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*Department of*  
**PUBLIC  
INSTRUCTION**

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**2005-07**  
**Biennial Report**

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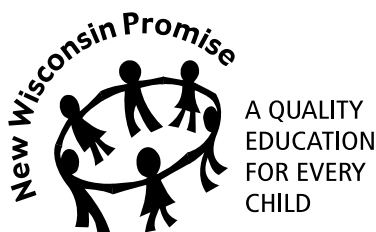
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# The 2005-07 Biennial Report of the State of Wisconsin Department of Public Instruction



Wisconsin Department of Public Instruction  
Elizabeth Burmaster, State Superintendent  
Madison, Wisconsin

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Interlibrary Loan and  
Resource Sharing

Policy and Budget

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Professional Development/  
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Blind and Visually Impaired

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Partnerships

Human Resource Services

School Nutrition

Community Nutrition



# State of Wisconsin Department of Public Instruction

**Elizabeth Burmaster, State Superintendent**

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November 2007

Governor Doyle, Legislators, Citizens of Wisconsin:

In accordance with s. 15.04 (1) (d), Wis. Stats., the Department of Public Instruction submits its 2005-07 Biennial Report. This document gives a review of departmental highlights during the past two years and outlines what I believe are exciting goals for the 2007-09 biennium.

The agency operations section shows that the department served the state well over the course of the 2005-07 biennium. This portion of the report focuses on the accomplishments of the department's five divisions and each of the teams within those divisions. The department's efforts over this two-year period have done much to promote public education and public libraries in the state.

I believe strongly that it is my responsibility as State Superintendent to meet the leadership, advocacy, and accountability challenges for public schools and libraries. Therefore, I will continue to pursue challenging goals for the 2007-09 biennium that include:

- Ensuring quality teachers in every classroom and strong leadership in every school.
- Improving student achievement with a focus on reading that has all students reading at or above grade level.
- Investing in early learning opportunities through the four-year-old kindergarten, Preschool to Grade 5, and SAGE class-size reduction programs.
- Sharing responsibility by increasing parental and community involvement in our schools and libraries to address teenage literacy, drop-outs, and truancy.
- Advancing career, technical, and arts education to engage students in becoming active citizens by understanding their role in the family, society, and the world of work.
- Providing effective pupil services, special education, and prevention programs to support learning and development for all students while preventing and reducing barriers to student success.

All these goals assist in closing the achievement gap between economically disadvantaged children, children of color, and their peers. Closing the achievement gap continues to be the department's top priority in the 2007-09 biennium. Completion of a good education is the key to a prosperous future. *All* of our children – regardless of the color of their skin or their economic circumstances – deserve quality schooling so they can compete successfully in life.

I hope you will find this report interesting and informative. Please contact my office for more specific information on K-12 issues of importance to you.

Sincerely,

A handwritten signature in cursive script that reads "Elizabeth Burmaster".

Elizabeth Burmaster  
State Superintendent

EB:mt

# Chapter 1

## Overview of the Department of Public Instruction

### *Office of the State Superintendent*

The Wisconsin Department of Public Instruction is headed by the State Superintendent of Public Instruction, a nonpartisan, elected constitutional officer who is directly responsible to the people of the state for the supervision of elementary and secondary public education.

Article X, Section 1, of the Wisconsin Constitution vests the responsibility for supervision of public instruction with the state superintendent. The duties and powers of the superintendent and the department are described in Chapter 115 of the Wisconsin statutes. Major responsibilities of the state superintendent include supervising public elementary and secondary schools, providing for educational program review, providing for the education of children with disabilities, licensing and certifying of teachers, acceptance of federal education aid, assessing pupil achievement statewide, and designing a uniform financial accounting system for schools. Chapter 121 of the statutes describes state-administered aids for public schools, and Chapter 43 describes the department's role in the development of library services throughout the state.

The Office of State Superintendent provides liaison services to the legislature and coordinates several cross-agency programs and initiatives, including the federal No Child Left Behind Act, Wallace Fellowship Program, Kohl Teacher Fellowship, Excellence Scholarship, Initiative Scholarship and the State Teacher of the Year Program. The office includes the legal services office and the education information services team.

#### **Office of Legal Services**

The office serves as in-house counsel for the state superintendent and the department. Services include legal advice on department operations, policies, and implementation of various state and federal education programs; representing the department in civil service appeals and employment discrimination complaints; serving as liaison to the Department of Justice in major litigation; serving as prosecutor or advisor to the state superintendent in license revocation hearings; adjudicating pupil expulsion appeals, acting as hearing officer in pupil discrimination appeals and other complaints and appeals related to school district compliance, and coordinating special education appeals; writing articles on legal issues concerning public education; and issuing legal opinions on various issues.

#### **Education Information Services Team**

The team provides leadership for the development and production of department publications, including press releases relating to education issues and a weekly news service; *SEA change*. Department editors advise and consult on writing, editing, designing and printing. Working with instructional and curriculum experts, the team publishes books and alternative formats to aid classroom instruction and increase student achievement. Through its publication sales unit, department-produced library and school publications are sold nationally and internationally.

### *Division for Learning Support: Equity and Advocacy*

The division consists of two teams, including the Wisconsin Educational Services Program for the Deaf and Hard of Hearing (WESPDHH) and the Wisconsin Center for the Blind and Visually Impaired (WCBVI). The mission of the division is to provide technical assistance, leadership, advocacy, staff development, training and education to help meet the diverse cultural, emotional, social, health and educational needs of Wisconsin's youth. The mission is met through collaboration with federal, state and local groups. The division, through the state schools, WESPDHH and WCBVI, provides direct instruction to students and technical assistance through outreach to local education agencies, communities and families statewide for children who are blind or visually impaired or who are deaf or hard of hearing. The fulfillment of the mission involves managing state and federal resources, monitoring and evaluating programs and practices, and facilitating school district and community efforts to meet specific needs of students.

## **Special Education Team**

The team provides leadership and oversight to improve the delivery of special education and related services to children with disabilities. This includes program development and implementation, monitoring, complaint investigation, and review and processing of agency applications for distribution of state and federal monies. The team responds to state and federal data requirements relating to the education of children with disabilities. The education consultants and support staff have major responsibility for overall statewide analysis and coordination of special education and related services for children with disabilities in Wisconsin, as well as the Pupil Nondiscrimination Program. Most of the responsibilities and duties of the team are enumerated in ss. 300.600 of the federal Individuals with Disabilities Education Act 2004 (IDEA) regulations and s. 115.762, Wis. Stats.

## **Wisconsin Educational Services Program for the Deaf and Hard of Hearing (WESPDHH)**

2001 Wisconsin Act 10 created the Wisconsin Educational Services Program for the Deaf and Hard of Hearing. The purpose of the center is to provide statewide education resources to benefit all Wisconsin children who are deaf or hard of hearing and their families. The WESPDHH has two components, the Wisconsin School for the Deaf and the Outreach Program.

The Wisconsin School for the Deaf (WSD), located in Delavan, provides an educational and residential program for school-age children who are deaf or hard of hearing. Preschool children (3-5) are served on a day pupil basis only. The average number of students served yearly is 150 in grades prekindergarten to 12.

WSD students may choose WSD curriculum offerings specifically adapted to meet their individualized education program requirements or enroll in appropriate courses within the Delavan-Darien School District. Exposure to both hearing and deaf programs is facilitated through an after-school activity program.

The Wisconsin School for the Deaf is dedicated to educational excellence in a unique American Sign Language (ASL)/English bilingual-bicultural environment. WSD prepares students to achieve their maximum potential and become successful citizens. Through ASL, students reduce communication barriers and foster natural acquisition of language. WSD provides an environment that nurtures strong social and emotional development in deaf and hard of hearing children.

The Outreach Program provides information, support and training to school districts, families, and other programs in serving deaf and hard of hearing and deaf-blind children and their families. Services and support are determined based on the child's needs. The Outreach Team includes a diagnostic specialist, a deaf-blind consultant, a birth to six services coordinator, a speech-language consultant, an educational audiology consultant, an ASL distance learning instructor, a sign language specialist, and a parent liaison. Outreach programs include the Deaf Mentor Project, Guide by Your Side, and the Captioned Media Program. Family activities supported by Outreach include the Statewide Parent Conference and the Family Learning Vacation.

## **Wisconsin Center for the Blind and Visually Impaired (WCBVI)**

1999 Wisconsin Act 9 created the Wisconsin Center for the Blind and Visually Impaired (WCBVI). The purpose of the center is to serve as a statewide educational resource to benefit all Wisconsin children who are blind or visually impaired and their families. The WCBVI completes over 85 consultations and evaluations yearly across the state. In addition, students receive services from the WCBVI Low Vision Clinics and participate in summer programs. The WCBVI headquarters campus is in Janesville. WCBVI has two components, the Wisconsin School for the Visually Handicapped (WSVH) and the Outreach Program.

The WSVH provides an educational and residential academic program for school-age children (3-21) who are visually impaired. Preschool children (3-5) are served on a day pupil basis only. The average number of students served yearly is 50 in grades prekindergarten to 12.

