



**UNITED STATES DEPARTMENT OF EDUCATION**

**OFFICE FOR CIVIL RIGHTS  
ADMINISTRATIVE COMPLAINT**

May 16, 2022

United States Department of Education  
Office for Civil Rights  
Lyndon Baines Johnson Department of Education Building  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Via Email: OCR@ed.gov

To Whom It May Concern:

This is a federal civil-rights complaint pursuant to the U.S. Department of Education's Office for Civil Rights' discrimination complaint resolution procedures.

Parents Defending Education (PDE) brings this complaint against Hudson School District in Hudson, Wisconsin for discrimination on the basis of race, color, or national origin in programs or activities that receive Federal financial assistance in violation of both Title VI of the Civil Rights Act of 1964 (Title VI), 42 U.S.C. § 2000d *et seq.*, and the Equal Protection Clause of the 14<sup>th</sup> Amendment of the U.S. Constitution.

PDE makes this complaint as an interested third-party organization that opposes racial discrimination and political indoctrination in America's schools. Attached to this complaint is supporting evidence in the form of an equity audit conducted by Integrated Comprehensive Systems for Equity (ICS) in 2021, which was presented to the school board on July 8, 2021 (Exhibits A-B). ICS submitted a proposal to the school district on September 24, 2020 for \$35,750 (Exhibit C).

Integrated Comprehensive Systems for Equity's audit was conducted through both quantitative and qualitative research analysis – specifically, survey administration and focus groups. The audit's findings reveal problems in the district that merit investigation.

The audit asserts: "Though students of color represent 11% of the district students, they are overidentified for out of school suspensions (19.4%). Black students are the most overidentified for out of school suspensions at 4.9% (Black students in district 1.3%), followed by multiracial students 9% (multi-racial students in district 3.8%), and Latinx students 4.9% (Latinx students in district 3.8%)." (Exhibit A, pages 15-16)

The audit found that "For reading achievement, all students of color scored lower in achievement than White students. Black students had the lowest reading scores across students of color with 76.3% of Black students scoring basic or below basic, 23.7% proficient and 0 scored advanced. Multi-racial students fared better than Black students with 45.6% scoring proficient or advanced and 54.4% scored basic or below basic. Among Hispanic students 51.7% score basic or below and 41.2% scored proficient or advanced. Whereas, of White students 41% scored basic or below basic and 58.2% scored proficient or advanced." (Exhibit A, page 16)



Additionally, “Math achievement for students of color fared worse than reading achievement when compared to White students, with Black students scoring lower than all other students of color. Students of color scoring basic or below basic in math included Black students 84.2%, Hispanic students 56.6%, Asian students 44.3%, Multiracial students 54.4% compared to White students, 40.1%.” (Exhibit A, page 17)

At an October 12, 2021 board meeting, another equity consultant, “Ajusted Equity Solutions,” also presented a proposal to the district, which asserted that “According to the latest data available at the Office of Civil Rights and U.S. Department of Education (2015), academic and disciplinary disparities exist in the Hudson School District. These academic and disciplinary disproportionalities confirm the need for a closer look at the discipline data using an Equity Audit.” It goes on to note “Students of color are underrepresented in Gifted and Talented, where they comprise about 10% of the overall student population but are less than 6% of the Gifted and Talented course enrollment. For example, Black students are a little over 1% of the overall student population but none are enrolled in Gifted and Talented courses. There are also indications of disciplinary disproportionalities; minoritized students are extremely overrepresented in all disciplinary categories. Suspensions are egregiously disproportionate, especially for Black students and students who fall under the “Two or More” category. Black and students in the “Two or More” category comprise only 4.5% of the total student population but are over 20% of all out-of-school suspensions—a measure related to both academic and school climate. In addition, about 27% of in-school-suspensions were given to students of color, when they only make up about 10% of the student population.” (Exhibit D, page 2)

In light of the data uncovered by the district’s commissioned equity audit, we ask that the Department promptly investigate the allegations in this complaint, act swiftly to remedy any unlawful policies and practices, and order appropriate relief. These disparities could have race-neutral explanations, but Hudson School District has provided none. And its decision to conduct an “equity audit” suggests that, in Hudson’s view, these disparities stem from racism inside the school district.

Thank you for your prompt assistance with this request for investigation and resolution.  
Please contact me for further information.

Sincerely,

Nicole Neily  
President  
Parents Defending Education

Enc. Exhibit A-D



**EXHIBIT A:**  
**Integrated Comprehensive Systems for Equity**  
**Equity Audit**



**EXHIBIT B:**  
**Integrated Comprehensive Systems for Equity**  
**July 8, 2021 Presentation**



**EXHIBIT C:**  
**Integrated Comprehensive Systems for Equity**  
**September 24, 2020 Proposal**



**EXHIBIT D:**  
**Ajusted Equity Solutions**  
**October 12, 2020 Proposal**