

STATE PERFORMANCE REPORT – TITLE V, Part A - SECTION 2.8.1
Annual Statewide Summary - 2006-07

Annually, LEAs submit a Title V, Part A Program Evaluation to the department as part of their ESEA Consolidated Application and End-of-Year Report. In the evaluation LEAs report which of the 5 Federal Goals they are supporting with Title V, Part A funds and also describe one major activity they fund with Title V, Part A for both the public schools and private schools, if applicable. The description includes the activity’s expected and actual results. The Title V, Part A aid allocation to Wisconsin for the 2006-07 school year was \$1,550,431. This amount along with some carryover funds from 2005-06 provided 76 LEAs with at least \$5,000 to spend on Title V, Part A activities. Forty-nine of these LEAs focused their funds on Federal Goal 1 related to achievement in reading and math. A number of these LEAs reported improved achievement in reading or math, growth or progress on the part of one or more student groups, the achievement of academic goals, or specific improvements in proficiency on state or local assessments. Other LEAs in this group used the funds for professional development, purchase of specialized materials, additional staff to support struggling students, or technology enhancements. Four LEAs of the 76 focused their Title V, Part A funds on Federal Goal 2 related to ELL students, 10 focused Title V, Part A funds on Federal Goal 3 related to high quality staff, five indicated their primary focus was Federal Goal 4, for training in programs such as Tribes, Love and Logic, and Launch Leaders, and 11 indicated a primary focus on Federal Goal 5, for activities including alternative programs utilizing technology.

220 of the LEAs reporting had Title V, Part A allocations between \$1,000 and \$5,000. A majority of these LEAs (123) also indicated Federal Goal 1 as the primary focus for their Title V, Part A funds and indicated use of the funds for activities and strategies ranging from professional development and parent involvement to after school and summer programs. 136 LEAs had allocations less than \$1,000, including 46 with allocations less than \$500. The most common use of Title V, Part A funds by the LEAs with small allocations focused on Federal Goal 1 was for some form of professional development. LEAs with small allocations that focused funds on the other goals described uses including purchase of library materials for Spanish-speaking students; teacher training for initiatives such as Response to Intervention and Early Childhood standards, expansion of school-based mental health services, and alternative programming for credit-deficient high school students.

The table below includes information from the LEAs with aid over \$5,000 that indicated Federal Goal 1 as the primary focus for public school use of Title V A funds.

2006-07 Title V A – Goal 1 Activities and Achievements – LEAs with aid over \$5000 - Wisconsin			
District Name	Major Activity	Expected Results	Actual Results
Adams-Friendship Area	The gifted and talented coordinator met regularly with students who were credit deficient and possibly had the potential to drop out. It was through these meetings that the students were able to complete course requirements and work towards the goal of proficient or advanced.	The district was hoping that the test scores of these students would improve. It was also hoped that each student would remain in school and graduate.	The majority of the students in these groups had an increase in test scores. Each student was able to maintain their number of credits and continue to move forward.
Antigo	River Grove purchased low level, high interest reading mini-books for students.	Improved student engagement in the reading process due to the low level, high interest areas will help students become more proficient and fluent in their reading.	Students demonstrated proficiency in reading as demonstrated by report card grades, informal assessments, and earning the highest per pupil points (120) in Accelerated Reader in our district. Students are excited about reading!
Appleton Area	Madison Middle School Reading Project: READ 180 (reading intervention) materials were purchased to provide text at the instructional reading level for students 1 or more grades below in reading.	Students who have used the READ 180 materials will improve their achievement in reading as indicated on Measures of Academic Progress (MAP) lexile scores from fall to spring.	80% of participating 7th grade students accomplished this goal.
Ashland	Title V funds have been used to pay for tuition at Gitche Gume Academy for any	Teachers who attend Gitche Gume classes incorporate what they have	Teachers have reported success in integrating new ideas and methods to