The program at WCBVI offers complete educational programming and specialized disability training, including orientation and mobility training, Braille instruction, activities of daily living, and vocational assessment and training for students with visual disabilities. A cooperative program with Janesville Public Schools provides a

transition to students' local school districts. A short-term placement option allows students to focus on skills not available at the local school level and to return to their home district as soon as possible.

The center also provides outreach services, including inservice, assistive technology devices, and information to school district staff, parents, and students throughout the state. Outreach services provide materials and equipment, consulting services, psycho-educational development evaluations, low-vision clinics, and individualized education program development to benefit children who are blind or visually impaired.

### **Student Services/Prevention and Wellness (SSPW) Team**

The team assists school districts and communities through the provision of leadership, technical assistance, staff development, and the management of state and federal resources in the development and implementation of programs and services which support all pupils in their social, emotional, physical, educational, and career development needs. The team administers the following programs (see Appendix A for more information regarding alcohol and other drug abuse programs and grants):

- Alcohol and Other Drug Abuse (AODA) Programs.
- Alcohol Traffic Safety Grants Program.
- Community Learning Center Program (ESEA Title IV-B).
- Comprehensive School Health Program Initiative.
- Compulsory School Attendance.
- Driver Education Program.
- Health Education Program.
- HIV/AIDS, STD, and Teen Pregnancy Programs.
- Physical Education Program.
- Safe and Drug-Free Schools and Communities (ESEA Title IV-A).
- School Counseling Program.
- School Nursing and Health Services Program.
- School Psychology Program.
- School Social Work Program.
- School Tobacco Program.
- Violence Prevention Program.
- Youth Suicide Prevention Program.

## ***Division For Academic Excellence***

This division consists of three teams and offers assistance with curriculum development, academic and technical skill standards development and implementation, instructional methods and strategies, and education opportunity programs. It provides leadership in talented and gifted programming, advanced placement offerings, professional development, and virtual schools and other online offerings. The division approves college and university teacher and administrator training programs and licenses teachers, pupil services personnel, administrators, and library professionals.

The division administers several programs that provide assistance, scholarships and grants to public school students and teachers based on merit and need. It administers state and federal funds for the Bilingual/English as a Second Language Program and administers the youth options, alternative education, and high school equivalency/general educational development (HSED/GED) programs. It also administers funds for school districts under the Carl D. Perkins Vocational and Technical Act of 1998 to enhance and improve vocational and technical education programs.

### **Career and Technical Education Team (CTE)**

The team provides consultation and assistance in the following areas:

- Agriculture and Natural Resources/Future Farmers of America.
- Alternative Education Grants.
- Assistant Child Care Certificate.
- Business and Information Technology/Future Business Leaders of America.
- Business/Industry and Labor Partnerships.
- Career and Technical Education Student Organizations.
- Career Development and Assessment.
- Carl D. Perkins Vocational and Applied Technology Education Act.
- Child Labor Regulations.
- Citizenship.
- Curriculum and Staff Development.
- Curriculum Resource Development.
- CTE Budget Development.
- CTE Research.
- Education for Employment/Employability Skills.
- Equity and Diversity.
- Family and Consumer Education/Family, Career and Community Leaders of America.
- General Educational Development (GED)/High School Equivalency Diploma (HSED).
- Health Science/Health Occupations Students of America Organization.
- Skill Standards.
- Marketing Education/Distributive Education Clubs of America.
- New Wisconsin Promise CTE.
- Office of Civil Rights Reviews.
- Professional Association Relations.
- School Supervised Work-Based Learning.
- State Agency Collaboration on Workforce Education.
- State Career and Technical Education Advisory Committees.
- Teacher Externships.
- Transition and Articulation.
- Young Women in Technical Careers.
- Youth Mentoring and Leadership.
- Youth Options.

### **Teacher Education, Professional Development and Licensing Team**

The team administers the following programs and initiatives:

- School District License Audits.
- License Revocation.
- School Staff Supply and Demand Information.
- Teacher, Administrator and Staff Licensing.
- Transition to Teaching.
- Institution of Higher Education Program Approval.
- Professional Development.
- Peer Review and Mentoring.
- Mentoring Funds for Initial Educators Grant.
- Quality Educator Professional Development and Retention Grant.
- Professional Development Plans.
- National Board for Professional Teaching Standards.
- Master Education.
- Wisconsin Improvement Program.

## **Content and Learning Team**

The team provides consultation and assistance in the following areas:

- American Indian Education and Studies.
- Art and Design Education.
- All-State Academic Scholars.
- Bilingual/English as a Second Language.
- Blue Ribbon Schools.
- CESA School Improvement Services.
- Chiba/Wisconsin Exchange.
- Connected Curriculum.
- Curriculum Development.
- Dance Education.
- Democracy Education.
- Educational Communications Board (ECB) Program Selections.
- English Language Arts.
- Foreign Language Assistance Program.
- Gifted and Talented Education.
- Graduation Standards and Requirements.
- Health Education.
- Hesse/Wisconsin Exchange.
- International Education.
- Mathematics Education.
- Music Education.
- North Central Regional Education Laboratory.
- Physical Education.
- Presidential Awards for Mathematics and Science Teachers.
- Professional Development.
- Reading.
- Robert C. Byrd Honors Scholarship.
- Science Education.
- Social Studies Education.
- Transition to Teaching Grants.
- Twenty School Standards.
- United States Senate Youth Program.
- Waivers.
- Wisconsin Model Academic Standards.
- World Languages.

## ***Division for Libraries, Technology, and Community Learning***

The division consists of five teams and provides leadership for the development of school and public libraries, library resource sharing, instructional and information technology, education data, and school/family/community collaboration. It does this by providing consultation in and development of library standards, guidelines and policies; planning assistance; administration of library and technology grant programs, including the federal Library Services and Technology Act, the Enhancing Education through Technology (Ed Tech) Program, and the Evaluating States Education Technology Program; administration of library aid programs, including public library system aids, the Common School Fund, and the E-rate program; statewide interlibrary loan and reference services; World Wide Web sites, including the Wisconsin Information Network for Successful Schools (WINSS), BadgerLink, a statewide library catalog and interlibrary loan management system (WISCAT), and the department's web site; major data collections for public schools and public libraries; an agency enterprise database; all technology services for the department; and contracting for operation of the Regional Library for the Blind and Physically Handicapped. The division also provides leadership and technical assistance in early childhood education issues and school-community partnerships, and operates the Child Care Information Center (CCIC)

through a contract with the Department of Workforce Development. The division also publishes a printed and an electronic newsletter for the statewide library community.

### **Public Library Development Team**

The team provides assistance to public libraries and public library systems on issues relating to public library administration, governance and funding, special needs services, library technology, continuing education and youth services. The team coordinates or administers the following programs:

- Public Library System Aid.
- Federal Library Services and Technology Act (LSTA) Grant Program.
- Public librarian certification.
- Public Library Data Collection Program.
- Public library standards.
- E-Rate for public libraries.
- Statewide Summer Youth Library Program.
- Bill and Melinda Gates Foundation Public Library Grant Program.

### **Instructional Media and Technology Team**

The team provides leadership, service and advocacy for equitable access to and effective use of information, resources, and educational technology in curriculum and instruction in Wisconsin PK-12 schools. The team provides support to and administers the following programs and services:

- Integration of *Wisconsin's Model Academic Standards for Information and Technology Literacy*.
- Supports certification and licensing of school library media specialists and instructional technology coordinators.
- Telecommunications/Distance Education/Virtual On-line Learning.
- Enhancing Education through Technology (Ed Tech) – NCLB, Title II, D.
- Evaluating States Educational Technology Programs – NCLB, Title II, D.
- E-Rate for schools.
- Review of district information technology plans for public schools (required for federal and state technology funds).
- Coordination of the Information, Media and Technology Literacy: Leading for the Future Program.
- Coordination of the curriculum resource ThinkFinity Program.
- Advise school library media centers on the use of the Common School Fund.

### **Interlibrary Loan and Resource Sharing Team**

This team implements the statutory responsibilities of the department related to the provision of interlibrary loan and reference services, development of resource sharing tools, and management of the interlibrary loan contracts that contribute to a statewide information network. The teams engage in statewide planning, coordination, and provision of services to assure that Wisconsin residents have access to the collective information resources in the state's libraries. Over the last two years the teams have concentrated activities on accelerating use of technology to improve resource sharing through the implementation of the following programs:

- Operates the Reference and Loan Library.
- BadgerLink (full text access to magazines, newspapers, reference materials, and links to government and Internet resources).
- WISCAT (automated database of Wisconsin library holdings, access to Wisconsin online library catalogs, and an interlibrary loan management system).
- Increased access to government information (Wisconsin Digital Archive of state agency Web pages, metatagging of state government Web pages, development of a state government thesaurus, and development of a list of terms that users can browse for the Wisconsin.gov portal).
- Digitalization and preservation of state and local government information.
- Development of a statewide collaborative virtual reference service, using web chat and email functions.
- Increased access to a great number of Wisconsin newspapers through Newsline for the Blind.

## **Information Technology Team**

The team performs three functions:

- *Technology Services* – The team implements desktop microcomputer hardware and software standards to support the sharing of data across the agency and with all customers using the Microsoft Application Suite. The team coordinates additional training opportunities, maintains the centralized technology services help desk for user support, maintains the agency’s Internet Web presence, and implements the agency’s IT budget planning process.
- *Applications Development* – The team supports, maintains, improves and enhances the inventory of automated application systems in a web based and client/server environment; continues to develop the agency enterprise database; and automates data collection from the 426 school districts within the state.
- *Data Management and Reporting* – The team coordinates agencywide data collection and provides education and library services to the department.

