
Department of
**PUBLIC
INSTRUCTION**



2001-03
Biennial Report

The 2001-03 Biennial Report of the State of Wisconsin Department of Public Instruction



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

This publication is available from
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Bulletin No. 04073

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TABLE OF CONTENTS

Chapter 1 - Overview of the Department of Public Instruction.....	1
Office of the State Superintendent	
Division for Learning Support: Equity and Advocacy	
Division for Learning Academic Excellence	
Division for Libraries and Community Learning	
Division for Finance and Management	
Division for Reading and Student Achievement	
Chapter 2 – Review of Performance and Operation of the Department of Public Instruction During the 2001-03 Biennium.....	11
Improvements and Efficiencies	
Policy Issues and Decision Items Approved in the Biennium	
Chapter 3 – Plans for Improvements in Program Effectiveness and Efficiency.....	13
Projection of Major Program Goals for the 2003-2005 Biennium	
Plans for Improvements in Program Effectiveness and Efficiency	
Chapter 4 – Statutorily Required Reporting.....	14
The Condition of all Schools Under the State Superintendent’s Supervision	
An Abstract of the Public School Reports Made to the State Superintendent	
The State Superintendent’s Visits to Educational Institutions	
The Work Done by the Department in the Performance of its Duties	
Plans for Improving Schools and Advancing Education	
Summary of the Receipts and Disbursements of all Schools Under the State Superintendent’s Jurisdiction	
Appendix A – Alcohol and Other Drug Abuse (AODA) Programs	20
Appendix B – Status of Wisconsin Public School Compliance with Pupil Nondiscrimination Requirements.....	24
Appendix C – The Status of Indian Education in the State of Wisconsin	25
Appendix D – The Council on Library Development and Network Development.....	27
Appendix E – High School Graduation Requirements	28
Appendix F – Health Problems Education Program.....	29

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Content and Learning

Interlibrary Loan and Resource Sharing

Management Services

Special Education

Successful Schools and Student Achievement

Teacher Education/
Professional Development/
Licensing

Public Library Development

School Financial Services

Student Services,
Prevention and Wellness

Bright Beginnings/
Family-Community Partnerships

Career and Technical Education

Information Technology

School Management Services

Equity

Wisconsin Educational Opportunity Programs and Urban Education

Instructional Media and Technology

Human Resources

WI Educational Services Program for the Deaf and Hard of Hearing

School Nutrition

Wisconsin Center for the Blind and Visually Impaired

Community Nutrition



State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

November 2003

Governor Doyle, Legislators, Citizens of Wisconsin:

In accordance with s. 15.04 (1) (d), Wis. Stats., the Department of Public Instruction submits its 2001-03 Biennial Report. The document provides a brief description of the department's initiatives and activities during the past two years and describes some new areas of focus for my administration in the 2003-05 biennium.

A review of agency performance and operation in 2001-03 indicates the department worked hard towards making progress in its mission to advance the cause of public education and public libraries and to implement our New Wisconsin Promise. By carrying out this mission, the department has served Wisconsin citizens well.

The people of Wisconsin want public education that ensures that every child has the opportunity of a quality education through early learning opportunities, small class sizes, quality teachers and administrators, and greater community and parental involvement.

The people of Wisconsin understand that reading is the fundamental skill that separates those who succeed from those who struggle and that narrowing the achievement gap between children of poverty and their peers must be our top priority. This will be the top priority for the department in the 2003-05 biennium.

I trust the people of Wisconsin, and they trusted me to fulfill this agenda. Through leadership, advocacy, and accountability, we can and will accomplish these goals.

Please contact my office for more specific information on areas of interest.

Sincerely,

Elizabeth Burmaster
State Superintendent

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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 and such officers as the legislature may direct. 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 the Kohl Fellowship Scholarships and the Teacher of the Year Program. The office includes the legal services office, the policy and budget team, 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.

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.

Educational Information Services Team

The team provides leadership for the development and production of department publications, including press releases relating to education issues; *Education Forum*, a weekly news service; and *Channel*, a division newsletter which is published eleven times a year. Department editors advise and consult on writing, editing, designing and printing. Working with technology experts, the team publishes books and alternative formats. 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 three mission teams as well as the Wisconsin Educational Services Program for the Deaf and Hard of Hearing (WESPDHH) and the Wisconsin Center for the Blind and Visually Impaired (WCBVII). 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 educational agencies, communities and families statewide. 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 consultation 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. Most of the responsibilities and duties of the team are enumerated in ss. 300.600 of the federal Individuals with Disabilities Education Act (IDEA) regulations and s. 115.762, Wis. Stats.

Wisconsin Educational Services Program-Deaf and Hard of Hearing

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 relating to hearing impairment to benefit all Wisconsin children who are hearing impaired and their families. The WESPDHH headquarters campus is in Delavan.

The Wisconsin School for the Deaf 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 180 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 ASL/English bilingual-bicultural environment by preparing 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 and educational 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 teacher, a deaf-blind coordinator, a birth to six specialist, a speech-language consultant, and educational audiology consultant, an ASL distance learning instructor and a sign language specialist; Outreach programs include the Deaf Mentor Project 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 relating to visual impairments to benefit all Wisconsin children who are visually impaired. The WCBVI headquarters campus is in Janesville. The WCBVI 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 70 in grades prekindergarten to 12.