	teacher in the district who wants to attend approved courses. These staff development courses cover core academic areas, instruction, technology and classroom management.	learned into their classrooms and share information with colleagues; this will have a positive impact on student achievement.	reach more students.
Ashwaubenon	Funds were used to purchase and administer testing related to the District Enrichment (GLOBE) program. Some dollars were used to develop differentiated materials for math.	Student learning (skills, concepts, and application) will increase in the area of mathematics.	Students were evaluated using the test materials (identified via the enrichment - GLOBE - criteria) and, based on results of the data, appropriate curriculum and instructional strategies were developed/identified and used to support/increase student learning.
Beaver Dam	The Everyday Math computer based program was implemented K-5. The program allows for self-paced learning meeting the needs of all students. Teachers also used the archived data to inform instruction a regular basis.	Improved proficiency in math based on formative and summative assessments.	88% of students were proficient in math on the Fall of 2006 WKCE test. 90% of students showed growth as measured by MAP testing.
Beloit	Teacher time was purchased for district LEP students.	Beloit continues to see a steady increase in their Hispanic population. It is our hope to transition these students into regular programming, and to have them be successful.	The students have benefited from the extra support, based on tests that show an increase in their levels, or exiting the LEP program.
Burlington Area	Several middle school teachers attended the Wisconsin State Reading Association Convention. They specifically attended sessions to learn more about the use of leveled readers and literature circles.	The district expects that teachers will use the knowledge and materials they acquired at the convention in their classrooms to enhance the reading abilities of middle school students.	The teachers did utilize the new strategies and continued to learn more about the use of literature circles by observing other classrooms. The teachers created a school book room and incorporated more non-fiction reading materials in their repertoire.
Cedarburg	Teachers were trained to meet WI Information and Technology Literacy (ITL) standards.	Increased technology integration skills across curriculum.	Student proficient on ITL standards.
Chilton	Middle School teachers and reading personnel worked to integrate reading standards into content curriculum.	The district's expected results were that all of the reading standards should be covered throughout the content area classes in 7th and 8th grade.	All of the curriculum was re-written in 7th and 8th grade to encompass all the reading standards.
Chippewa Falls Area	Title V-A funds were used to help provide "Tribes" training and support for public and private school teachers, tutors, after-school staff and community members.	Consistent use of the Tribes program at all grade levels in all schools will help to provide a school environment that is safe and conducive to learning, eventually resulting in higher achievement, increased graduation rate and fewer expulsions.	Over 60 staff were trained in Tribes, providing a strong base for achieving the above goal.
D C Everest Area	We were able to provide additional support to classroom teachers of 8th graders by hiring a part-time certified teacher to work individually with small groups of students on special projects requiring reading, research and communication skills. We also provided support in the use of Build Your Own Curriculum-our online curriculum framework by hiring a person to input existing curriculum guides and assist teachers in the process of developing new curriculum guides.	We expected to see an increase in interest in online curriculum development. We expected t8th grade students who are struggling with reading, research and communication skills to show increased performance on their projects.	Use same as last year; in addition, the 8th grade students who had additional help and support all performed at a higher level in their projects.
De Pere	Materials were purchased to support ongoing support seminars for first year teachers as part of our mentoring program.	First year teachers would learn about the backward design process and classroom management skills.	First year teachers met with the Curriculum Director 3 times to learn about backward design, classroom management, and NCLB. They also met with their building principals 5 times to learn how to apply this learning to their classroom.
Delavan-Darien	Curriculum and Professional Development was the primary activity funded with Title V. Teachers attended a variety of trainings in specific content areas and revised curriculum to incorporate standards, especially in the areas of reading, mathematics, and Project Lead the Way.	When teachers are sent to trainings in curricular areas, the district expects the teachers to return and begin integrating curriculum and teaching strategies into the curriculum so that it positively impacts student achievement. The district also expects teachers to share information learned with their colleagues.	As a result of sending teachers to curriculum and professional development activities, the district has seen numerous benefits. One example is the training that teachers participated in through the Project Lead the Way Curriculum. Last summer one teacher participated in the training and came back and taught two classes for high school students based on this training. This summer, three teachers will be attending the training.
Eau Claire Area	Purchase of district wide Literacy Assessment tool to enable progress	1) Increased staff development related to assessment. 2) Increased ability to	Baseline assessments were given. Actual results will be determined in the next 1-3