## **Community Learning and Partnerships Team**

The team works collaboratively with other teams throughout the department to promote family-school-community partnerships, bright beginnings for all children, and strong communities. Specific activities include the following:

- Youth Service-Learning.
- Community education.
- Early Childhood Collaborating Partners.
- Family-School-Community Partnership Workshops and resource packets.
- Partnership Schools Network.
- Blending early childhood education and care.
- Leadership and technical assistance for four-year-old kindergarten.
- Nutrition education resources.
- Head Start supplemental funding grants.
- State Superintendent’s Parent Leadership Corps.
- VISTA/AmeriCorps Projects.

## ***Division for Finance and Management***

The division consists of seven service areas and provides centralized professional and managerial support services to the department to ensure effective and cost-efficient operation of the agency. The division provides consultative services to school districts and the public on school finance, management, and organizational issues and administers state and federal aids and grants to school districts, county children with disabilities education boards (CCDEB), cooperative educational service agencies (CESAs) and other service providers. The division administers federal and state nutrition programs, develops the biennial budget for the agency, and performs legislative and federal-state planning functions.

### **Policy and Budget Team**

The team performs budget and policy analysis and budget, legislative and federal-state planning functions. Responsibilities of the team include developing the agency’s biennial budget request and report; coordinating agency policy development; analyzing and monitoring legislation affecting schools, libraries, and the department; coordinating the payroll management information system; coordinating and recommending administrative rule development; coordinating the department’s federal grant application process; and providing technical assistance in management planning and resource development.

### **Human Resource Services Team**

The team provides technical consultation to agency managers on recruitment, job classification, payroll, compensation, employment relations, training, employee assistance programs, and affirmative action policies and

procedures. There were 626 full-time equivalent permanent employees in the department (including the WESPDHH and WCBVI) at the end of the 2005-07 biennium. The department continues to offer alternative work patterns to accommodate employees' professional and personal needs, including compressed work hours and part-time employment.

### **Management Services Team**

The team is responsible for providing centralized accounting, contracting, purchasing, business, grant and budget administration, general management services, and audit coordination to the department. The team is responsible for coordinating the Continuity of Operations Plan (COOP). The team also provides department-wide mail operations, customer service at the reception area, fleet operations, quick copy operations, and facilities management. As a part of this service, the team operates a work-study program for Madison area high school students who have learning disabilities.

### **School Financial Services Team**

The team administers programs that support schools with general and categorical aids and grants for special projects. Responsibilities of the team include the distribution of state aids, financial consultation, administration of school district revenue limits, conducting school audits, and the electronic collection of budget and annual report data, summer school data, and handicapped cost data.

### **School Management Services Team**

The team provides technical assistance to school districts and the public in the following areas:

- Pupil Transportation.
- School District Reorganization/Boundary Appeals.
- Home-Based Private Education Programs (Home schools).
- Private Schools.
- School Facilities.
- Public School Open Enrollment.
- Charter Schools
- Milwaukee Parental Choice Program (Private School Voucher Program).
- Federal Aids and Audit.

### **School Nutrition Team**

The team administers federal and state nutrition programs to assist schools in providing nutritious meals and milk in accordance with guidelines established by the U.S. Department of Agriculture (USDA) and state statutes. Team responsibilities include:

State:

- Elderly Nutrition Improvement Program.
- Wisconsin School Day Milk Program.
- Match for the National School Lunch Program.
- Grants for School Breakfast.

Federal:

- National School Lunch Program.
- School Breakfast Program.
- After School Snack Program.
- Special Milk Program.
- Donated Food Distribution Program.
- Senator Kohl's School Breakfast Grant.

## **Community Nutrition Team**

The team administers the following federal nutrition programs in accordance with the USDA regulations, instructions and policy memos:

- Child and Adult Care Food Program.
- Summer Food Service Program.
- Special Milk Program (non-schools).

The agencies sponsoring these programs are primarily private non-profit organizations with tax-exempt status under the Internal Revenue Service Code Section 501 (c) (3). Other agency sponsors include schools, public organizations and for-profit entities. Seven non-profit tax-exempt sponsoring organizations assist the team by serving as fiscal and program intermediaries for the nearly 5,000 family day care home providers participating in the Child and Adult Care Food Program.

## ***Division for Reading and Student Achievement***

This division consists of three teams. The Office of Educational Accountability (OEA), Title I and School Support Team, and Wisconsin Educational Opportunity Programs Team/Office of Urban Education work collaboratively to support Wisconsin's public schools, families, and communities by providing statewide leadership in the coordination of federal, state, and local resources to optimize the achievement of all students.

### **Office of Educational Accountability**

The Office of Educational Accountability provides consultation and assistance relating to student learning standards and student, school, and district performance levels. The office provides informational data that teachers and pupils use in making decisions relating to educational planning, remediation, and program placement. The office provides data analysis for a variety of state and federal reports and research initiatives. The office makes determinations of adequate yearly progress (AYP) for schools and districts based on assessment, attendance, and graduation data. The office also administers the Wisconsin Student Assessment System, including the following:

- Wisconsin Knowledge and Concepts Examination (WKCE).
- National Assessment of Educational Progress (NAEP).
- ACCESS test for English language proficiency determinations.
- Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Statewide assessment literacy initiatives.

### **Title I and School Support Team**

This team administers various programs (Titles) under the Elementary and Secondary Education Act of 1965 (ESEA). Title I, Part A of the ESEA is the largest federal funding education program for elementary and secondary schools. Funds are targeted to high poverty school districts and are used to provide supplementary educational services – usually in reading and math – to students who are educationally disadvantaged or at risk of failing to meet the state standards. Although the program is designed mainly to benefit impoverished areas, over 90 percent of Wisconsin school districts receive at least some Title I, Part A money. Students at private nonprofit schools, including religious schools, receive a proportional share of services. In addition, other special populations of children served by programs under the ESEA include students with disabilities, English language learners, and the homeless. The office administers the following federal and state programs:

- Basic Grants (Title I, Part A).
- Reading First (Title I, Part B, subpart 1).
- Even Start Family Literacy (Title I, Part B, subpart 3).
- Migrant Education (Title I, Part C).
- Neglected and Delinquent Youth (Title I, Part D).
- Comprehensive School Reform (Title I, Part F).
- Innovative Programs (Title V).

- McKinney-Vento Homeless Assistance Act (Title X).
- Student Achievement Guarantee in Education (SAGE).

### **Wisconsin Educational Opportunity Programs (WEOP) Team/Office of Urban Education (OUE)**

This team places special emphasis seeking the non-traditional, minority, disadvantaged and low-income students with college potential to encourage and prepare them for postsecondary education. The team focuses on improving high school graduation rates and reducing dropout rates of these students. There are seven regions in Wisconsin where these populations are in significant numbers and where WEOP offices are located: Ashland, Eau Claire, Green Bay, Madison, Milwaukee, Racine, and Wausau. The team provides consultation and assistance to students and parents in the following areas:

- State Talent Search.
- Talent Incentive Program (TIP).
- Early Identification Program (EIP).
- College Visitation Program.
- PreCollege Scholarship Program.
- Gear Up.
- Upward Bound.
- Federal Talent Search.
- Academic counseling.
- College awareness and academic preparation activities.
- Career, personal, and financial aid counseling.
- Mentoring.
- Tutoring.
- Field trips to college campuses and businesses.
- ACT preparation.
- Social and cultural events.
- PreCollege awareness and scholarship programs.
- Scholarship resources.
- Assistance with the admissions and financial aid processes.
- Parent workshops.
- Professional development opportunities.
- Preschool to Grade 5 (P-5) Program.
- Special education needs programs.
- Title I urban focus.
- Urban staff development.
- Urban teacher education programs.

## **Chapter 2**

# **Review of Performance and Operation of the Department of Public Instruction During the 2005-07 Biennium**

### *Improvements and Efficiencies*

The department has made the following improvements to achieve efficiencies and dollar savings at the state and local level:

- Improved customer service standards to libraries and school districts by making information more readily available by:
  - Creating and maintaining email listservs in areas such as general education, school finance, public libraries, vocational education, public school open enrollment, and educational accountability.
  - Developing and disseminating new Wisconsin Model Academic Standards for personal financial literacy.
  - Administering grants in collaboration with the Department of Financial Institutions to local schools to implement the Model Academic Standards for personal financial literacy.
  - Securing federal Foreign Language Assistance Program funds to support world language programs in Wisconsin elementary schools.
  - Producing an electronic tax levy reporting application that streamlines the reporting of tax levy data to the state while enhancing the accuracy of the submitted data. This data was previously collected on paper forms.
  - Creating a student application submission and student count report system for private schools participating in the Milwaukee Parental Choice Program.
  - Creating an Internet process providing schools with the option to utilize commercial distribution for delivery of USDA commodities and to divert USDA commodities to a processor of their choice.
  - Streamlining the collection of data from school districts for school lunch and the E-rate program for schools and libraries.
  - Implementing an on-line data collection process for the SAGE program.
  - Implementing an agency-wide E-Grant system. This is a grant management system that will automate the processing of competitive, noncompetitive and discretionary applications.
  - Developing a longitudinal data system to provide information for data driven decision making and facilitate federal reporting.
  - Providing national service volunteers (AmeriCorps and VISTA) to extend and develop resources for school districts.
  - Improving interlibrary loan request processing and record keeping.
  - Helping Wisconsin schools and libraries take advantage of the federal E-rate program to save approximately \$254 million from 1998 through 2007.
  - Creating media-based assessment translations for English language learners in Spanish and Hmong.
  - Implementing a live webcast through media site that has enhanced communication and the department's ability to provide technical assistance. Media site reduces the need to travel for both the public and department staff and is accessible at any time.
- Improved internal department efficiencies by:
  - Participating with the Department of Administration on IBIS financial software implementation.
  - Providing staff training on Purchase Plus to streamline procurement and invoice processing.
  - Improving business contingency planning through the department's Continuity of Operations Plan (COOP).