The direct-service 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 with visual disabilities.

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.
- Child Abuse/Sexual Assault Program.
- Children at Risk Program.
- Character Education Program.
- Community Learning Center Program (ESEA Title IV).
- Comprehensive School Health Program Initiative.
- Compulsory School Attendance.
- Driver Education Program.
- ESEA, Title IV Safe and Drug-Free Schools and Communities.
- Health Education Program.
- HIV/AIDS, STD, and Teen Pregnancy Programs.
- Physical Education Program.
- School Age Parent Program.
- 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.

Equity Team

The team assists school districts to promote and provide equal educational opportunities for all children and administers the following programs:

- American Indian Studies (AIS) Program - For information on AIS programs, refer to Appendix C.
- IASA, Education for Homeless Children and Youth Program.
- IASA, Title VII (Bilingual Education, Language Enhancement, and Language Acquisition).
- Minority Student Achievement Initiatives.
- Pupil Nondiscrimination Program - For information on pupil nondiscrimination, refer to Appendix B.
- Sex Equity in Education Program.

Division For Academic Excellence

The division has responsibility for programs and services dealing with school and district systemic improvement efforts affecting the improvement of teaching and learning. The division provides services related to teacher preparation and licensing, professional development, career and technical education, youth options, alternative education, general educational development (GED), postsecondary articulation, the development and implementation of academic standards and curriculum materials in a variety of subject areas. This division has four teams and coordinates funds from state and federal sources to support school improvement activities related to

increased student achievement. Virtual schools and advanced placement programs are included in this division but not assigned to a specific team.

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.
- Apprenticeship Education.
- 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.
- Certified Nursing Assistant.
- 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.
- Industry Skill Standards.
- Junior Achievement.
- 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.
- Tech Prep.
- Technical College Transition and Articulation.
- Young Women in Technical Careers.
- Youth Mentoring and Leadership.
- Youth Options.

Licensing Team

The team administers the following programs and initiatives:

- School District License Audits.
- Equivalency Clock Hour Program.
- License Revocation.
- School Staff Supply and Demand Information.
- Teacher, Administrator and Staff Licensing.

Teacher Education Team

The team administers the following programs and initiatives:

- Transition to Teaching.
- Institution of Higher Education Program Approval.
- Professional Development.
- Peer Review and Mentoring.
- 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 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, electronic publications and communications, 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 Library Services and Technology Act and Technology Literacy Challenge Funds; administration of library aid programs, including public library system aids and the Common School Fund; statewide interlibrary loan and reference services; a DPI publication program and World Wide Web site, including the Wisconsin Information Network for Successful Schools (WINSS), BadgerLink, a statewide library catalog (WISCAT); and interlibrary loan management system (WISCATILL); major data collections for public schools and public libraries; an agency enterprise database; and all technology services for the department. The division also provides leadership and technical assistance in early childhood education issues and youth services, and operates the Child Care Information Center (CCIC) through a contract with the Department of Workforce Development.

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 Library 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:

- Integration of *Wisconsin's Model Academic Standards for Information and Technology Literacy*.
- Certification and Licensing of School Library Media Specialists.
- Telecommunications/Distance Education/Virtual On-line Learning.
- Intellectual Freedom.
- Enhancing Education through Technology (Ed Tech) – 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 engage project with Learning Point Associates/NCREL.
- Coordination and maintenance of the Curriculum Resource Center on WINSS.

Interlibrary Loan and Resource Sharing Team

The 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 team engages 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 team has concentrated activities on accelerating use of technology to improve resource sharing through the implementation of the following programs:

- BadgerLink (full text access to magazines and newspapers and links to government and Internet resources).
- WISCAT (selection of new vendors to provide a redesigned statewide resource sharing system that includes a statewide catalog of library records, links with other automated catalogs, and links with other resources).

- WISCATILL (automated interlibrary loan management system, which incorporates international standards for exchanging requests with other automated systems).
- Increased access to government information through metatagging of state government Web pages, development of a state government thesaurus, and development of a browsable list of terms for the portal.
- Development of a model for digitizing and preserving state government information to create a Great Lakes Maritime History Web site.
- Participated in a statewide collaborative reference service, using web chat and email functions.

Information Technology Services 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.

Library, Statistical Information Center – The team coordinates agencywide data collection and provides education and library related information and library services.

Bright Beginnings/Family, School, Community 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.
- 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 six 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 and performs legislative and federal-state planning functions.

Human Resource Services Team

The team provides technical consultation to agency managers on recruitment, job classification, compensation, employment relations, training, employee assistance programs, and affirmative action policies and procedures. There were 645 full-time equivalent permanent employees in the department (including the WESPDHH and WCBVI) at the end of the 2001-0301 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, payroll, purchasing, business, budget administration, and general management services to the department. Management services are also provided in the areas of mail operations, staff support for 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 School Choice 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:

- Nutrition Improvement for the Elderly.
- The Wisconsin Morning Milk Program.
- State Match for the National School Lunch Program.