	monitoring of student achievement.	target & measure progress of appropriate intervention strategies. 3) Increased reading achievement for struggling students.	years
Edgerton	Title V-A funds were used to eliminate the achievement gap that separates minority students from other students.	The Edgerton School District expected to decrease the achievement gap between minority students who benefited from the ELL instructor's strategies on the WKCE test.	4K ELL students received literacy skills instruction in first language. 5K students received bilingual and ELL services.
Elkhorn Area	math interventions/tutoring	assist teachers with the implementation of a standards-based math program	-greater teacher proficiency with new topics in math -increase in student proficiency
Elmbrook	Training in Units of Study for primary writers	Improvement in scores on the WKCE Language Arts assessment and local benchmark writing assessments.	Improvement on local benchmark writing scores, the impact on WKCE will not be seen until the 2007-08 results and later years as student progress to 4th grade.
Fond du Lac	Implementation of a reading support program at all three of our Middle Schools. The program is called Fast Forward.	The goal was to run our struggling readers at the Middle School through the program to "rewire" their brain to better hear and understand the phonemic sounds present in the English language.	The students did make progress at each site as evidenced by pre and post testing.
Franklin Public	Purchase of calculators for use with new primary mathematics program at five elementary schools.	All primary students will have access to and use calculators proficiently when solving problems during mathematics instruction and directed practice.	All primary students had access to calculators and were able to use them proficiently during instruction and directed practice.
Green Bay Area	Two elementary math resource teachers were funded for additional time to support math instruction by providing professional development and additional resources to elementary teachers who teach math. Also, leveled guided reading books were purchased in English and Spanish to support differentiated instruction in literacy.	Over time there will be increased skill in teaching mathematics and reading based on increased understanding and resources. This will lead to increased student engagement and achievement.	There were improved test scores in math and reading.
Hayward Community	T 4 Mentoring Program	The intent of Teachers Teaching Teachers Technology is to increase student learning through effective use of educational technology, to build a network of teachers working together to improve learning activities, and build a data base of quality lesson plans that reflect effective use of technology.	The Hayward District had 36 staff participate in the T4 Mentoring program in 2006-07. The teachers kept journals of their meetings, projects, and rubrics. A variety of direct instruction projects using technology were developed and included in the District's data base of lessons available for all teachers.
Holmen	ESL staff collaborated with cultural liaison, administration, and community resources to increase student achievement and provide a positive learning environment for students.	The results include improvement in student achievement, increase in attendance rates, increase in graduation rates and a decrease in truancy numbers In addition, the District expects to increase community and parent involvement in schools.	Community/parents results - Love and Logic Class for parents and community As a proactive measure there was a district committee formed which includes community members, local police, and district staff in addressing gang issues, truancy, and post-secondary transitioning for students. 68% of our ESL students showed an increase in language acquisition skills through ACCESS test results.
Howard-Suamico	A district literacy goal of all students reading at grade level was the impetus for participation in CESA 7 literacy and other workshops/training.	Students make reading gains.	Reading scores improved.
Janesville	Involve parents to increase student achievement by maintaining Core Parenting Activities, Family Learning Nights, school newsletters, Title I and other district websites. This goal included TAS,SWPs, and private schools.	The Title I Coordinator was looking to have families served by Title I meet the parent involvement goal. The goal of adequate progress stated that 80% of families will participate in at least two family involvement activities beyond parent-teacher conferences and Open House.	Pre-K 4 - 100% of the public school families served met the above goal. K - 92% of all public and private school kindergarten families served met the goal. Gr. 1 - 96% of all public and private school first grade families served met the goal. Gr. 2, 3, 4, 5 - 100% of all public and private school families served met the goal.
Kenosha	Provided professional time for 16 teachers to design and implement student-centered technology integrated units that would increase student achievement through digital documentaries.	A pre- and post-assessment showed that teachers made significant gains on the continuum for the ability to design and implement student-centered technology-integrated lessons.	Sample technology-integrated lessons were posted to the KUSD Web site. Student work samples were generated and evaluated as part of the unit implementation.
La Crosse	Provide middle school classroom technology, i.e. LCD projectors and provide training at North Woods International	Allow teachers to use the web resources for classroom instruction.	Excellent teacher response at all schools.