Implementing an agency-wide E-Grant system. Currently grant announcements, reviews, budget analysis and approval must be done manually. E-Grant is a grant management system that will automate the processing of competitive, noncompetitive and discretionary applications.

Implementing security measures for all agency personal computers.

Implementing project accounting for all information technology staff.

### ***Policy Issues and Decision Items Approved***

As a result of 2005 Wisconsin Act 25, the 2005-07 biennial budget, the department eliminated 9.25 FTE general purpose revenue (GPR) positions and .75 FTE program revenue-service (PR-S) annually in FY06 and FY07. The Act also required the department to lapse an additional five percent of teacher license revenues to the General Fund. As part of a proposal to consolidate state agency server and network support and procurement/purchasing functions under the Department of Administration (DOA), the department's position authority was reduced by 1) .88 FTE related to server and network consolidation, and 2) 3.0 FTE related to procurement consolidation.

Other modifications made under the Act include, but are not limited to, the following:

- Increase equalization aids, funds for special education aid, funds for student assessments, funds for public library system aid, Badgerlink, and funds to maintain the state's share of bilingual-bicultural costs at an estimated 12 percent.
- Provide funds annually to award grants to school districts to partially reimburse the costs related to offering advanced placement (AP) courses to students. Also approved funding for 1.0 FTE consultant to administer the AP grants and to serve as a gifted and talented consultant.
- Provide funds annually for gifted and talented middle school students, high-cost special education aid, and adult literacy grants.
- Reduce the department's alcohol and other drug abuse aid appropriation.

Other acts passed during the 2005 session affecting policy and decision items include, but are not limited to:

- Act 125 made changes to the Milwaukee Parental Choice Program (increasing the number of pupils that can participate to 22,500, requiring standardized tests in reading, math and science in 4<sup>th</sup>, 8<sup>th</sup>, and 10<sup>th</sup> grades, and allowing pupils to remain in the program if family income increases but only if it does not exceed 2.2 times the poverty level) and the Student Achievement Guarantee in Education Program (increased SAGE categorical aid to \$2,250 per pupil in 2007-08 and each subsequent year).
- Act 165 requires school boards to provide or arrange with a nonprofit organization or health care provider to provide age-appropriate instruction relating to shaken baby syndrome and impacted babies for pupils in one of grades 5 to 8 and in one of grades 10 to 12. The person providing the instruction may provide to each pupil receiving the instruction a copy of the written materials, a presentation of the audiovisual materials, and an oral explanation of those written and audiovisual materials.
- Act 221 requires schools to distribute information regarding meningococcal disease to parents of pupils in grades 6 to 12.
- Act 258 made substantive changes to the state laws governing the education of children with disabilities. The changes were necessary due to the changes to the federal Individuals with Disabilities Education Act (IDEA) that were passed in 2004.
- Act 420 made changes that had been recommended by the State Superintendent's Task Force on Public Library Legislation and Funding which will improve the organization of public libraries and library systems as well as provide for greater equity in public library funding.

## **Chapter 3**

### **Plans for Improvements in Program Effectiveness and Efficiency**

#### ***Projection of Major Program Goals for the 2007-2009 Biennium***

Our common ground is our New Wisconsin Promise—our commitment to ensure a quality education for every child. Raising achievement for all students and closing the achievement gap between economically disadvantaged students, students of color, and their peers is our No. 1 priority. A quality education system is the foundation of a strong democracy and healthy economy.

Our New Wisconsin Promise is committed to ensuring that every child graduates with the knowledge and skills necessary for success in the 21st century global society by:

- Ensuring quality teachers in every classroom and strong leadership in every school.
- Improving student achievement with a focus on reading that has all students reading at or above grade level.
- Investing in early learning opportunities through the four-year-old kindergarten, Preschool to Grade 5, and SAGE class-size reduction programs.
- Sharing responsibility by increasing parental and community involvement in our schools and libraries to address teenage literacy, drop-outs, and truancy.
- Advancing career, technical, and arts education to engage students in becoming active citizens by understanding their role in the family, society, and the world of work.
- Providing effective pupil services, special education, and prevention programs to support learning and development for all students while preventing and reducing barriers to student success.

#### ***Plans for Improvements in Program Effectiveness and Efficiency***

2007 Wisconsin Act 20, the 2007-09 Biennial Budget Bill, provided additional funds for general equalization aid in the second year of the biennium (FY09). The Act also provided additional funds for the following categorical aid programs: special education, SAGE, transportation, school breakfast, and gifted and talented pupils. New categorical aid programs, including nursing services grants, aid to high poverty districts, Milwaukee Public Schools achievement grants, sparsity aid, supplemental special education aid, 4K start-up grants, science, technology engineering and mathematics grants, and consolidation grants were also created. Other item increases include grants for master educators, grants for teachers in high poverty schools, aid for public library systems, and Badgerlink.

Finally, the Act would require \$200 million in state agency operation lapses. It is unknown how the required lapse will affect the department.

## **Chapter 4**

### **Statutorily Required Reporting**

#### ***The Condition of All Schools Under the State Superintendent's Supervision***

The department is reporting how well schools are educating students. With nearly 92 percent of high school seniors graduating and 98 percent of Wisconsin's classroom teachers being "highly qualified," Wisconsin sets the standard for other states. Highly qualified teachers have a bachelor's degree, state certification and demonstrate mastery in the subject they teach. Additionally, 48 percent of teachers statewide hold a master's degree and 79 percent have at least five years of experience. Teachers in the state have an average of 17.3 years of experience. Some examples indicating improved performance include:

- Students in grades four showed stable results and student performance in grades eight and ten was up across most subjects on the Wisconsin Knowledge and Concepts Examinations (WKCE) given in November 2006.

Approximately 440,000 students in grades 3 through 8 and 10 took the tests administered by the department. Assessments included multiple-choice and short-answer questions that required students to demonstrate their knowledge in reading, and mathematics. Students in grades 4, 8, and 10 also took assessments in language arts/writing, science, and social studies.

Wisconsin public school students have been tested annually since 2005-06 in reading and mathematics in grades 3 through 8 and 10, and in language arts, science social studies, and writing in grades 4, 8, and 10. Statewide student performance on fall 2006 assessments (which include the WKCE and the Wisconsin Alternate Assessment for Students with Disabilities) in reading and mathematics at grades 4, 8, and 10 increased or held steady compared to fall 2005. Particularly noteworthy was the improvement in grade 4 mathematics, where 78 percent of all tested students statewide were proficient or advanced in fall 2006 compared to 73 percent in fall 2005.

- The statewide composite score on the ACT college admissions test for the Wisconsin graduating class of 2007 (public and private schools) was 22.3, up from 22.2 for the class of 2006. A record 70 percent of the Wisconsin graduating class of 2007 took the ACT.
- Wisconsin students in the graduating class of 2007 scored more than 80 points above the national average in all three components (critical reading, mathematics, and writing) of the Scholastic Aptitude Test (SAT). Nearly 4,000 Wisconsin graduates from the class of 2007 took the SAT.

#### ***An Abstract of the Public School Reports Made to the State Superintendent***

The department collects information from public schools in order to comply with federal mandates, generate state aid payments, school library aids, school performance report information, school finance information, school referenda and debt service information, student dropout information, student assessment information, student graduation information, and other categorical program information.

With increasing demands from internal and external constituencies for public information, ancillary services, program reporting, and student accounting, the department has developed the *Data Collection Plan* which provides a due-date listing of authorized data collections. The need to control and reduce the reporting burden on local education agencies is a high priority at the department. Over the years, the department has taken a leadership role in placing standards and restrictions on the volume of data collected from school districts. Our standardization and consolidation efforts are models for other agencies. In 1985, the department had more than 3,000 separate forms. Since that time, the total number of forms has been reduced to less than 1,000. Additionally, the department encourages the use of electronic data reporting.