Federal:

- National School Lunch Program.
- School Breakfast Program.
- After School Snack Program.
- Special Milk Program.
- Donated Food Distribution Program.
- Senator Kohl's School Breakfast Startup 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. Eight nonprofit 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 is responsible for ensuring that all children attain proficiency in meeting the Wisconsin Model Academic Standards. The three teams in this division, Successful Schools Team, Wisconsin Educational Opportunity Programs Team, and Office of Urban Education have as a major focus closing the achievement gap that exists among children of color, the economically disadvantaged, and their peers.

Successful Schools Team

This team is comprised of the Office of Educational Accountability, responsible for the Wisconsin Student Assessment System (WSAS); the Office of School Support, charged with providing comprehensive support to schools and districts identified for improvement; and the Office of Supplemental Programs, responsible for state and federal grant programs designed to enhance educational opportunities for all children with a focus on economically disadvantaged children and those children in need of supplemental educational assistance.

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 also administers the Wisconsin Student Assessment System, including the following:

- Wisconsin Knowledge and Concepts Examination (WKCE).
- Wisconsin Reading Comprehension Test (WRCT).
- National Assessment of Educational Progress (NAEP).
- WIDA – Enhanced assessment project for limited English proficient students.
- Statewide assessment literacy initiatives.
- Wisconsin Alternate Assessment (WAA) for Students with Disabilities (SwD).

The Offices of School Support and Supplemental Programs administer 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 separate programs under the ESEA include students with disabilities, English language learners, and the homeless. The offices administer 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).
- Rural Programs (Title VI).
- McKinney-Vento Homeless Assistance Act (Title X).
- Schools and Districts Identified for Improvement.
- Student Achievement Guarantee in Education (SAGE).

Wisconsin Educational Opportunity Programs (WEOP) Team

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.
- Minority PreCollege Scholarship Program.
- Gear Up.
- 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.

Office of Urban Education (OUE)

This office was established in 1995 to provide services to urban areas including Beloit, Kenosha, Milwaukee, and Racine to facilitate cooperative efforts to address the challenges and equity needs facing families, children, and educators in an urban setting. The office provides consultation and assistance in the following:

- 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 2001-03 Biennium

Improvements and Efficiencies

In July 2001, the department made organizational changes to assist the new state superintendent, Elizabeth Burmaster, in prioritizing major educational goals and promoting efficiencies in agency services to school districts, teachers and other groups and individuals involved in public education in Wisconsin. The organizational changes included:

- The re-establishment of a fifth division provided for by statute. Under the reorganization plan, the Division for Reading and Student Achievement was created to focus on improved reading achievement and closing the achievement gap.
- The re-naming of the Division for Learning Support: Instructional Services to the Division for Academic Excellence.
- The transfer of positions and functions to and from certain department teams and divisions, permitting the dissolution of two existing teams.

As a result of 2001 Wisconsin Acts 16 and 109, the department has eliminated approximately 44 FTE general purpose revenue positions in the 2001-03 biennium.

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

- Made information more readily available and reduced mailing and printing costs by:
 - Creating and maintaining email listservs in areas such as general education, school finance, vocational education, and educational accountability.
 - Expanding Internet use by making more information available to the public (Aids Register, Basic Facts On-Line) and by using the Internet to collect pupil count and financial data from school districts. With built in edit checks, the accuracy of submitted data has increased and it has become easier for districts to submit required data in a timely fashion.
 - Creating a claim reimbursement system over the Internet for private non-profit and public agencies participating in the Child and Adult Care Food Program and the Summer Food Service Program.
 - Participating in the development of an Internet-based open enrollment (OE) student reporting system.
 - Revising the student achievement guarantee in education (SAGE) application form and implementing electronic reporting of information.
 - Translating the following public school open enrollment information to Spanish: (1) the informational brochure for parents; (2) the full-time OE student application form; (3) the full-time OE transportation reimbursement application; and (4) the full-time OE transportation claim.
 - Translating the following Milwaukee Parental Choice Program (MPCP) information to Spanish: (1) the informational brochure for parents; (2) the frequently asked questions and answers document; and (3) the student application.
 - Relocating staff (WEOP Madison) to the main office to reduce leasing expenditures
 - Automating the process for reserving conference rooms, cars and miscellaneous equipment.
- Improved customer service standards by:
 - Implementing electronic processing of GED testing information.
 - Refining the WINSS website to support school and public access to achievement indicators.
 - Increasing emphasis on PK-16 linkages by working with the PK-16 Leadership Council.

- Reduced school district reporting requirements and costs by:
 - Establishing a Web site to collect school district data. The Web site reduces the data reporting burden on school districts by eliminating diskette data creation and mailing costs.
 - Developing a consolidated application for grants under the Elementary and Secondary Education Act of 1965. The consolidated application allows school districts to submit a single budget instead of submitting separate budgets for several programs under the ESEA.
- In cooperation with the TEACH program, the department helped Wisconsin schools and libraries take advantage of the federal E-rate program to save approximately \$165.7 million from 1998 through 2003.
- Reduced overall general purpose revenue costs in the department's operating budget by coordinating state meetings, limiting out of state travel, limiting staff participation in conferences, limiting staff development activities, and freezing position vacancies.
- Provided statewide contracts for full text electronic information for all Wisconsin residents at a rate lower than individual libraries would pay.

