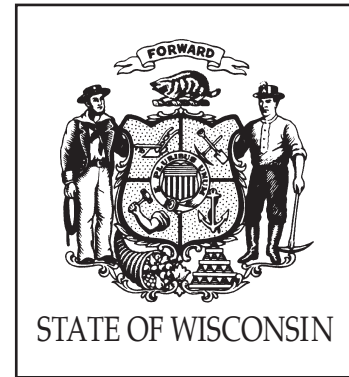

Department of
**PUBLIC
INSTRUCTION**



2003-05
Biennial Report

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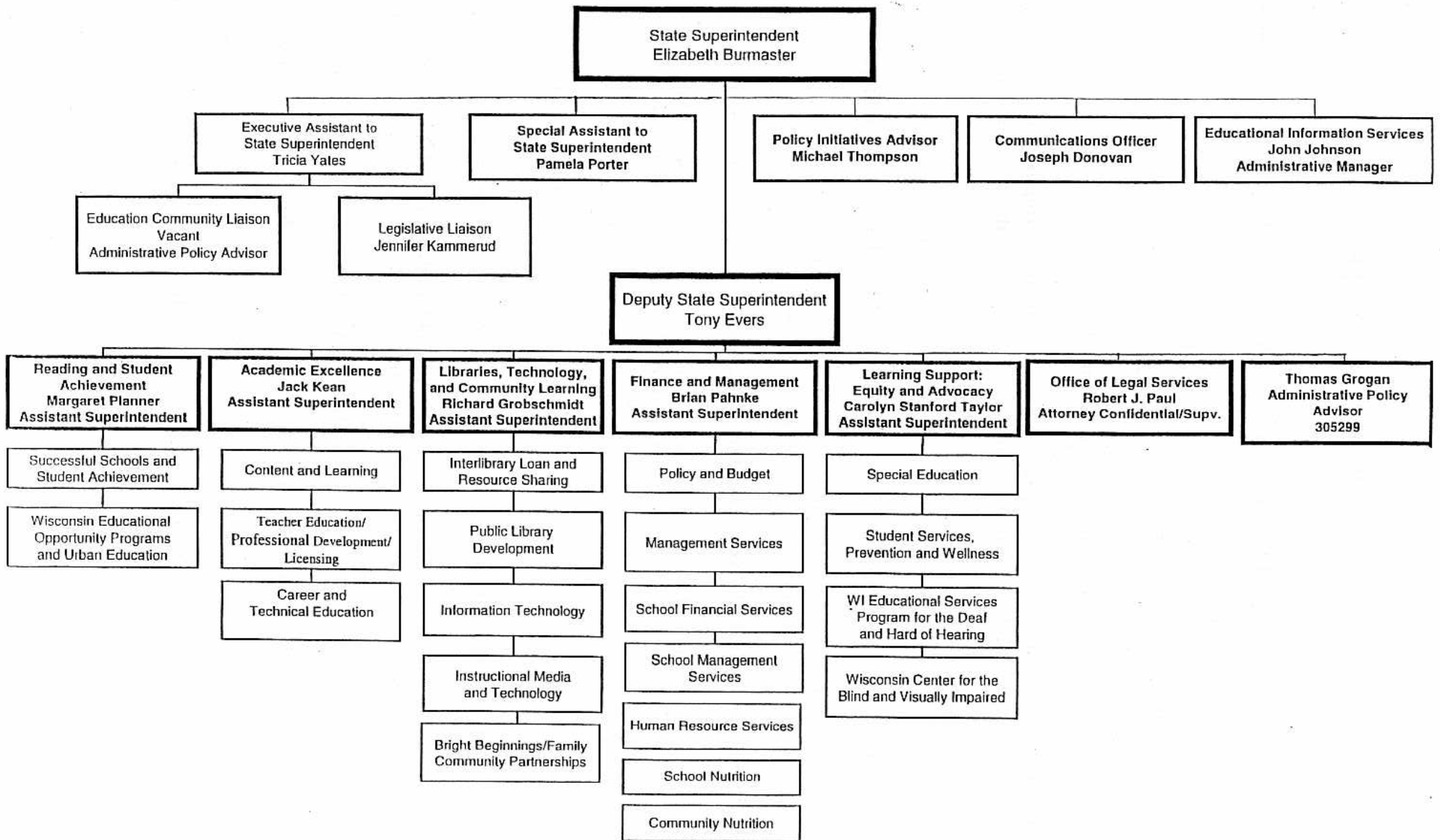
The 2003-05 Biennial Report of the State of Wisconsin Department of Public Instruction



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

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State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

November 2005

Governor Doyle, Legislators, Citizens of Wisconsin:

In accordance with s. 15.04 (1) (d), Wis. Stats., the Department of Public Instruction submits its 2003-05 Biennial Report. This document gives a review of departmental highlights during the past two years and outlines what I believe are exciting goals for the 2005-07 biennium.