## *The State Superintendent's Visits to Educational Institutions*

State Superintendent Elizabeth Burmaster has visited schools and libraries, conducted community and PK-16 learning sessions and Rural Advisory Council meetings, spoken to service clubs, delivered commencement addresses, and much more in school districts, technical colleges, and public and private colleges and universities statewide and internationally. In the 2005-07 biennium the State Superintendent visited the following:

### WISCONSIN VISITS

Ashland Lake Superior Primary	Madison Lapham Elementary School East High School West High School UW-Madison
Black River Falls Black River Falls High School	
Cameron Cameron Elementary School Cameron Middle School	Menominee Indian Menominee Indian High School
Cleveland Lakeshore Technical College	Milwaukee Hartford Avenue University School Milwaukee Academy of Science Milwaukee Center for Independence Muir Middle School Morgandale Elementary School Walker Intl Middle School
Colby Colby Middle School	Alverno College Cardinal Stritch University United Community Center Early Childhood
Eau Claire North High School	
Glendale-River Hills Parkway Elementary	Monona Grove Monona Grove High School
Green Bay West High School Southwest High School East High School Preble High School	Onalaska Irving Pertzch Elementary School
Hartford Hartford Union High School	Oshkosh Oshkosh North High School
Janesville Edison Middle School	Peshtigo Peshtigo Elementary Learning Center
Kenosha Bradford High School Washington Middle School	Platteville Platteville High School UW-Platteville
Kimberly Kimberly High School	Rhineland Nicolet Area Technical College
LaCrosse Logan Middle School UW-LaCrosse Western Wisconsin Technical College	Sheboygan North High School
Lake Mills Lake Mills High School	Stevens Point PJ Jacobs Junior High School UW-Stevens Point
	Sun Prairie Northside Elementary School

Watertown  
Webster Elementary School  
Watertown Historical Society

Waukesha  
Waukesha South High School

Wausau  
Wausau East High School  
Northcentral Technical College  
UW Marathon County

West Allis  
Franklin Elementary School

Weston  
Weston School District

Weyerhaeuser  
Weyerhaeuser School District

#### INTERNATIONAL VISITS

##### *Germany*

Darmstadt  
Europaschule Bergstrasse International School

Frankfurt  
Riedhofschule Frankfurt Elementary School  
Textorschule Frankfurt Elementary School

Hessen  
MOU w/Hessisches Kultusministerium

Wiesbaden  
Schloss Hansenberg Boarding School

##### *Thailand*

Bangkok  
Framework of Cooperation w/Ministry of Education

##### *Vietnam*

Hanoi  
Ministry of Education

##### *France*

Aix en Provence  
George Duby High School  
Ecole Primary, Marcel Pagnol  
Teacher Training Institute

Bordeaux  
Bordeaux University 1  
Bordeaux University 2  
Ecole maternelle Jean Cocteau  
Ecole elementaire D'application Paul Lapie

Caudevan  
Institut Universitaire de Formation des Maitres

Lormont  
Technical High School

Marseille  
Board of Education  
Colege Vieux Port  
Lycee Hotelier de Bonneveine  
Lycee Marseilleveyne

##### *Paris*

French Ministry of National Education  
College Leonard Lenoir

## *The Work Done by the Department in the Performance of its Duties*

The department has promoted the following initiatives to improve educational services and to advance student learning:

*Alliance for Attendance Initiative* – To improve student attendance, the department awarded funds to Milwaukee and Green Bay to adopt an alliance for attendance initiative. If successful, it is hoped other schools can adopt the initiative.

*High School Redesign* – The State Superintendent convened a statewide High School Task Force to ensure that Wisconsin high school students continue to graduate with the knowledge and skills they need to succeed in postsecondary education, the high-skills workplace, and as citizens in our global society. Seventy education advocates and leaders, including students, parents, teachers, high school principals, higher education representatives, legislators, and business and community representatives served on the task force. Twenty-one listening sessions were held throughout the state. To advance the task force recommendations, the department has:

- Developed a personal financial literacy model academic standard.
- Established an adolescent literacy task force.
- Implemented a science-agriculture course equivalence process to ensure multi-pathways to demonstrate academic success.
- Convened a business summit.
- Joined the American Diploma Project and Partnership for the 21<sup>st</sup> Century to begin the process of alignment of model academic standards with higher education and workplace standards.

*Citizenship/Service Learning Initiative* – Helping children develop their full potential as citizens is an important priority of families, communities and schools. Developing citizenship means becoming a productive, responsible, caring and contributing member of society. To help students become good citizens and serve their communities, the department has identified the following characteristics of successful schools:

- Promoting core values.
- Ensuring safe school environments.
- Building family and community partnerships.
- Addressing societal issues.
- Engaging students' minds and keeping them connected to the schooling experience.
- Developing positive relationships.
- Setting high expectations for students and staff.

*Standards and Achievement* – Wisconsin's public schools have historically prepared children to succeed after high school, either in higher education or in the workforce. High expectations for all children ensure that students will be prepared to survive and thrive in the future. To raise the bar for all children, the department has:

- Provided statements of what all children should know and be able to do.
- Provided various workshops relating to implementation of Wisconsin's Model Academic Standards.
- Helped districts connect local curriculum and state standards.
- Expanded professional development opportunities for educators.

*Early Childhood and Family Involvement* – Research on brain development suggests that what happens in a child's earliest years helps determine success in school and in life. Focusing efforts and resources on early childhood programs can prevent high-cost remediation. To build a solid foundation for children, the department has:

- Created partnerships with young people, families, and communities.
- Maintained the state superintendent's parent advisory council.
- Broadened community understanding of the state testing program.
- Conducted an early learning initiative for public libraries.

*Testing and Accountability* – The challenge to become more accountable for student achievement has resulted in developing and focusing on academic standards and improving the quality use of assessments. To provide for accountability, the department has:

- Developed translations of the WKCE in Spanish and Hmong.
- Developed extended content standards linked to grade level content for students with severe cognitive disabilities.
- Developed performance-based alternate assessments for students with severe cognitive disabilities in grades 3 through 8 and 10.
- Provided training support for WKCE tests in grades 3 through 8 and 10.

*Quality Teachers* – Teachers are the bridge between standards and students. To continue as world leaders, Wisconsin's school districts must employ the best teachers in their classrooms and ensure that their learning never stops. To keep talented educators, the department has:

- Implemented Chapter PI 34, Wis. Admin. Code, to improve teacher preparation and licensing requirements.
- Provided leadership for professional development.
- Revised training for professional development plan team members
- Offered teacher training in understanding the standards.
- Produced resources/toolkits to aid licensure applicants.
- Conducted criminal background checks of license holders.
- Conducted investigations and hearings leading to license revocation.
- Issued approximately 30,000 teacher licenses each year of the biennium.
- Issued the first state Master Educator Licenses under PI 34, Wis. Admin. Code.

*Future in Technology* – The world of the future will be filled with technology. If Wisconsin's young people are to thrive, they must be provided access to state-of-the-art technology and teachers must be well prepared in its use as a teaching tool. To prepare schools and students, the department has:

- Obtained funding for BadgerLink, a statewide electronic library.
- Published Wisconsin's Educational Technology Plan.
- Brought distance education to the state's 426 school districts.
- Implemented the Bill and Melinda Gates Foundation public library grant program.
- Implemented a live webcast that has enhanced communication and the department's ability to provide technical assistance (media site).

*Career and Technical Education (CTE)* – CTE curriculum helps young people develop their interests and abilities in ways that relate to future employment. By helping students discover their talents, CTE brings greater satisfaction and relevance to career choices and better prepares them for a future in work or postsecondary education. To bring relevance to public education, the department has:

- Supported the establishment of 3,765 advanced standing and 453 transcribed credit agreements for the purpose of transitioning secondary students to technical colleges.
- Implemented 487 skill standard programs in 203 high schools.
- Established an on-line registration process to enroll students in skill standard programs.
- Sponsored professional development opportunities for educators in the area of career clusters and programs of study.
- Updated the procedure for seeking department approval for high school course equivalency in the area of agriculture and science, to expand opportunities for students to meet the graduation requirements.

*Rural Education Initiative* – Many rural schools struggle with difficult fiscal problems, including revenue caps, declining enrollments, high-cost programs, reductions in categorical aids, and increasing transportation expenses. The superintendent created an Advisory Council on Rural Schools, Libraries, and Communities as one component of a comprehensive rural initiative to address the increasing challenges faced by rural school districts. As part of the "Advancing Rural Wisconsin" initiative, the department requested the following in its 2005-2007 biennial budget request:

- Provide aid to small rural districts based on sparsity.
- Double the statutory transportation aid reimbursement rates for all districts and provide increased aid for rural districts that transport students more than 12 miles away.
- Make the current 75 percent declining enrollment hold harmless exemption a recurring exemption for revenue limit purposes.

*International Education Activities* – Education about the world, its diverse peoples, languages, and cultures, is woven into Wisconsin’s entire K-12 curriculum. Educators advocate for the need for students and teachers alike to travel abroad, study world languages, and learn skills to enable them to work with persons of different backgrounds. To advance the international education initiative, the department has:

- Collaborated with the University of Wisconsin-Milwaukee and the Center for Southeast Asian Studies to grant Fulbright Group Project Awards to 20 K-16 educators allowing them to attend teacher seminars in Thailand, Laos and Vietnam.
- Maintained a sister state relationship with Hessen, Germany and Chiba, Japan. Every other year, 12 Wisconsin teachers travel to these sister states to study their education systems and to teach in their countries. In return, teachers from Hessen and Chiba travel to Wisconsin for two weeks for a similar study exchange and teaching experience.