Policy Issues and Decision Items Approved in the Biennium

2001 Wisconsin Acts 16 and 109 required the department to perform additional duties, including:

- Establishing authority to renew contracts with SAGE schools for a term of five years.
- Expanding the number of scholarships available through the Minority Precollege Scholarship Program.
- Expanding the Milwaukee charter school program to allow UW-Parkside, on a pilot basis, to establish or contract to establish one charter school in a unified school district. 2001 Wisconsin Act 16 also required the department to report annually to the legislature on the status of existing charter schools, the number of petitions for new charter schools, and school board and departmental action on petitions for new charter schools.

Chapter 3

Plans for Improvements in Program Effectiveness and Efficiency

Projection of Major Program Goals for the 2003-2005 Biennium

To meet the leadership, advocacy, and accountability challenges for public schools and libraries, State Superintendent Elizabeth Burmaster has adopted the following key strategies for PK-12 education:

- Closing the achievement gap in achievement between economically disadvantaged children, children of color, and their peers.
- Ensuring quality teachers are in every classroom.
- Improving student achievement with a focus on reading.
- Investing in early learning opportunities through the 4-year-old kindergarten, Preschool to Grade 5, and SAGE class-size reduction programs.
- Increasing parental and community involvement in our schools and libraries to address teenage literacy, dropouts, and truancy.
- Providing before-and after-school programs and health and nutrition programs that support families.
- Providing career and technical education to involve students in becoming active citizens.
- Increasing the high school graduation rate and providing greater access to institutions of higher education.

Plans for Improvements in Program Effectiveness and Efficiency

As a result of 2003 Wisconsin Act 33, the department plans to eliminate at least 18 FTE general purpose revenue (GPR) positions by the end of fiscal year 2004. Although the Equity Team was dissolved as a result of these reductions, the responsibilities provided by the team were transferred to other divisions within the department allowing services to school districts to continue.

The Act also:

- Eliminated the requirement that the department develop and administer a high school graduation test allowing the department to focus its attention on developing assessments to carry out the additional testing required under the No Child Left Behind Act.
- Authorized the department to charge fees for issuing a high school graduation equivalency declaration or a general educational development (GED) certificate beginning January 1, 2004. Fees were not charged in the past but are now allowed and necessary to replace the loss of state GPR administration funds which were used, in part, to support program staff and fees charged by the GED Testing Service (GEDTS).
- Provided additional funds to maintain the BadgerLink services.

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 more than 90 percent of high school seniors graduating and 99 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. The state has defined what its students need to know and be able to do by establishing state academic standards. Some examples indicating improved performance include:

- Students in the third grade taking Wisconsin's Reading and Comprehension Test continue to perform well. Scores were reported by proficiency levels with 74.1 percent of third graders scoring proficient or advanced.

During the 2001-02 school year, approximately 57,000 third graders took the Wisconsin Reading Comprehension Test. The test requires students to read, understand what they read, and demonstrate that understanding. The test helps districts evaluate their early reading programs against statewide performance standards. Schools also use the test to identify students who may need special help with reading.

- Students in grades four, eight and ten showed mixed results on Wisconsin Knowledge and Concepts Examinations (WKCE) given during the 2001-02 school year with the highest scores reported in social studies and the lowest scores reported in math.

Approximately 196,000 fourth-, eighth-, and tenth-graders took the tests administered by the department. Assessments included multiple-choice and short-answer questions that required students to demonstrate their knowledge in reading, language arts, mathematics, science, and social studies.

- Students scored above the national average on the ACT test with 68 percent of Wisconsin's graduating seniors taking the test.
- Students scored above the national average on the SAT test with 7 percent of Wisconsin's graduating seniors taking the test.

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

The department collects information from public schools in order to 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 educational agencies has become 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

During her first two years in office, State Superintendent Elizabeth Burmaster has visited schools and libraries, conducted community and PK-16 learning sessions and meetings, spoken to service clubs, delivered commencement addresses, and much more in school districts, technical colleges, and public and private colleges and universities statewide. In the 2001-03 biennium the State Superintendent visited the following:

Adams-Friendship Area
Grand Marsh Elementary School

Goodman-Armstrong
Districtwide Visit

Appleton Area
Appleton Central Alternative School
Appleton Public Library
Badger Elementary School
Foster Elementary School
Lincoln Elementary School

Green Bay Area
District Office
Fort Howard Elementary School
Nicolet Elementary School
Northeast Wisconsin Technical College
UW-Green Bay

Ashwaubenon
Ashwaubenon High School

Hayward
District Office

Baraboo
UW Center Baraboo/Sauk County

Janesville
Blackhawk Technical College

Beloit
Hackett Elementary School

Kenosha
Indian Trail Academy
Lakeview Technology Academy
Lincoln Middle School
Roosevelt Elementary School
Southport Elementary School
UW-Parkside

Burlington Area
Burlington High School

Butternut
Districtwide Visit

LaCrosse
Central High School
Logan High School
Longfellow Middle School
UW-LaCrosse