	School		
Lake Geneva J1	District emphasis on Reading in the Content Area, Teachers trained in strategies for teaching reading in all content areas. District work will improve student achievement and give students strategies to succeed on individual basis.	Improve student achievement in reading as measured by Measures of Academic Progress (MAP). Provide specific interventions too.	Using growth model there is growth in individual achievement based on fall to spring MAP scores.
Lake Mills Area	Professional development by Egger Publishing for student spelling and word skills attended by most of our Elementary School Staff.	The district is revising its spelling lessons and methods of teaching. The teachers have changed their lessons for our spelling program, we are no longer using the typical spelling books.	Our student's spelling skills are improving from the new teaching method implemented. We are still in the beginning phase of the new method but it is also well received by the students.
Madison Metropolitan	Beat the Heat..Read project and Info@Home Training was partially funded by Title VA. The funds were used to pay part of the salary of the Library Media Services Coordinator. Beat the Heat..Read project's goals was to ensure that Madison elementary aged students, from both public and private/parochial schools had easy access to library materials during summer break. The goal of the Info@Home Training was to expose and train district library media staff in the effective use of multiple data	The district expects the Beat the Heat..Read summer library access project to allow students easy access to reading materials over the summer. The expectation is that those students who access and use library materials during the summer will retain or increase their reading level skills. The district expects that participants in the Info@Home Training Project will become more frequent and effective users of online data bases.	During the six weeks the LMC access was made available to Madison area students at the 7 participating sites (Emerson, Falk, Glendale, Lindbergh, Muir, Shorewood) 1971 items were circulated. At this time, we do not know if participants in the Beat the Heat..Read project were able to retain a higher level of reading than non-participants. The district plans to track participants and compare reading achievement scores with a sample of non-participants.
Manitowoc	Washington Junior High School implemented individualized & small group academic support labs for struggling students.	We expected to see improved academic achievement and attendance.	71.7% of students participating in the program received passing grades for all core classes. The average attending rate for the cohort was 93.6%.
Maple	During the 2006-07 school year, the school district implemented two new math series. The elementary school implemented the Everyday Math program and the middle school implemented Connected Math. The high school developed a dual math track for students by incorporating a traditional math program along with the Core Plus Mathematics.	The goal for the new math series and track is to increase student scores on the WSAS/WKCE examinations and to also increase test results on the ACT's and college entrance examinations for the graduating seniors.	Staff has been provided numerous staff development activities throughout the year on the new math programs. They have analyzed test data to ensure the curriculum is meeting the Wisconsin State Standards and NCLB.
Marinette	Title V funds were used to purchase math manipulatives and teacher resources to increase student engagement and teacher understanding. Science materials were purchased for hands-on/inquiry learning to provide additional learning opportunities to engage students in the learning process.	We anticipated increased math and science student achievement based on common assessments given at grades K-4 and increased WKCE math scores in all grades.	At the elementary level, common assessments and WKCE test results show increased student achievement. Emphasis next year will be at grades 6-12.
Marshfield	Teachers could access online professional development modules for specific instructional strategies related to improving achievement.	Teachers would have more skills in differentiating instruction.	There was an increase in the amount and quality of collaboration between teachers in designing and implementing interventions.
Menasha	A character program was purchased through student agendas to teach character and good choice making for all elementary students	Students will make better academic and social choices leading to a safe and healthy learning environment for all learners.	Using longitudinal data for student cohort groups we have documented slight improvements between the WKCE fall 05 to fall 06 in reading and math in selected cohorts. Example: Fourth graders fall 05, 73% were advanced or proficient in Math, the similar cohort, Fifth graders fall of 06, 77% were advanced or proficient in Math. This sample does not take into account transiency other than full year academic status as defined on the WKCE. Each cohort group is different as students enter the cohort
Menominee Indian	Monies were used to implement a Freshman Academy for the 9th grade students to successfully transition from the middle school level to the high school level.	The expected results are to have the 9th grade students become successful and build a positive relationship with a staff member prior to the start of the next school year.	We saw certain aspects of the Freshman Academy that worked well and other areas that needed to be revised before the next academy begins.
Menomonie Area	Reading and math curriculum mapping was completed at several grade levels.	Instruction will be more focused. Teachers will have clearly defined benchmarks.	District curriculum maps are in progress in grades K-5.
Merrill Area	We funded the annual staff development for Reading Recovery teachers so that they could stay certified in Reading Recovery and provide the needed services.	Students in first grade who are having trouble reading will be brought up to their peers. The results from this activity are that the Reading Recovery teachers will upgrade their skills.	100% of our Reading Recovery teachers maintained their certification from Ohio State.
Middleton-	Local dollars and Title V dollars were used	The district expects staff to provide an	121 teachers and support staff were