## ***Plans for Improving Schools and Advancing Education***

In the 2007-2009 biennium, the department plans to:

- Disseminate and implement the *Gifted and Talented Resource Guide*.
- Develop and disseminate a *Curriculum Foundation* by grade level relating to science and social studies.
- Dissemination of a *Guide to Planning Curriculum in Music Education*.
- Develop and implement a curriculum guide relating to the personal financial literacy Model Academic Standard.
- Develop a state plan relating to adolescent literacy.
- Increase student achievement, engagement and preparation for postsecondary education and careers through the implementation of the career clusters model and programs of study.
- Advance the department’s Strategic Data Management plan by working with schools to determine what data the department will collect, how the data will be collected, and how the data will be made accessible and useful.
- Continue to implement our Quality Educator initiative by collaborating with the PK-16 Council, comprised of leaders from the state’s PK-12 schools, the University of Wisconsin System, the Technical College System, and the state’s private colleges and universities, to address access, credits to degree, certification supply and demand, and alternative certification issues. The department also plans to create an on-line licensing system.
- Expand support for new and inexperienced educators, especially in high need schools.
- Expand support for new school business staff by developing a web site and listserv designed specifically for their use. The anticipated outcome will be the timely submission of accurate data used in various aid calculations.
- Create an Internet student application submission process for parents interested in applying for public school open enrollment.

- Provide workshops on the development of formative classroom assessments as part of a balanced assessment system.
- Implement a recognition program for high achieving Title I schools that are also in the top quartile of poverty.
- Continue to provide an annual New Wisconsin Promise Conference that focuses on successful strategies for improving student achievement.
- Participate in the National Blue Ribbon Schools Recognition Program. This program recognizes high poverty schools that have shown dramatic improvement in student achievement as well as schools that score in the top 10 percent statewide on reading and mathematics assessments.

## *A Summary of the Receipts and Disbursements of all Schools Under the State Superintendent's Jurisdiction*

The amounts of state aid distributed in 2005-2006 and 2006-2007 are shown in the following chart:

<b>STATE SCHOOL AID DISBURSEMENTS</b>		
<b>Aid Program</b>	<b>2005-2006 Totals*</b>	<b>2006-2007 Totals*</b>
Equalization	\$4,443,172,481	\$4,534,210,933
Integration	84,221,925	84,750,011
Special Adjustment	8,242,918	13,169,896
Supplemental	92,400	93,800
Handicapped Education	320,771,600	332,771,600
Additional Special Education	0	3,500,000
Pupil Transportation	20,942,500	25,113,323
Common School Library Fund	28,200,000	29,000,000
Bilingual/Bicultural	9,073,800	9,890,400
Preschool-Grade 5	8,353,593	7,361,477
State Tuition	8,695,211	7,866,758
Children-at-Risk	3,500,000	3,500,000
County Children with Disabilities Education Board	4,214,800	4,214,800
Student Achievement Guarantee in Education (SAGE)	98,037,528	98,476,600
State Food and Nutrition Programs	5,786,034	5,591,706
Alcohol and Other Drug Abuse Programs	6,317,608	5,887,944
Alternative Education	4,260,944	5,007,439
Charter Schools Chapter 118.40(2r)	34,773,388	38,466,454
Milwaukee Parental Choice Program	93,683,601	111,213,644
Others	843,431	1,912,012
<b>TOTALS</b>	<b>\$5,183,183,762</b>	<b>\$5,321,998,797</b>

\*State aid disbursements between July 1, 2005 and June 30, 2007 to school districts, CCDEBs, CESAs and Charter Schools. Does not include state aid paid to private schools or other agencies except as mentioned above. Equalization aid includes prior year delayed aid paid during these fiscal years.

# Appendix A

## Alcohol and Other Drug Abuse (AODA) Programs 2005-2007 Biennial Report

### **Background and Mission of the Alcohol and Other Drug Abuse (AODA) Program**

The department's AODA program combines service delivery systems, legislated services, state grant programs, and federal formula-based allocations that the department makes available to local education agencies (LEAs) for the development of comprehensive school health programs.

The role of the department, first authorized under Chapter 331, Laws of 1979, is to help local school districts better utilize the staff and program resources to develop comprehensive AODA programs. The department provides access to a wide range of AODA-related resources, including grants, training, technical assistance, print and audio-visual resource materials and information. The mission of the program acknowledges that schools have educational expertise and support services provided by pupil services staff, teachers, administrators and community partners. Maximizing the development and use of these school-based resources is the most effective and efficient way to prevent and/or resolve the problems youth experience related to AODA. The department is advised by an 18-member State Superintendent's Advisory Council on AODA Programs, which helps recommend grant awards and guides training and technical assistance. This council includes a broad cross section of school and community organizations active in AODA prevention and intervention.

### **Grant and Program Administration**

The department monitors and administers activities related to grant application, fund disbursement, project implementation, and project evaluation of the following AODA grant programs:

*Comprehensive K-12 AODA Grants and Program* – The original grant program, referred to as Assistance for AODA Programs, was created under Chapter 331, Laws of 1979, under s. 115.36, Wis. Stats., to promote the development of comprehensive AODA programs. The special program revenue appropriation for this grant program continues after 26 years and is generated by penalty assessments on court imposed fines or forfeitures under s. 165.587 (1) (c), Wis. Stats. In addition to funding grants, a portion of this appropriation provides professional development opportunities to public and private school staff in two required areas: training and teacher fellowships. The department plans and conducts various training events and provides fellowship awards to assist individual staff in obtaining advanced training and education.

*Wisconsin Alcohol, Tobacco and Other Drugs Education Network* – This program is established within CESAs to manage a regional program for information sharing, training, technical assistance, resource pooling, purchasing materials and services, and partnership development within communities, counties, and regions. Copies of the network's annual reports for the biennium are available upon request.

*Youth AODA Program* – This program was coupled with the assistance for AODA programs in 1989. These grants were awarded to districts to develop AODA education, prevention, and early intervention activities as part of a comprehensive school health program.

*Alcohol and Other Drug Abuse Prevention Grants* – This program provides grants for the development and continuation of comprehensive, kindergarten through grade 12 prevention and intervention programs designed to address alcohol and other drug abuse among minors. Projects funded under this program follow guidelines established in ss. 115.36 (3) and 115.361, Wis. Stats.

*Student Mini-Grants* – This program funds projects designed by students that include AODA prevention or early intervention activities. CESAs assist the department in reviewing and recommending grant proposals to be funded.

*Alcohol Traffic Safety Grants and Programs* – This program provides alcohol and traffic safety mini-grants to school districts, including K-12 curriculum programs addressing the problem of drinking and driving. Local districts can use funds to support student-led AODA programs with an added traffic safety focus.

1999 Wisconsin Act 9 consolidated the two AODA GPR appropriations and the associated language governing the award of these state grants into a single statutory section (s. 115.361, Wis. Stats.). References to restrictions on

grant amounts, number of grants distributed and specific programs were eliminated. This consolidation assisted districts to develop comprehensive AODA education, prevention and early intervention programs. Since 1999, a multi-year funding cycle for grant recipients was implemented using an application form that combines the individual program applications for all state AODA funds available, resulting in comprehensive prevention program management.

*Safe and Drug Free Schools and Communities Program* – The Safe and Drug Free Schools and Communities Act of 1994 made federal funds available to assist CESAs and LEAs in developing drug and violence prevention programs. The Drug Free Schools and Communities Act is now under Title IV of the No Child Left Behind Act reauthorized in 2002. The department distributes 93 percent of the funds to LEAs. Funds are used to support and enhance components of a comprehensive K-12 drug and violence prevention program and are dispersed to LEAs based upon student enrollment and socio-economic disadvantage.

### **Program Staff Responsibilities**

Program staff provides consultation and technical assistance concerning the development, expansion and evaluation of school-based AODA programs and services. Assistance to LEAs, CESAs, colleges and universities and other local or regional organizations includes on-site visitations, presentations, trainings, workshops and liaison activities. Information about available AODA-related resources is disseminated to school staff. Specialized resources are developed or adapted to meet identified needs of school staff in areas where appropriate resources do not exist. Staff collaborate with other state and national agencies and organizations in providing these services.

Program staff perform a number of functions related to evaluation and assessment. Baseline data were collected to create a statewide prevalence study of student AODA behavior and attitudes. The results were detailed in the 2005 *The Wisconsin Youth Risk Behavior Survey and Executive Report*. A similar 2007 survey was implemented.

Evaluation and monitoring of grant activities include interim and end-of-year reports and ongoing review of proposal implementation. Last submitted to the legislature in 2006, the results of state grant project evaluations are detailed in the series of biennial reports *Alcohol and Other Drug Abuse Grant Distribution, Training and Education Programs in Wisconsin School Districts*.

Examples of information and media resources developed or updated and distributed by the department during the 2005-2007 biennium are listed below. For more information on resources, see <http://dpi.wi.gov/sspw/tadocs.html>.