Cadott Community
Cadott Jr./Sr. High School
Cadott Elementary School

D.C. Everest Area
D.C. Everest Middle School

Laona
Robinson Elementary School

Delavan-Darien
Wisconsin School for the Deaf

Madison Metropolitan
District Office
Edgewood College
Emerson Elementary School
Madison Area Technical College
O'Keefe Middle School
Omega School GED/HSED
UW-Madison

Eau Claire Area
Chippewa Valley Technical College
Flynn Elementary School
Memorial High School
North High School
UW-Eau Claire

Fond du Lac
UW-Fox Valley

Manitowoc
Silver Lake College

Glendale-River Hills
Good Hope Elementary School

McFarland
Indian Mound Middle School
McFarland High School
McFarland Primary School

Glidden
Districtwide Visit

Menasha
UW-Fox Valley

Menominee Indian
Districtwide Visit

Middleton-Cross Plains
Middleton High School
Sauk Trail Elementary School

Milwaukee Public Schools
Bradley Technology and Trade High School
Divine Savior Holy Angels High School
Douglas Community Academy
Forest Home Avenue Elementary School
Fratney Elementary School
Humboldt Park Elementary School
Kilbourn Elementary School
Kosciuszko Middle School
Lincoln Middle School of the Arts
Lloyd Street Elementary School
Malcolm X Academy
Martin Luther King Elementary School
Milwaukee Area Technical College
Milwaukee County Central Library
MPS Technical Support Center
MOPS Technology Center
North Division High School
South Division High School
United Community Center Middle School
UW_Milwaukee
Vieau Elementary School
Vincent High School
Washington High School

Monona Grove
Taylor Prairie Elementary School

Onalaska
Onalaska High School

Oshkosh Area
UW-Oshkosh

Platteville
UW-Platteville

Princeton
Princeton School

Racine
District Office
Goodland Elementary School
UW-Parkside
Winslow Elementary School

River Falls
UW-River Falls

Siren
Districtwide Visit

Solon Springs
Districtwide Visit

Somerset
Somerset Elementary School

Stevens Point Area
Stevens Point Area High School
UW-Stevens Point

Superior
UW-Superior
Wisconsin Indianhead Technical College

Tomahawk
Tomahawk High School

Union Grove
Southern Oaks Girls School

Waukesha
UW-Waukesha
Waukesha County Technical College
Waukesha North High School

Wausau
District Office
Hawthorn Hills Elementary School
West High School

Wauwatosa
Madison Elementary School

White Lake
Districtwide Visit

Whitewater
Lincoln Elementary School
UW-Whitewater

Wisconsin Rapids
District Office
East Junior High School
Lincoln High School

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:

Citizenship 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, 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.

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:

- Created a publication for districts to use in developing grade advancement and high school graduation policies.
- Aligned statewide tests with the standards.
- Instituted proficiency scoring of student assessments.
- Enhanced the Wisconsin Reading Comprehension Test.

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.
- Offered teacher training in understanding the standards.
- Conducted criminal background checks of license holders.
- Conducted investigations and hearings leading to license revocation.
- Issued approximately 31,000 teacher licenses each year of the biennium.

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.
- Designed an award-winning educational Web site.
- Brought distance education to the state's 426 school districts.

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:

- Collaborated to develop youth apprenticeship programs.
- Established 4,500 technical college articulation agreements.
- Implemented 119 certified co-op programs.
- Developed publications in the areas of youth mentoring, career education, educator externships, workbased learning, and integrated curriculum.

Public Education - The department advocates for increased funding of public libraries and schools, believes in a balance of state and local control of school districts, and administers public school choice options programs, such as charter schools, open enrollment and youth options.

Plans for Improving Schools and Advancing Education

Community Dialogues - Between January 17 and March 11, 2002, State Superintendent of Public Instruction Elizabeth Burmaster held nine Community Dialogues on Investigation in Quality Education throughout the state. Discussion panels for each community dialogue represented diverse perspectives from the host community and surrounding area. These community dialogues were a rich source of information and opinion about how citizens, educators, and community leaders believe Wisconsin should fund its schools. Department staff will continue to identify strategies that reflect the values prioritized in these dialogues.

School Renovation - The competitive School Renovation, IDEA, and Technology Federal Grant Program is designed to help local education agencies (LEAs) make repairs and renovations and meet special education and renovation related technology expenses. Private schools were allowed to apply for funds in conjunction with the LEA. Seventy-five percent of the grant was to be awarded for emergency school repairs and renovations and twenty-five percent was to be awarded for technology activities related to school repair and renovation and/or for activities authorized under IDEA. Thirty-three Wisconsin school districts received facility renovation awards in the amount of \$12,120,766 and thirty-one Wisconsin school districts received technology/IDEA awards in the amount of \$3,973,116. In total, \$16,093,882 was awarded for these school improvement projects.