Cross Plains	to provide continued Framework for Understanding Poverty training to teachers and support staff.	environment where all students are expected to learn and can learn.	trained in Framework for Understanding Poverty. Staff members gained an understanding of specific student behaviors and how those behaviors may or may not influence attendance and learning.
Milwaukee	Funding was used for the acquisition of a central library automation system which includes web-based digital resources that provide access to on-line subscription services, other local library data bases and district owned library resources.	The attainment of the central library automation system will facilitate faster and efficient support of library collection management freeing library media specialists for collaboration with classroom teachers on curriculum planning and teaching to state standards. Students will have the capacity to tap into resources from MPL and universities and the MPS Virtual Library with ease. Greater access and higher utilization of educational resources will lead to improved student learning.	We are currently in the beginning stages of the implementation process of the central library automation system which began in June 2007. Software has been purchased and the application has been installed on the server. To support the central library management of the system a project manager was hired. This first phase of the project will have roughly 110 schools converted and the remaining 30 will be converted by November 2007.
Monona Grove	Professional Development - Literacy Trainer (J. Wanzek) brought in as well as professional Math Curriculum Trainer (L. Winters) brought in.	Improved WKCE, MAP, DIBELS.	Continued long-term growth on WKCE, MAP, DIBELS.
Neenah	The Launch Leaders Program is an initiative that utilizes student leaders for the successful transition of 9th grade students into the high school environment. By providing year-long programming, activities, and mentorship, 9th grade students were able to build positive connections with student leaders, classroom teachers and support personnel. The Launch Leaders Program enabled these connections to occur early in the school year, providing timely support for 9th gr. student academic success	Through the Launch Leaders Program, it was expected that 9th grade students would: * quickly establish positive connections with school personnel * feel safe, secure and knowledgeable about their high school environment * know and understand where to seek additional help when needed	As a result of the Launch Leaders Program: * student leaders grew substantially in their leadership capacity of service to school and others * 9th grade students and parents were, in general, highly satisfied with their middle school to high school transition experience * when needed, 9th grade students were able to more quickly access appropriate academic, counseling, and health/safety-related support during the school year * mentor and mentee student relationships were long-lasting
Nekoosa	Our district is using the Measures of Academic Progress (MAP) to assist teachers in more direct student instruction.	More students will become proficient on the WKCE state assessment.	Our WKCE scores have improved in several areas.
New Richmond	To provide teacher professional development on the learning needs of gifted / talented students and the impact of gender in learning.	Increased differentiation of instruction for high-ability students and increased understanding of the impact of gender on learning.	1. Increased student participation in enrichment and acceleration activities for G/T students including Wisconsin Writes, Math Masters, and Destination Imagination. 2. Increased use of Differentiated Education Plans for high achieving students. 3. Middle School pilot on same sex advisories / homerooms planned for 2007-08
Northland Pines	Monies were used to send staff to differentiated learning workshops & teachers implemented changes in their classrooms.	Improve student outcomes for all children in multiage classrooms.	Implemented researched based teaching strategies obtained at workshops. Positive student and parent feedback received concerning teaching strategies in multiage classrooms.
Oconomowoc Area	Purchased writing and reading books for Kindergarten, Grade 1 and Grade 2	The expected result of our activities was an increase in student achievement in the areas of reading and mathematics.	Student achievement gains were realized as evidenced by increased student performance scores on the WKCE in the areas of reading and math.
Onalaska	Title V money was used for a truancy reduction and academic support program at our high and middle schools. Money went to train LINK Crew and W.E.B. team members and to support ongoing monitoring of program goals.	It is the district's intention to reduce the number of students who are truant in our high and middle schools and to reduce the number of students who failure course work by supporting all students (especially the at-risk students) in the academic and social areas.	This is the second year for LINK and WEB. We have seen a reduction in truancy and a reduction in academic failures at both levels.
Oshkosh Area	Staff members at South Park Middle School received training in the Olweus AntiBullying Program aimed at improving school culture and climate resulting in increased quality of education.	The district expects that incidents of bullying and other negative behaviors will decrease. The district expects the quality of education at South Park Middle School will increase as misbehaviors decrease.	A core group of South Park Middle School staff members were trained in the Olweus Antibullying Program. These staff worked in summer, 2007 to create and provide a professional development program for all staff on August 29, 2007. More intensive training was provided to staff on August 30. The program will be shared with students at an all-school assembly on September 4, 2007. Data will be collected in 2007-2008 to monitor changes in

			student behavior and morning meetings will be implemented.
Racine	District support for ordering, inventorying and distributing technology equipment, books and software.	Equipment, computers and software placed in schools in an expeditious process to support instruction in the areas of math and reading.	All support equipment and computers were distributed and set up in labs to facilitate assessment in the areas of reading and math and provide instruction in the Destination Success Program.
Reedsburg	We expanded and improved upon our Freshman Academy, a transitional program for incoming freshmen who are at risk of not graduating with their peers.	We want to see 100% of these students graduate in 2010.	Students met with administration and teachers for a series of dates over the summer. Each student was assigned a student mentor to work with them throughout the year. Students were able to earn a half credit through the process.
Rhineland	Professional development training for staff on the use of technology in the classroom to enhance instruction and improve student learning.	The number of students graduating from high school will increase.	Teachers provided students with high quality instruction through the use of technology in the classroom.
Rice Lake Area	Professional Development consultant hired to work on-on-one with each (all) elementary teacher to improve literacy strategies in a coaching model.	Teachers will expand their use of effective, researched based strategies to improve student achievement in literacy.	Teachers identified areas of need (needs assessment done) in the area of literacy (e.g., guided reading, 6 Trait Writing, literacy stations) and began working on their individual professional growth plans with the consultant. This activity will continue into 2007-08.
Richland	We purchased materials for our School Within a School which is a program designed to help students who are credit deficient or at risk of not graduating. Also, we purchased software to help students who need to learn at their own pace.	The SWS keeps students in school rather than having become truant and/or drop outs. Also, the students in this program completed credits so they could graduate with their peers.	Our graduation rate is 97% which we feel is very good. We hope to achieve 100% graduation, however that may be difficult to attain with some of the transient populations that we have,
Sauk Prairie	Nova Net was purchased for high school to use with ELL, at risk students, and others who were credit deficient	Expected results of the Nova Net purchase were credit recovery for those students credit deficient and to help students stay on track in earning credits toward graduation.	There were five to seven students who recovered credits using Nova Net and fifteen to eighteen students who used the program.
Shawano-Gresham	Failing students were individually tutored by a certified teacher in the High School three days a week. This focused on the core subject areas helping students to become successful learners.	Students will improve their grades to a passing level in all core subject areas.	Almost all of the targeted students were successful in passing all their core subjects.
Sheboygan Area	District continues to hold a staff development day for ALL staff (except custodial maintenance) which provided 2 1.75 hour sessions from a list of 25 topics. List was developed ermined by staff needs assessment survey based on best practices.	All staff expected to attend 2 sessions. Sign was mandatory to monitor attendance. Results were improved student learning for all ethnic groups.	Results showed that 92.6% of instructional staff attended two sessions as required.
South Milwaukee	A coordinator was paid to oversee the student participation in a virtual learning program.	Students who were not succeeding in a traditional classroom setting or who needed extended learning activities would be able to earn/retrieve credits toward graduation.	Of the 12 students enrolled in the virtual learning program, 7 completed their coursework and 4 are expected to complete.
Sparta Area	Staff development activities to provide uniform understanding of mathematics and assessments which give better baseline data for progress monitoring and Responses to Intervention.	Teachers and students will have a better understanding of the math standards and how to meet them in everyday situations not just in testing situations.	What was found was that the teachers began to get a better handle on students who were struggling and in what specific areas they were struggling in. This will assist in the next phase as to what kind of interventions in both reading and math we can use to address the specific needs of the learner.
Stoughton Area	Purchase of subscription for online Math games to support Math curriculum.	Improved Reading and Math scores on WCKE tests.	The District did see improved Reading and Math proficiency scores on state tests.
Superior	High School teachers worked in teams to support 9th and 10th grade students and provide seamless instructional and additional services to ensure that all students master basic skills in reading and mathematics.	We expect to have fewer students drop out of high school and more students graduate.	Superior High School met the AYP requirement for graduation.
Tomah Area	The Eat-N-Meet Program is aimed at getting parents more involved in our schools. This partnership enhances communication in the pursuit of improving student academic and behavioral achievement. Four of the five events included a professional speaker on topics	The ultimate goal is to reduce the number of students at risk of not graduating by educating parents and maintaining cooperative partnerships. The Student of Honor contracts serve as ongoing tools for monitoring student achievement and assigning	Several of the participating schools realized an increase in the number of students scoring proficient/advanced on the WKCE in reading and math. Parent participation doubled by the end of the school year.