### **Publications and Resources**

- *AODA Program Assessment Tool*, 2007.
- *Bullying Prevention Policy Guidelines*, 2007.
- *Bullying Prevention Curriculum, Grades 3-5, Grades 6-8*, 2007.
- *School Tobacco Program: Annual Assessments*, 2005, 2006.
- *Learning Modules on Social Norms Using the 2005 Wisconsin Youth Risk Behavior Survey Results*, 2006.
- *Learning Modules on Social Norms in Youth Tobacco*, 2007.
- *2005 Wisconsin Youth Behavior Survey*.
- *Human Growth and Development: A Resource Packet to Assist School Districts in Program Development, Implementation and Assessment*, 2005.
- *Health Literacy Assessments*, 2006.
  - Alcohol and Other Drug Use Prevention
  - Best of the Best—Part I
  - Best of the Best—Part II
  - Community Health
  - Consumer Health
  - Dating Violence Prevention
  - Driver Impairment
  - Environmental Health
  - Food Safety
  - HIV/AIDS Prevention
  - Mental and Emotional Health
  - Nutrition and Dietary Behavior
  - Personal Health
  - Physical Activity Promotion
  - Sexuality & Family Living
  - Suicide Prevention
  - Tobacco Use Prevention
  - Unintentional & Intentional Injury Prevention
- *Student Records and Confidentiality*, 2006.
- *Resources for School Tobacco Programs: A Selected List*, 2005.
- *Suicide Prevention, Grades 6-8, 8-10*, 2006.
- *Wisconsin Success Stories: Tobacco Free Youth*, 2006.
- *Youth, AIDS and HIV: Resources for Educators, Policymakers and Parents*, 2007.

- *Instruction and Services for School Age Parents, 2005.*

**Examples of staff liaison functions follow:**

- Alliance for Wisconsin Youth.
- American Lung Association of Wisconsin.
- Governor’s Council on AODA (Planning and Funding, and Prevention Committees).
- Governor’s Highway Safety Advisory Council.
- HIV/AIDS Community Planning Council.
- Wisconsin Alcohol, Tobacco and Other Drug Education Network.
- Wisconsin Association of School Nurses.
- Wisconsin Clearinghouse for Prevention Resources.
- Wisconsin Department of Health and Family Services, Tobacco Control Program.
- Wisconsin Department of Transportation, Alcohol/Traffic Safety Program.
- Wisconsin Driver & Traffic Safety Education Association.
- Wisconsin School Counselors Association.
- Wisconsin School Psychologists Association.
- Wisconsin School Social Workers Association.
- Wisconsin School Safety Coordinators Association.
- Wisconsin Student Assistance Association.

**Program and Grant Appropriations**

The following chart summarizes separate grant and program appropriations, including the number of grants awarded under each appropriation:

Programs	2005-2006		2006-2007	
	Approp.	Awards	Approp.	Awards
<i>Assistance for AODA Program Youth AODA Program Grants</i>				
s. 115.36 Wis. Stats. s. 20.255 (2) (kd), Wis. Stats.	\$1,518,600	\$1,518,600 (28 grants including 234 minigrants subgranted from CESAs)	\$1,518,600	\$1,518,600 (28 LEA grants, including 235 student mini-grants subgranted from CESAs)
s. 115.361 Wis. Stats. s. 20.255 (2) (dm), Wis. Stats.	\$4,520,000	\$4,520,000 (77 grants)	\$4,520,000	\$4,520,000 (81 grants)
s. 115.36 Wis. Stats. s. 20.255 (1) (kd), Wis. Stats. Administration	\$579,100	\$75,000 (fellowships) \$504,100 (administration)	\$579,100	\$75,000 (fellowships) \$504,100 (administration)
<i>Alcohol/Driver and Traffic Safety Education</i>				
s. 346.655, Wis. Stats. s. 20.255 (1) (hm), Wis. Stats.	\$249,700	\$33,285 (34 grants) \$216,415 (administration)	\$249,700	\$22,008 (23 grants) \$227,692 (administration)
<i>Federal Safe and Drug-Free Schools Act</i>				
Administration/Technical Assistance	\$360,252	\$360,252 (administration)	\$438,423	\$438,423 (administration)
Entitlements	\$5,350,701	\$5,350,701 (447 grants)	\$4,265,401	\$4,265,401 (444 grants)

## Appendix B

### Status of Wisconsin Public School Compliance with Pupil Nondiscrimination Requirements 2005-2007 Biennial Report

Wisconsin's pupil nondiscrimination law, s. 118.13, Wis. Stats., provides that no person may be denied admission to any public school or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational, or any other program or activity on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Section 118.13 (3) (a) 3., Wis. Stats., requires that the State Superintendent report information on the status of school district compliance with this law and the progress toward providing reasonable equality of educational opportunity for all pupils in the state.

Each school district annually submits a brief report that includes the name and address of the employee designated to receive discrimination complaints and the number of discrimination complaints, both verbal and written, received in the reporting year. Based on these annual reports, the total number of discrimination and/or harassment complaints at the school district level has increased from biennium to biennium. Local districts reported a total of 5,331 complaints for the 2005-2007 biennium. There were 2,795 complaints reported for the 2003-2005 biennium. Of the specified complaints, sexual harassment complaints continue to be the most commonly reported complaints. Most of these complaints were resolved at the local level. Some were appealed to the state level: the State Superintendent received 24 appeals during this biennium, an increase over the 17 reported during the 2003-2005 biennium.

#### NUMBER OF DISCRIMINATION COMPLAINTS RECEIVED BY SCHOOL DISTRICTS DURING THIS BIENNIUM.

Protected Class/Basis of Complaint	2004-2005 School Year*	2005-2006 School Year*
Ancestry	21	21
Disability	173	165
Pregnancy or Marital Status	16	28
National Origin	63	71
Race	643	523
Religion/Creed	16	31
Sex	935	1230
Sexual Orientation	279	309
Unspecified	390	417
<b>TOTAL</b>	<b>2536</b>	<b>2795</b>

\*Complaint data is collected in the following school year. Therefore, 2007 school year data is not yet available.

**Note:** 100% of districts reported for both the 2004-2005 school year and 2005-2006 school year.

The Pupil Nondiscrimination Program responds to hundreds of telephone inquiries each year regarding concerns and requests for technical assistance. This program works towards ensuring that all children receive an equal educational opportunity. More information about this program may be obtained by visiting the department's web page at [www.dpi.state.wi.us/dpi/dlsea/een/puplnondis.html](http://www.dpi.state.wi.us/dpi/dlsea/een/puplnondis.html).

## Appendix C

### The Status of Indian Education in the State of Wisconsin 2005-2007 Biennial Report

#### American Indian Students Attending Public Schools

During the 2005-2007 biennium, American Indian students comprised approximately 1.5 percent of public school enrollment in the state. A significant portion of this population, 61 percent for 2005-2006 and 59 percent for 2006-2007, is concentrated in 25 school districts which represent the largest populations in terms of numbers or percentage of American Indian students enrolled. For other school districts, the small populations of American Indian students complicates the data reporting process for reasons related to statistical validity and reliability as well as student privacy rights. The following table shows student enrollment for each year of the biennium, in terms of both the number of students enrolled in a district and the percentage of the student body that figure represents.

**Table 1 American Indian Student Enrollment 2005-2007**

	2005-2006		2006-2007	
	AIS Enrolled	% of Total Enrollment	AIS Enrolled	% of Total Enrollment
<b>Ashland</b>	466	21.5	498	22.5
<b>Bayfield</b>	337	70.2	312	73.9
<b>Black River Falls</b>	334	18.0	344	18.8
<b>Bowler</b>	183	41.1	173	40.7
<b>Crandon</b>	317	29.1	284	30.3
<b>Cumberland</b>	58	4.6	58	5.2
<b>Freedom</b>	84	5.5	70	4.4
<b>Green Bay</b>	1020	5.1	987	4.9
<b>Hayward</b>	485	25	481	24
<b>Lac du Flambeau</b>	451	97.1	423	95.7
<b>Lakeland UHS</b>	203	21.1	217	22.7
<b>Menominee Indian</b>	934	99.5	874	99.2
<b>Milwaukee</b>	900	.8	728	.8
<b>Seymour</b>	326	13.4	343	13.8
<b>Shawano-Gresham</b>	463	16.6	503	17.1
<b>Siren</b>	102	23.1	123	23.3
<b>Superior</b>	252	4.5	213	4.3
<b>Tomah</b>	1*	0*	103	3.4
<b>Unity</b>	82	7	78	7.2
<b>Wabeno</b>	132	22.7	114	20.4
<b>Washburn</b>	55	8.8	60	9.6
<b>Webster</b>	126	15.2	111	15.1
<b>West DePere</b>	208	9.8	222	9.5
<b>Winter</b>	70	17.6	66	18.3
<b>Wisconsin Dells</b>	143	8.9	148	8.9
<b>SUBTOTAL</b>	7,732		7,533	
<b>Am. Ind. Pop. Statewide</b>	12,644	1.4	12,767	1.5
<b>All Students Statewide</b>	874,098		875,543	

\*Technical challenges related to a new data collection system, ISES, led to misreported data.

As indicated in Table 2 below, American Indian students have a significantly higher drop-out rate than the population as a whole. Similarly, the attainment rates for alternatives to high school diplomas are also significantly higher. Nearly 90 percent of the overall population earns a regular high school diploma as compared with less than 75 percent of American Indian students.