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

The amounts of state aid distributed in 2001-2002 and 2002-2003 are shown in the following chart:

STATE SCHOOL AID DISBURSEMENTS		
Aid Program	2001-2002 Totals*	2002-2003 Totals*
Equalization	\$3,918,957,547	\$4,058,907,369
Integration	84,149,220	82,437,474
Special Adjustment	6,347,176	4,700,964
Supplemental	106,750	101,150
Handicapped Education	315,681,400	315,681,400
Pupil Transportation	17,742,500	17,742,500
Common School Library Fund	24,000,000	17,416,577
Bilingual/Bicultural	8,291,400	8,291,400
Preschool-Grade 5	7,729,496	6,782,602
State Tuition	8,803,700	8,981,591
Driver Education	3,677,864	3,669,216
Children-at-Risk	3,500,000	3,500,000
County Children with Disabilities Education Board	4,116,000	4,214,800
Student Achievement Guarantee in Education (SAGE)	75,479,535	94,839,354
State Food and Nutrition Programs	5,265,862	5,414,619
Alcohol and Other Drug Abuse Programs	6,959,559	8,071,127
Alternative Education	4,866,489	5,242,015
Charter Schools Chapter 118.40(2r)	13,751,984	24,189,538
Milwaukee Parental Choice Program	58,760,756	66,187,611
Others	2,158,420	1,816,923
TOTALS	\$4,570,345,658	\$4,738,188,229

*State aid disbursements between July 1, 2001 and June 30, 2003 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 2001-2003 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 educational 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.

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 311, 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 22 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 training 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 purchasing informational and curriculum materials. The network provides essential functions including information sharing, training, technical assistance, resource pooling 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 any aspect of a comprehensive AODA program 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 (ss. 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. In the 1999-2001

biennium, 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 visitation, 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 2001 *The Wisconsin Youth Risk Behavior Survey and Executive Report*. A similar 2003 survey was implemented.

Evaluation and monitoring of grant activities include interim and end-of-year reports and ongoing review of proposal implementation. The results of state grant project evaluations are detailed in the *AODA Grant-making Programs in Wisconsin Schools*, a report to the state legislature submitted in the spring of 2001, and *Alcohol and Other Drug Abuse Grant Distribution, Training and Education Programs in Wisconsin School Districts*, 2002.

Examples of information and media resources developed and distributed by the department during the 2001-2003 biennium are listed below. Copies are available upon request.

Publications and Resources

For more information on resources, see <http://www.dpi.state.wi.us/dpi/dlsea/sspw/tadocs.html>.

- *Wisconsin Cooperative Education Service Agencies' AODA Services Satisfaction Survey*, 2000.
- *Youth to Youth: An Evaluation of State AODA Funded Peer Programs in Wisconsin*, 2002.
- *School Tobacco Program: First Year Assessment*, 2003.
- *2002 School Health Education Profile Report*, 2003.
- *Learning Modules on Social Norms in Youth Tobacco*, 2002.
- *2001 Wisconsin Youth Behavior Survey*.
- *Answers to Frequently Asked Compulsory School Attendance Questions*, 2002.
- *Answers to Frequently Asked School Age Parent Questions*, 2000.
- *Classroom Management and Student Discipline: A Tool Kit for Creating Effective Learning Environments*, 2001.
- *Confidential Services Available to Youth in Wisconsin*, 2002.
- *Human Growth and Development: A Resource Packet to Assist School Districts in Program Development, Implementation and Assessment*, 2002.
- *Health Literacy Assessments*, 2002.
 - Alcohol and Other Drug Use Prevention
 - Best of the Best—Part I
 - Best of the Best—Part II
 - Community Health
 - Consumer Health
 - 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
 - Tobacco Use Prevention
 - Unintentional & Intentional Injury Prevention
- *Homebound Instruction: A Q & A Document for Parents and Guardians; Homebound Instruction*.

- *A Q & A Document for School Districts*, 2001.
- *My Child's Been Expelled...Now What?*, 2001.
- *Offering Educational Opportunities to Expelled Students in Wisconsin*, 2001.
- *Resources for School Tobacco Programs: A Selected List*, 2001.
- *Teaching Character Education Using Children's Literature*, 2001.
- *Wisconsin Teen Parent Resources*, 2001.
- *Youth, AIDS and HIV: Resources for Educators, Policymakers and Parents*, 2003.

Examples of staff liaison functions follow:

- Wisconsin ATOD Education Network.
- State AODA Council (Interdepartmental Coordination, Planning & Funding, and Prevention Committees).
- HIV/AIDS Interagency Committee.
- Wisconsin Tobacco Control Board
- Governor's Technical Committee on AODA for Highway Safety.
- Wisconsin Division of AAA Advisory Council.
- Wisconsin Department of Health and Family Services, Tobacco Control Program
- Wisconsin Clearinghouse Advisory Board.
- Wisconsin DARE Officers Association.
- Wisconsin School Counselors Association.
- Wisconsin School Psychologists Association.
- Wisconsin School Social Workers Association.
- Wisconsin School Nurses Association.
- Wisconsin Student Assistance Association.
- American Driver & Traffic Safety Education Association (ADTSEA).
- Association of State Supervisors of Safety & Driver Education (ASSSDE).
- Wisconsin Driver & Traffic Safety Education Association (WDTSEA).
- Wisconsin Youth Coalition.
- Wisconsin Mentoring Coordinating Council.