The agency operations section shows that the department served the state well over the course of the 2003-05 biennium. This portion of the report focuses on the accomplishments of the department's five divisions and each of the teams within those divisions. The department's efforts over this two-year period have done much to promote public education and public libraries in the state.

I believe strongly that it is my responsibility as State Superintendent to meet the leadership, advocacy, and accountability challenges for public schools and libraries. Therefore, I have set and will pursue challenging goals for the 2005-07 biennium that include:

- Closing the achievement gap.
- Placing emphasis on reading and a balanced literacy standard.
- Working to ensure there is a quality teacher in every classroom.
- Investing in early learning opportunities (4-year-old kindergarten, Preschool to Grade 5, and SAGE class-size reduction programs).

Of all these goals, closing the achievement gap between economically disadvantaged children, children of color, and their peers must continue to be the department's top priority in the 2005-07 biennium. Completion of a good education is the key to a prosperous future. *All* of our children – regardless of the color of their skin or their economic circumstances – deserve quality schooling so they can compete successfully in life.

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

Sincerely,

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 Teacher Fellowship, Excellence Scholarship, Initiative Scholarship and the State Teacher of the Year Program. The office includes the legal services office and the education information services team.

Office of Legal Services

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

Education Information Services Team

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

Division for Learning Support: Equity and Advocacy

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

Special Education Team

The team provides leadership and 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, as well as the Pupil Nondiscrimination Program. Most of the responsibilities and duties of the team are enumerated in ss. 300.600 of the federal Individuals with Disabilities Education Act 2004 (IDEA) regulations and s. 115.762, Wis. Stats.

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

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

The Wisconsin School for the Deaf (WSD), located in Delavan, provides an educational and residential program for school-age children who are deaf or hard of hearing. Preschool children (3-5) are served on a day pupil basis only. The average number of students served yearly is 160 in grades prekindergarten to 12.

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

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

The Outreach Program provides information, support and training to school districts 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 specialist, a deaf-blind consultant, a birth to six services coordinator, a speech-language consultant, an educational audiology consultant, an ASL distance learning instructor, a sign language specialist, and a parent liaison. Outreach programs include the Deaf Mentor Project and the Captioned Media Program. Family activities supported by Outreach include the Statewide Parent Conference and the Family Learning Vacation.

Wisconsin Center for the Blind and Visually Impaired (WCBVI)

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

The WSVH provides an educational and residential academic program for school-age children (3-21) who are visually impaired. Preschool children (3-5) are served on a day pupil basis only. The average number of students served yearly is 60 in grades prekindergarten to 12.

The program at WCBVI offers complete educational programming and specialized disability training, including orientation and mobility training, Braille instruction, activities of daily living, and vocational assessment and training for students with visual disabilities. A cooperative program with Janesville Public Schools provides a transition to students' local school districts. A short-term placement option allows students to focus on skills not available at the local school level and to return to their home district as soon as possible.

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

Student Services/Prevention and Wellness (SSPW) Team

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

- Alcohol and Other Drug Abuse (AODA) Programs.
- Alcohol Traffic Safety Grants Program.
- Community Learning Center Program (ESEA Title IV-B).
- Comprehensive School Health Program Initiative.
- Compulsory School Attendance.
- Driver Education Program.
- Health Education Program.
- HIV/AIDS, STD, and Teen Pregnancy Programs.
- Physical Education Program.
- Safe and Drug-Free Schools and Communities, ESEA Title IV.
- 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 was dissolved as a result of budget reductions during the biennium. However, many of the responsibilities provided by the team were transferred to other divisions within the department allowing services to school districts to continue.

Division For Academic Excellence

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

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

Career and Technical Education Team (CTE)

The team provides consultation and assistance in the following areas:

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

Teacher Education, Professional Development and Licensing Team

The team administers the following programs and initiatives:

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

Content and Learning Team

The team provides consultation and assistance in the following areas:

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

Division for Libraries, Technology, and Community Learning

The division consists of five teams and provides leadership for the development of school and public libraries, library resource sharing, instructional and information technology, 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, the Enhancing Education through Technology (Ed Tech) Program, and the Evaluating States Education Technology Program; administration of library aid programs, including public library system aids, the Common School Fund, and the E-rate program; statewide interlibrary loan and reference services; World Wide Web sites, including the Wisconsin Information Network for Successful Schools (WINSS), BadgerLink, a statewide library catalog (WISCAT), and interlibrary loan management system (WISCATILL); major data collections for public schools and public libraries; an agency enterprise database; all technology services for the department; and contracting for operation of the Regional Library for the Blind and Physically Handicapped. The division also provides leadership and technical assistance in early childhood education issues and 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.
- Bill and Melinda Gates Foundation Public Library Grant Program.