**Table 2 High School Completion 2005-2006\***

	<b>Grade 12 Enrollment</b>	<b>Cohort Drop-outs</b>	<b>Certificate</b>	<b>HSED</b>	<b>Regular Diploma</b>
<b>American Indian Students</b>	958	22.5%	.8%	1.5%	74.6%
<b>All Students</b>	69,162	9%	.5%	1%	89.3%

\*Most recent year available

During the 2006-2007 school year, there were 2,757 American Indian students identified as having a disability and receiving special education services. This figure represents 21.6 percent of the American Indian student population, whereas 14 percent of the population as a whole has been identified as having a disability. In 2005-2006, 10 school districts were found to have significantly disproportionate representation of American Indian students in special education for one or more disability categories.

**Table 3 Students Receiving special Education Services 2006-2007**

	<b>Total Population</b>	<b>Students with Disabilities</b>	<b>% of Population</b>
<b>American Indian Students</b>	12,767	2,757	21.6%
<b>All Students</b>	875,543	122,612	14%

**American Indian Students in Non-Public Schools**

A majority of American Indian students enrolled in private schools attend Indian Community School, now located in Franklin. The school served 334 students in 2005-2006 and 312 students in 2006-2007.

Three tribally controlled schools operated under grants from the Bureau of Indian Affairs: Lac Courte Oreilles Ojibwa School (K-12), located near Hayward; Menominee Tribal School (K-8), located in Neopit; and the Oneida Nation School System (K-12), located near Green Bay.

**Table 4 American Indian Student Enrollment in Tribally Controlled Schools**

	<b>2005-2006</b>	<b>2006-2007</b>
<b>Lac Courte Oreilles Ojibwa School</b>	281	282
<b>Menominee Tribal School</b>	198	195
<b>Oneida Nation School System</b>	381	417
<b>Total</b>	860	894

**American Indian Staff**

Available figures indicate that there are very few American Indians working as teachers or administrators in Wisconsin public schools. The most recent available data, 2005-2006, indicates that there were 182.14 FTE licensed staff, or .26 percent of the licensed staff statewide, and 9 FTE administrators, or .25 percent of the administrative staff statewide.

## **Appendix D**

### **Council on Library and Network Development 2005-2007 Biennial Report**

Under s. 43.07, Wis. Stats., the state superintendent and the Division for Libraries, Technology, and Community Learning (DLTCL) shall seek the advice of and consult with COLAND in performing their duties in regard to library service.

1999 Wisconsin Act 100 increased council membership from 15 to 19 members. Nine members represent library science, audiovisual, and informational science professionals representative of various types of libraries and information services, including public library systems, school libraries, public and private academic libraries, special libraries and library educators. Ten members are public members who have demonstrated an interest in libraries or other types of information services.

During the 2005-2007 biennium, COLAND provided leadership to the state and the library community to improve library services and cooperation by:

- Monitoring and making recommendations concerning the four statewide resource contracts.
- Contributing to the evaluation of Wisconsin's Library Services and Technology Act (LSTA) five year plan.
- Endorsing and supporting legislation to implement the recommendations of the State Superintendent's Task Force on Public Library Legislation and Funding.
- Participating in and reviewing the Division for Libraries, Technology, and Community Learning's planning for the future of the statewide interlibrary loan and resource sharing network.
- Participating in and reviewing the Division for Libraries, Technology, and Community Learning's update of the State Library Technology Plan.
- Reviewing and making recommendations based on the results of the school library impact study.
- Monitoring, reviewing, and endorsing, as appropriate, the Division for Libraries, Technology, and Community Learning's initiatives relating to the role of public libraries in promoting early learning.
- Transmitting to the State Superintendent a descriptive and statistical report on the condition and progress of library services in the state and recommendations on how library services in the state may be improved.
- Reviewing and making recommendations concerning the content, format, and distribution of *Channel* newsletter.
- Making recommendations for the 2007-09 biennial budget concerning library related programs such as BadgerLink, statewide resource contracts, etc.
- Held public hearing during 2006 to discuss the DLTCL report on the library cooperation and resource sharing programs, the progress and condition of libraries, and policies of the Division for Libraries, Technology, and Community Learning in the preceding biennium, and those planned for the next biennium. Following the meeting, COLAND made recommendations to the State Superintendent regarding the report.
- Monitoring implications of statutory law changes regarding the use of the Common School Fund.
- Engaging in a strategic planning initiative to explore and develop a strategic direction for future Wisconsin resource sharing options.

COLAND members during this time were Barbara Arnold, Michael Bahr, Mary Bayorgeon, Donald Bulley, Francis Cherney, Miriam Erickson, Catherine Hansen, Lisa Jewell, Bob Koechley, Pat LaViolette, Douglas Lay, Sandra Lockett, John Nichols, Kathy Pletcher, Calvin Potter, Susan Reynolds, Lisa Solverson, Linda Stelter, Kris Adams-Wendt, Kristi Williams.

## **Appendix E**

### **High School Graduation Requirements 2005-2007 Biennial Report**

Requirements relating to high school graduation standards are specified under s. 118.33, Wis. Stats. With some exceptions, the statutes require high school graduates to earn 3 credits in English, 2 credits in mathematics, 2 credits in science, 3 credits in social studies, 1.5 credits in physical education and a .5 credit in health. School boards are encouraged to require students to earn additional credits in elective courses.

1999 Wisconsin Act 9 added requirements that local school boards adopt a written policy by September 2002 including a student's performance on a high school graduation test, the pupil's academic performance, and recommendations of teachers beginning in the 2003-2004 school year. The 2001-03 biennial budget delayed implementation of the graduation testing requirement until academic year 2004-05 and failed to appropriate \$9.3 million for the department to complete test development.

2003 Wisconsin Act 33, the 2003-2005 biennial budget, eliminated the requirement for a local school board to use graduation test performance in graduation policy. The criteria of including academic performance and teacher recommendations remain in place.

## **Appendix F**

### **Health Problems Education Program 2005-2007 Biennial Report**

Established under s. 115.35, Wis. Stats., the Wisconsin Department of Public Instruction has a health problems education program. During 2005-2007 the department carried out a wide variety of activities to strengthen school health education. The full range of health and safety topics addressed through these activities include alcohol, tobacco and other drug use; AIDS/HIV/STDs; bullying; communicable disease; consumer health; environmental health; human growth and development; nutrition; physical activity; traffic safety; and violence prevention. Department staff used the following major strategies:

#### **Technical Assistance and Consultation**

Staff provided assistance and consultation to school districts, private schools, postsecondary institutions, community-based organizations, state associations and agencies.

#### **Dissemination of Guidelines and Resource Materials**

Staff developed, updated and/or disseminated a wide range of guidelines and resource materials related to school health education. These materials included the Wisconsin Model Academic Standards for Health Education, The Power of Teaching: Characteristics of Effective Classroom Instruction on Health and Safety Issues, Health Literacy Performance Assessments, CDC Guidelines for School Programs to Prevent Tobacco Use and Addiction, School Tobacco Program Assessment, Wisconsin School Health Profile, Wisconsin Youth Risk Behavior Survey, Resources for School Tobacco Programs: A Selected List, Bullying Prevention Curriculum, Human Growth and Development Resource Packet, Guest Presenters: Connecting Community Agencies with Schools to Support Instruction in Health and Safety, Starting a School-Community Health and Safety Council, Movin' and Munchin' Schools Program, and Youth, AIDS and HIV: Resources for Educators.

#### **Staff Development**

Staff improved educator knowledge and skills on curriculum development, classroom instruction and student assessment through workshops, courses, symposia and conferences. Examples include The Power of Teaching and other summer college courses; in-services and conferences for individual school districts; regional workshops on health literacy, including bullying prevention and suicide prevention; training on evidence-based curricula; Lakeside Wellness/Health Promotion Conference; Adolescent Health Symposium; Wisconsin Association of Health, Physical Education, Recreation and Dance (WAHPERD) Convention; Best Practices in Physical Activity and Health Symposium; Building the Heart of Successful Schools Conference; Adolescent Sexual Risk Behavior Prevention Institute; Wisconsin School Counselors Association Conference; Wisconsin Prevention Conference; Wisconsin School Board Association Conference and the State PTA Conference.

#### **Partnerships with Other Organizations**

Staff provided leadership through coordination and collaboration with a wide variety of organizations. These included Action For Healthy Kids; American Lung Association of Wisconsin Education Committee; Children's Health Education Center; Council of Chief State School Officer's States Collaborative on Assessment and Student Standards Health Literacy Project; American Heart Association; Centers for Disease Prevention Division of Adolescent and School Health; Wisconsin Alcohol, Tobacco and Other Drug Education Network; Wisconsin Association for Health, Physical Education, Recreation and Dance; Wisconsin Association of School Nurses; Wisconsin Council on Children and Families; Wisconsin Education Association Trust; Wisconsin HIV Prevention Community Planning Council; Wisconsin School Counselors Association; Wisconsin Department of Health and Family Services (various programs); and the Wisconsin HIV/AIDS Materials Review Panel.

#### **Program Evaluation and Monitoring**

Staff monitored and evaluated strategies to strengthen health education through a range of activities including the Wisconsin School Health Profile, School Tobacco Program Evaluation, HIV/AIDS program evaluation, and staff development program evaluations.