equality of Educational Opportunity FAQs

Bilingual schools:

Q. Why don't we have bilingual education in all schools?

R. The district currently offers bilingual education at 21 schools. Bilingual programming has expanded grade levels within these schools, and some schools have moved from a one-way to a two-way program. Additionally, one high school recently added bilingual programming.

Establishing a bilingual program at a particular site requires the following:

- Meeting the state-required English learner student threshold of speakers from the same language group by grade level
- The appropriate student population for a one-way or two-way program
- Certified bilingual teachers
- Curricular materials in both languages
- School-based and community interest and commitment
- Support for principals
- Teacher and support staff onboarding as well as continued professional development

Vacancies questions:

Q: Which schools have the highest vacancies?

R: Schools with the highest vacancies tend to be in our 6–12 buildings. This is partly due to the fact that colleges/universities are seeing a steady decline in enrollment in School of Education programs, specifically in the content areas (e.g., math, science).

Q: What are the demographics of the schools?

R: Districtwide, our population is 90.8% students of color, with 75% of our students economically disadvantaged, based on 2022–23 school data.

Q: Are vacancies equitably distributed throughout the district?

R: Eighty-five percent of our schools have two or fewer vacancies when looking at core classroom teachers.

Q: What is the district doing to make sure that staff shortages are not contributing to inequity?

R: The district continues to be innovative in its approach to recruiting highly qualified candidates to teach in our schools. Our efforts are and continue to be to work with local colleges and universities to develop pathways for paraprofessionals to become bachelor degree–licensed teachers, which helps us, as our paraprofessionals reflect our student population within the district.

We also support bachelor-degreed candidates (internal and external) to work toward a master's degree to earn teacher licensure.

We are also partnering with UW–Madison to implement our special education teacher residency program that will start in summer of 2024. This partnership will yield 36 licensed special education teachers over the next three years.

The district continues to attend community-based recruitment events to recruit a diverse population of staff to support and implement teaching and learning in the district that reflects our student demographics.

To address even more of the national teacher shortage, the district has partnered with and implemented Elevate K–12 to ensure that high-demand schools have access to fully licensed teachers.

OCR:

There was never a lawsuit, but instead, a resolution was created to improve discipline practices (2018).

All middle and high schools created discipline committees, monthly reports to the board, changes in how different levels of discipline are recorded, the twice-a-year Student Leadership Summit, a district team to monitor discipline data and create action plans, annual training on discipline data documentation, annual training on the role of bias, and our three-year plan for all staff to complete Courageous Conversations about Race.

Spelling bee:

There is strong data from research indicating that students involved in extracurricular activities will benefit academically, behaviorally and socially. Two reports highlight the benefits:

- [“Extracurricular Activities Can Play a Central Role in K–12 Education”](#) from Kappan
- [“The Benefits of Participating in Extracurricular Activities”](#) from the US Department of Education

What is next?

- Data will be collated along with comments.
- A self-evaluation report will be created including your insights and feedback.
- There will be a board presentation at the Student Achievement and School Innovation committee meeting December 14.
- A final report will be submitted to the Wisconsin Department of Public Instruction.