Instructional Media and Technology Team

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

- Integration of *Wisconsin's Model Academic Standards for Information and Technology Literacy*.
- Certification and Licensing of School Library Media Specialists.
- Telecommunications/Distance Education/Virtual On-line Learning.
- Enhancing Education through Technology (Ed Tech) – NCLB, Title II, D.
- Evaluating States Educational Technology Programs – NCLB, Title II, D.
- E-Rate for Schools.
- Review of district information technology plans for public schools (required for federal and state technology funds).
- Coordination of engage project with Learning Point Associates/NCREL.
- Coordination and maintenance of the Curriculum Resource Center on WINSS.
- Advise school library media centers on the use of the Common School Fund.

Interlibrary Loan and Resource Technology Sharing Teams

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

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

Information Technology Team

The team performs three functions:

Technology Services – The team implements desktop microcomputer hardware and software standards to support the sharing of data across the agency and with all customers using the Microsoft Application Suite. The team coordinates additional training opportunities, maintains the centralized technology services help desk for user support, maintains the agency’s Internet Web presence, and implements the agency’s IT budget planning process.

Applications Development - The team supports, maintains, improves and enhances the inventory of automated application systems in a web based and client/server environment; continues to develop the agency enterprise database; and automates data collection from the 426 school districts within the state.

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

Policy and Budget Team

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

Human Resource Services Team

The team provides technical consultation to agency managers on recruitment, job classification, compensation, employment relations, training, employee assistance programs, and affirmative action policies and procedures. There were 637 full-time equivalent permanent employees in the department (including the WESPDHH and WCBVI) at the end of the 2003-05 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, grant and budget administration, and general management services to the department. The team also provides department-wide mail operations, customer service at the reception area, fleet operations, quick copy operations, facilities management, and audit coordination. As a part of this service, the team operates a work-study program for Madison area high school students who have learning disabilities.

School Financial Services Team

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

School Management Services Team

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

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

School Nutrition Team

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

State:

- Elderly Nutrition Improvement Program.
- Wisconsin School Day Milk Program.
- Match for the National School Lunch Program.
- Grants for School Breakfast (10 cents per breakfast).

Federal:

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

Community Nutrition Team

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

- Child and Adult Care Food Program.
- Summer Food Service Program.

- Special Milk Program (non-schools).

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

Division for Reading and Student Achievement

This division consists of four teams. The Office of Educational Accountability (OEA) is responsible for all state and federal assessments and managing the district and school accountability systems. The Title I Team, Wisconsin Educational Opportunity Programs Team, and Office of Urban Education coordinates state and federal funds to support school improvement and focus on closing the achievement gap that exists among children of color, the economically disadvantaged, and their peers.

Office of Educational Accountability

The Office of Educational Accountability provides consultation and assistance relating to student learning standards and student, school, and district performance levels. The office provides informational data that teachers and pupils use in making decisions relating to educational planning, remediation, and program placement. The office provides data analysis for a variety of state and federal reports and research initiatives. The office also administers the Wisconsin Student Assessment System, including the following:

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

The Office of Educational Accountability also provides services to schools and districts identified for improvement. Assistance is provided with regard to implementing NCLB mandated sanctions such as choice and supplemental services and in the implementation of a statewide system of support for districts with schools identified for improvement. Best practices are identified and shared through the New Wisconsin Promise Schools of Recognition Awards program that annually identifies high performing, high poverty Title I eligible schools.

Title I Team

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

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

- Student Achievement Guarantee in Education (SAGE).