	such as Love and Logic, Healthy Choices, and Students of Honor.	responsibility to the school, student, and parents.	
Tomahawk	The Alternative Education Program utilizes the PASS program materials to provide students w/the opportunity to complete grade level curriculum.	The program is designed to keep students in school and perform at grade level in an alternative instructional setting.	TMS-One student completed 50% of the required work. THS-30 students participated, 4 graduated, 25 are continuing in the program, 1 dropped out of school.
Two Rivers	Koenig Elementary School held a "Kick Start" program that had academically at-risk students attend school for 2 weeks prior to the start of school to reduce the academic regression that often occurs during the summer months.	The expected results are that students will come to school better prepared for the school year and ready to begin grade level work.	50 students participated in the "Kick Start" program. The program provided exposure and review in the areas of reading and math. Although there is no firm quantitative data to say the program is successful, teachers feel that the students are much better prepared for school after the "Kick Start".
Viroqua Area	Title VA money was used to provide selected students with alternative learning environments such as online and virtual classes, charter schools, and private school classes.	It is expected that students will achieve more, have better attendance, and be more likely to graduate when they are placed in a learning environment that best fits their needs.	Attendance rates and graduation rates are both above 95%.
Watertown	Early Reading Empowerment programming and teacher training for teachers of the early primary grades	to have students score proficient or advanced by the time they take the WKCE in Grade 3	Students who participated in ERE performed well on the WKCE in reading
Waukesha	An after school math club was started at one of our elementary schools for students in grades 4 - 6 that were identified as minimal or basic on the WKCE. Staff prepared additional math instruction focused on the needs of these identified students.	That the identified students would show an improvement on math scores especially in the area that they were struggling with.	Gr. 4, 8 out of 85 students improved - 63% took part in the intervention Gr. 5, 9 out of 102 students improved - 66% took part in the intervention Gr.6, 11 out of 85 students improved - 72% took part in the intervention.
Waunakee Community	Purchase Read 180 materials to help struggling readers.	Improved reading proficiency for targeted students.	Most students in the Read 180 program have improved their reading skills, as seen on the WKCE test & individual assessments.
Waupaca	A tutor was hired to work with students who had been suspended or who had voluntarily withdrawn from school	The expectation is that regular contact with an academic tutor will help students keep up with their studies during their absence from school, and, make it more likely they will return to school.	Upon their return to school the students who had been suspended / withdrawn were able to pick up where they left off in their studies.
Wausau	This past year funds were used to bring a national presenter to the district to work with middle and high school teachers in the area of content area reading strategies. This presenter came to the district for three days over the course of the year to work with teachers in the areas of text structures, vocabulary development, and core elements of literacy instruction.	We expect to see increases, over time, in the percentage of students scoring proficient or advanced on the WKCE Reading assessment in all middle school grades, as well as 10th grade. We also hope to see a narrowing in the achievement gap between LEP and EP students, as well as between students with disabilities and non-disabled students. Further, it is our goal to see average annual Lexile gains meet or exceed the anticipated annual growth in that area.	This year the district results showed that over 80 percent of 6th, 7th, and 8th students scored proficient or advanced on the 2006-07 WKCE Reading assessment. 69 percent of 10th grade students scored in that area. In a more accurate measure of true growth, with the exception of the 8th grade this past year, all middle school students, on average, met or exceeded the anticipated annual Lexile gains during the 2006-07 school year.
Wautoma Area	Title V funds supported the district funds to purchase interactive white boards at the K-12 level. Teachers wrote proposals to describe how this form of technology integration would engage students and improve instruction. Students and staff were sharing information that they had learned and it added a new dimension to learning in many classes. Ongoing training on how to further enhance instruction is also a part of our plan.	Because of this new technology students were more actively involved with their classroom activity. We have not collected sufficient data to prove that student achievement increased in math and reading; however, we do know that students with interactive whiteboards were very engaged and excited about new learning opportunities.	Teachers are more excited than ever to further their knowledge and skills to integrate technology. The community of learners is emerging in our staff as they take on leadership roles to teach others what they have learned. Many are developing intrinsic motivation to further their learning.
Wauwatosa	Grading to benchmarks is critical as tchrs rpt to parents on their child's lrng progress toward identified benchmarks. WebGrader allowed dist. staff to comp. benchmark grading online. Staff in pilot prog. were trained to use this online tool effectively. The communication w/parents was continual thru the yr. Tchrs found that parents attended conferences very well informed about their child's lrng. Students were also able to login and see their lrng prog. at any time.	It was expected that the pilot program would be met with success by teaches, parents and students. It was predetermined that feedback would be positive regarding ease of use, quality of information, communication, and knowledge of student learning progress.	The results were positive as determined by a survey and the pilot will expand in 07-08. All aspects above were positive. Communication between students, teachers and parents has increased greatly.