Program and Grant Appropriations

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

Programs	2001-2002		2002-2003	
	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.	\$1,498,600	\$1,498,600 (42 grants including 326 minigrants subgranted from CESAs)	\$1,498,600	\$1,498,600 (47 LEA grants, including 198 student mini- grants subgranted from CESAs)
s. 115.361 Wis. Stats. s. 20.255 (2) (dm), Wis. Stats.	\$4,520,000	\$4,520,000 (109 grants, including 6 student mini- grants subgranted from CESAs)	\$4,520,000	\$4,520,000 (94 grants)
s. 115.36 Wis. Stats. s. 20.255 (1) (kd), Wis. Stats. Administration	\$781,600	\$100,000 (fellowships) \$681,600 (administration)	\$781,600	\$100,000 (fellowships) \$681,600 (administration)
<i>Alcohol/Driver and Traffic Safety Education</i>				
s. 346.655, Wis. Stats. s. 20.255 (1) (hm), Wis. Stats.	\$236,900	\$35,045 (11 grants, including 17 minigrants) \$201,855 (administration)	\$236,900	\$45,185 (16 grants, including 23 minigrants) \$191,715 (administration)
<i>Federal Safe and Drug-Free Schools Act</i>				
Administration/Technical Assistance	\$519,502	\$519,502 (administration)	\$404,058	\$404,038 (administration)
Entitlements	\$3,676,925	\$3,676,925 (314 grants)	\$5,368,196	\$5,368,196 (294 grants)
High Needs Awards	\$1,575,826	\$1,575,826 (43 grants)		

Appendix B

Status of Wisconsin Public School Compliance With Pupil Nondiscrimination Requirements 2001-2003 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 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. The total number of discrimination complaints continues to increase from biennium to biennium. Local districts reported 931 complaints for this 2001-2003 biennium, almost doubling the 1999-2001 number of 502 complaints. The substantial increase may be the result of changes in reporting systems and the inclusion of more verbal complaints. Sexual harassment continues to be the most commonly reported complaint; complaints of racial discrimination and harassment were the next most common, followed by complaints of discrimination based on disability. Most of these complaints were locally resolved; some were appealed to the state level. The State Superintendent received 18 appeals during the biennium.

Number of discrimination complaints received by school districts during this biennium.

Type of Complaints	2000-2001 School Year	2001-2002 School Year
Ancestry	0	0
Disability Discrimination/Harassment	17	32
Pregnancy or Marital Status	2	1
National Origin	2	7
Racial Discrimination/Harassment	24	85
Religion	3	5
Sexual Discrimination/Harassment	133	405
Sexual Orientation Discrimination/Harassment	16	26
Unspecified	70	103
TOTAL	267	664

Note: For the 2000-2001 school year, 372 out of 426 school districts, and for the 2001-2002 school year, 398 out of 426 school districts submitted the required annual reports on PI 1197 forms.

The Pupil Nondiscrimination Program responds to hundreds of telephone inquiries each year regarding concerns and requests for technical assistance. This program works toward ensuring that all children receive an equal educational opportunity. More information about this program may be obtained by visiting the department's Web site at www.dpi.state.wi.us/dpi/dlsea/equity/pupintro.html.

Appendix C

The Status of Indian Education in the State of Wisconsin 2001-2003 Biennial Report

American Indian Students Attending Public Schools

During the 2001-2003 biennium, American Indian students comprised approximately 1.5 percent of public school enrollment in the state, a continued steady increase in enrollment over the last decade.

More than half of American Indian students enrolled in the state attended one of fifteen school districts. The small numbers of students enrolled in other districts, in addition to data redaction policies with respect to student privacy rights, complicates the data reporting process for the remaining districts.

The following table shows American Indian student enrollment for each year of the biennium as well as information on graduates, drop-outs and students retained in the districts with the largest populations of American Indian students (AIS):

Table 1 Districts with large Populations of American Indian Students

District	AIS Enrolled 2001-02	AIS Graduates 2001-02	AIS Dropouts 2001-02	AIS Retained 2001-02	AIS Enrolled 2001-03
Ashland	453	*	*	*	453
Bayfield	371	25	2	*	337
Black River Falls	335	*	*	*	348
Bowler	230	20	2	*	230
Crandon	266	*	*	*	289
Green Bay	947	33	12	*	1,023
Hayward	470	*	*	*	509
Lac du Flambeau	468	N/A	N/A	*	478
Lakeland UHS	177	18	17	*	185
Menominee Indian	989	*	*	*	1,013
Milwaukee	937	49	43	*	906
Seymour	300	*	*	*	310
Shawano-Gresham	513	24	0	*	479
Superior	232	21	7	*	272
West DePere	204	15	*	*	193

Table 2 Statewide Totals

	Enrolled 2001- 02	Graduates 2001-02	Dropouts 2001- 02	Retained 2001- 02	Enrolled 2002- 03
American Indian Students	12,520	623	188	*	12,875
All Students	879,361	60,575	6,119	22,670	881,231

*Not disaggregated

Sources of data: *Public Enrollment by District, School, Grade, Ethnicity and Gender*, 2001-02 and 2002-03

During the 2001-03 biennium, there were 2,490 American Indian students with disabilities between the ages of 3 and 21, nearly 2 percent of all students in Wisconsin who have been identified as having a disability.