West Allis	Money was spent to maintain and supplement parent education programs district-wide. This includes delivering a standard curriculum to parents, providing food, kid camp counselor for children, and books for children to improve reading at home.	Each school and the district make AYP in the area of reading.	All of our schools and the district made AYP in the area of reading.
West Bend	Increasing the quality of education in the district was enhanced by Title V dollars through our Summer Institute where teachers worked on an articulated curriculum with subject area curriculum coordinators.	Staff Development for teachers is the key to student achievement and that is how this particular piece of funding was utilized.	Articulated curriculum in Social Studies, Science, Math, Language Arts, and Reading as well as non-core subjects; also worked on common assessments.
West De Pere	The acquisition of the MAPS assessment software was used to enhance teacher understanding of assessment practices and help staff better understand the academic strengths and weaknesses of individual students.	The district has implemented ongoing data studies based on the assessment reports now available to staff.	Building data teams have been formed as their study of data is ongoing.
Westby Area	The District's professional staff attended the state reading convention.	The district expected the staff to learn techniques that would allow them to teach students so that all students would be proficient or better in Reading and Mathematics.	The teachers returned to the district with new materials and methods that they shared with others so that all staff could continue to help students become proficient or better.
Wisconsin Rapids	Through a community effort, funds were allocated to purchase Read Now With Power UP, a reading program intended to support struggling readers. Title V funds were used to provide teacher support to approximately 21 (4-6 grade) students in this program.	Increased achievement in all content areas, which will be assessed on the 2007-08 WKCE.	The results will be determined when comparing the 2006-07 and 2007-08 WKCE information on each of these students.

Private School Funding

A total of 170 LEAs reported the allocation of Title V, Part A funds for the benefit of staff or students at participating private schools. 119 of these LEAs reported Federal Goal 1 as the primary focus for the use of the Title V, Part A funds; five LEAs indicated the focus to be Federal Goal 2; 32 indicated use of funds for Federal Goal 3; 12 LEAs listed Federal Goal 4 as the primary focus; and two LEAs indicated the funds supported Federal Goal 5.

The table below includes the major activity under federal Goal 1 that was supported by Title V, Part A funds used for the benefit of private school students or staff in the LEAs with allocations over \$5,000.

Public School District	Major Activity - Private School
Appleton Area	Riverview Lutheran purchased additional Accelerated Reader quizzes and assessed progress in reading comprehension through meeting program benchmarks and improved scores on fall Terra Nova.
Beaver Dam	Private schools participated in teacher training opportunities focused on balanced literacy.
Beloit	One school was able to supplement their literacy curriculum by purchasing supplemental leveled reading books for grades K-4.
Burlington Area	Three teachers attended a writing workshop where they learned how to use a graphic organizer known as the Four Square Guide. The teachers found this helpful and were able to implement it in the classroom as students did process writing.
Chilton	Title V funds were utilized by Chilton Catholic school to provide teachers reimbursement for graduate courses taken in reading.
De Pere	Reference materials were purchased for the library.
Eau Claire Area	Purchase of novels in order to allow teachers to implement best practices in differentiation, vocabulary, discussion and comprehension.
Edgerton	Library books were purchased for students who attend Oaklawn Academy which contributed toward improved student achievement at this private school within the Edgerton School District boundary.
Elkhorn Area	purchase of instructional materials
Elmbrook	Monies were used to purchase materials to help students improve reading and mathematics. The administrators indicate that the additional materials improve both the quality of education especially meeting the needs of students

	that need additional support for learning.
Fond du Lac	Title V monies were used to purchase instructional materials for private schools.
Franklin Public	Lab license for SynchronEyes software
Janesville	Strengthen achievement by providing private school parents with information, materials, and workshops based on literacy (reading and math) strategies related to core curriculum.
Kenosha	Instructional, including library materials and computer hardware and software were purchased to support high academic standards and were used to improve student achievement.
Lake Mills Area	The Title V-A funds were used to support professional development on curriculum mapping at one of the private schools.
Madison Metropolitan	Private/parochial students participated in the Beat the Heat..Read project at the seven elementaries.
Manitowoc	Using Title V and IIA funds teachers in one school received professional development and supplemental materials to implement the 6-Trait model and thereby aid student writing.
Marshfield	Private schools were able to purchase equipment and software to supplement classroom instruction.
Menasha	Calculators and percussion instruments were purchased to improve Math instruction program for counting and calculations.
Merrill Area	Private schools use Title V funds to purchase equipment and staff development activities.
Milwaukee	A major activity that was funded with Title V-A funds for a private school occurred at St. Anthony School. We used Milwaukee Title V funds after it identified supplemental reading and math programs as the most pressing needs for students. Accelerated Math, Math Facts in a Flash, and English in a Flash are web-based supplemental programs that are well researched for effectiveness, provide daily assessment feedback and were selected for implementation.
Monona Grove	Teacher on-line math provided.
Mukwonago	Registration for professional development through the Sally Ride Academy was offered to private school teachers. This ongoing professional development is intended to improve students` achievement in mathematics, science, reading, or writing.
Neenah	Martin Luther School utilized Title 1 funding to support Reading Recovery instruction for students in need of specialized literacy intervention.
Nekoosa	Sacred Heart purchased a Reading Pen to assist students in decoding text.
Northland Pines	Assessment kits were purchased along with teaching materials to assist speech and language students in the classroom.
Racine	Providing instructional materials "library/textbooks" for increased literacy and math achievement.
Richland	The private schools used the money to purchase books and software for their libraries. They believe that putting the items in a central location allows all of their teachers and pupils access.
Sauk Prairie	Funds were allocated for the purchase of educational software.
Shawano-Gresham	Instructional materials were purchased that were used to better teach the parochial students.
Sheboygan Area	Sheboygan Christian School was able to help fund a math program to meet needs of struggling math students. Materials were student friendly and easy to adapt for individual needs.
South Milwaukee	Library media materials were purchased to improve literacy achievement in private schools.
Sparta Area	One private school use the funds for staff development in innovative reading programs for the students.
Stevens Point Area	Additional materials, resources, and tutoring were provided.
Stoughton Area	Funds used for technology conference attendance.
Tomah Area	Private school parents and students participated in all of the Eat-N-Meet events. This resulted in increased parent/school communication and focus on student achievement.
Two Rivers	One of the private schools purchased reading materials for a new program that they were developing.
Viroqua Area	Private schools used the Title VA money for staff development opportunities specific to their instructional delivery methods. Staff development is the most effective way to improve student achievement.
Waukesha	St. Mary`s school purchased Star Reading Software to use with their struggling readers. It provided the students with additional instruction and practice in their Language Arts.
Waupaca	One of the private schools used Title V funds to purchase instructional materials that will help students become better readers.
Wauwatosa	A priv. school purch. an interactive prog. which prov. 10-15 min. of supplementary math instr. ea. day. Students were given daily exposure to several math concepts: place value, mental math, measurement, time, money, geometry, estimation, patterns, algebr. thinking, graphing and stats. The program gave students the opp. to talk/discuss math concepts and learn from each other. The program included an ongoing assessment booklet to access student understanding of skills covered thru the year.
West Allis	Private schools purchased interactive materials to provide supplemental math instruction.
West De Pere	The acquisition of leveled readers and assessment kits to measure students early fluency to help teachers to understand the academic strengths and weaknesses of individual students.
Wisconsin Rapids	Providing intervention programming to support struggling readers.

This summary shows that LEAs in Wisconsin receive a relatively small amount of funds from the Title V, Part A program. However, LEAs value the program which is evident by their willingness to apply for funds and complete the evaluations. Many LEAs combine Title V, Part A funds with other Title funds in their Consolidated Application. LEAs use Title V, Part A funds to support local needs that are consistent with the 5 Federal Goals and that target innovative activities that are designed to improve student achievement and the quality of education for students.