American Indian Student Enrollment in Nonpublic Schools

There were 850 students attending one of three tribally-controlled schools operated under contract or grant with the Bureau of Indian Affairs. There were 283 students enrolled in the Lac Courte Oreilles Ojibwe School, a K-12

school located near Hayward on the Lac Courte Oreilles Ojibwe Reservation. The Menominee Tribal School, located in Neopit on the Menominee Reservation, is a K-8 school that served 227 students. The Oneida Reservation served 340 students.

Thirteen students attended Bad River Tribal School, a tribally-controlled alternative school located on the Bad River Reservation. There were also 345 students attending Indian Community School, a privately controlled inter-tribal school located in Milwaukee.

These schools received state funding through the American Indian Language and Culture grant under s.115.75 Wis. Stats. Each school received \$164.55 per student in 2000-01 and \$182.12 per student in 2001-02, based on the number of students who completed the first semester. This program, which provided partial reimbursement for staff, instructional materials and other approved costs, was eliminated in the 2003-05 biennial budget bill.

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 reports indicate that there were only 132 American Indian teachers employed by a Wisconsin public school during the 2001-2002 academic year, .2 percent of all teachers in the state.

Similarly, there were only nine American Indian administrators employed by a Wisconsin public school during the 2001-2002 academic year, .2 percent of all administrators in the state. American Indians comprise nearly .5 percent of support staff in the state.

Appendix D

Council on Library and Network Development 2001-2003

Under s. 43.07, Wis. Stats., the state superintendent and the Division for Libraries, Technology and Community Learning 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 2001-2003 biennium, COLAND provided leadership to the state and the library community to improve library services and cooperation by:

- Monitoring and actively supporting library legislative initiatives endorsed by COLAND.
- Reviewing, monitoring and actively supporting the implementation of the *Wisconsin Library Technology Strategic Plan*.
- Providing advice on the development of budget and legislative initiatives related to library development and networking for 2003-2005.
- Reviewing, providing advice, and taking action on revisions in the Administrative Code relating to public librarian certification.
- Inviting individuals with special knowledge of issues and programs of current and potential significance to Wisconsin libraries to make presentations at COLAND meetings.
- Actively cooperating with other library groups in planning, advocating, and sharing information for the improvement of library service to Wisconsin residents.
- Monitoring the BadgerLink program and providing advice on improving the program.
- Reviewing issues relating to public library systems and non-resident borrowing and providing advice on potential solutions.
- Reviewing issues relating to school library media centers and providing advice on potential solutions.
- Reviewing, providing advice, and taking action on other library related initiatives, programs, policies, and problems which are brought to the attention of COLAND by division staff or the Wisconsin library community.
- Reviewing and endorsing LSTA evaluation for 1997-2002 and LSTA plan for 2003-2007.

COLAND members during this time were Mary Bayorgeon, Kate Bugher, Kris Crooks, Eugene Engeldinger, Miriam Erickson, John Foster, Norman Gill, David Huebsch, Timothy Laatsch, Pat LaViolette, Barbara Manthei, Janean Miller, Milton Mitchell, Carol Nelson, Eugene Neyhart, Kathy Pletcher, John Reid, Philip Sawin, Jr., Ileen Sikowski, Gyneth Slygh, Geri Wells, Kristi Williams.

Appendix E

High School Graduation Requirements 2001-2003

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 a specific number of credits in English, social studies, mathematics, science, social studies, science, physical education and 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 2001-2003 Biennial Report

Established under s. 115.35, Wis. Stats., the Wisconsin Department of Public Instruction has a health problems education program. During 2001-2003 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; 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 and/or disseminated a wide range of guidelines and resource materials related to school health education. These materials include 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 Education Profile, Wisconsin Youth Risk Behavior Survey, Resources for School Tobacco Programs: A Selected List, Wisconsin's Framework for Comprehensive School Health Programs, 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, Citizenship: Building a World of Good, the Dietary Guidelines for Americans 2000, 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 college courses; in-services and conferences for individual school districts; regional workshops on health literacy assessment; training of trainers 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 Symposium; Building the Heart of Successful Schools Conference; Adolescent Pregnancy Prevention and Intervention Conference; Wisconsin Family Consumer Educator Conference; Wisconsin School Counselors Association 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 include Adolescent Pregnancy Prevention Services Board of Wisconsin; American Lung Association of Wisconsin Education Committee; Council of Chief State School Officers' States Collaborative on Assessment and Student Standards Health Literacy Project; American Heart Association; Centers for Disease Prevention Division of Adolescent and School Health; Great Lakes Intertribal Council; Statewide Nursing Advisory Council; Wisconsin Association for Health, Physical Education, Recreation and Dance; Wisconsin Association of School Nurses; Wisconsin Council on Children and Families; Wisconsin Family and Consumer Educators; Wisconsin HIV Prevention Community Planning Council; Wisconsin School Health Coalition; Wisconsin School Counselors Association; Wisconsin Tobacco Control Board; Wisconsin Department of Health and Family Services; 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 Education Profile, School Tobacco Program Evaluation, Healthy Hearts Program Evaluation, and staff development program evaluations.