Wisconsin Educational Opportunity Programs (WEOP) Team

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 2003-05 Biennium

Improvements and Efficiencies

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

- Improved customer service standards to libraries and school districts by making information more readily available by:
 - Creating and maintaining email listservs in areas such as general education, school finance, public libraries, vocational education, and educational accountability.
 - Redesigning the department's web site to be more customer focused and provide access to information by topic.
 - Creating an electronic ESEA consolidated application and end of year report.
 - Creating an on-line WSAS record editing system to assist districts in clean up of WKCE-CRT student label information.
 - Creating Wisconsin student assessment system on-line reporting to electronically report WKCE-CRT data and reports to public school districts.
 - Converting the paper/pencil supplemental education services provider application process to an on-line application reporting system.
 - Creating a database for the WEOP Program that will host all program data on one server.
 - Expanding the use of electronic forms for the submission of public library statistical and grant information.
 - Creating an Internet process providing schools with greater flexibility in ordering USDA commodities.
 - Creating an Internet process to enable schools that participate in child nutrition programs to more efficiently submit annual contracts and monthly claims as prescribed by the USDA.
 - Creating an Internet application submission and contract approval system for private non-profit and public agencies participating in the Summer Food Service Program.
 - Collaborating with the Department of Workforce Development to use a monthly download of its payment record for low-income children, enrolled in proprietary child care centers, receiving childcare subsidies under W2. This information is used to satisfy the "means test" required for eligibility to claim meal reimbursement under the Child and Adult Care Food Program.
 - Developing electronic reports for various programs to eliminate duplication and to reduce reporting time for schools.
 - Developing on-line tools to assist school districts in program planning and assessment.
 - Developing an Individual Student Enrollment System (ISES) in order to meet the report card requirements of the Elementary and Secondary Education Act.
 - Finalizing a project with the Department of Revenue to report tax levies by school district to streamline the reporting of tax levy data to the state while enhancing the accuracy of the submitted data. This data was previously collected on paper forms.
- Improved internal department efficiencies by:
 - Relocating WCBVI outreach staff to the Janesville school to reduce leasing expenditures.
 - Introducing a new software tool, Reg Online, to facilitate and improve the efficiency of conference registration coordination and scheduling activities.
 - Implementing Purchase Plus which replaced the manual requisition process and improved the timeliness and efficiency of the purchasing and payment process.

Removing 29 automobiles from the department's car inventory. The department currently leases 46 automobiles from DOA.

Implementing PTA Web which automates time reporting for department employees and replaces a less-efficient manual process.

- In cooperation with the TEACH program, the department helped Wisconsin schools and libraries take advantage of the federal E-rate program to save approximately \$203 million from 1998 through 2004.

Policy Issues and Decision Items Approved in the Biennium

As a result of *2003 Wisconsin Act 33*, the department eliminated 18 FTE general purpose revenue (GPR) positions, 2 FTE program revenue (PR) positions and 5 FTE federal (FED) positions in 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.

Other modifications made under the Act include the following:

- Required a base budget reduction of 15 percent for department state operations appropriations.
- 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.

As a result of *2003 Wisconsin Act 155*, the department developed extensive new financial viability standards and sound fiscal practices for private schools participating in the Milwaukee Parental Choice Program.

Finally, *2003 Wisconsin Act 280*:

- Required the department to prepare a background information form to use for any individual who does not have a school bus endorsement that transports pupils in an alternative vehicle. This information is available on the department's web site at <http://dpi.wi.gov/sms/pdf/altvehfs.pdf>.
- Required the department to study and report to the legislature on the costs and benefits of installing and maintaining video cameras on school buses. The department was also directed to study strategies to increase the availability and effectiveness of the training of drivers of school buses and alternative vehicles. This information is located on the department's web site at <http://dpi.wi.gov/sms/pdf/act280rp.pdf>.

Chapter 3

Plans for Improvements in Program Effectiveness and Efficiency

Projection of Major Program Goals for the 2005-2007 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 and a balanced literacy standard that has all students reading at or above grade level.
- 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 career and technical education to involve students in becoming active citizens.
- Providing effective pupil services, special education, and prevention programs to support learning and development for all students while preventing and reducing barriers to student success.

Plans for Improvements in Program Effectiveness and Efficiency

2005 Wisconsin Act 25 reduced the department's expenditure and position authority in state operations appropriations by \$292,700 and 9.25 FTE GPR positions and \$200,000 and .75 FTE PR-S positions annually in FY06 and FY07.

The Act also required the department to delete 10 FTE GPR positions associated with the operation of department-owned power plants on the residential school campuses at Delavan and Janesville on April 1, 2007. However, the governor requested the DOA secretary to pursue the restoration of the 10 FTE positions through procedures authorized under current law.

The Act provided additional funds for general equalization aid, pupil transportation aid, bilingual-bicultural aid, special education aid, public library system aid and Badgerlink. New categorical aid programs, including advanced placement, support for gifted and talented students, mentoring grants for initial educators and high-cost special education were also created.

Finally, the Act authorized the department to create a web-based, online educator licensing system allowing the department to become an efficient, high performance organization decreasing the amount of paper and time it takes to process applications and issue licenses. Electronic information will also make license information more readily available across the agency and to the general public.

Chapter 4

Statutorily Required Reporting

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

The department is reporting how well schools are educating students. With nearly 92 percent of high school seniors graduating and 98 percent of Wisconsin's classroom teachers being "highly qualified," Wisconsin sets the standard for other states. Graduation rates increased across all racial/ethnic groups, with African American students posting a 3 percent point increase. Highly qualified teachers have a bachelor's degree, state certification and demonstrate mastery in the subject they teach. Additionally, 42 percent of teachers statewide hold a master's degree and 79 percent have at least five years of experience. Some examples indicating improved performance include:

- Students in the third grade taking Wisconsin's Reading and Comprehension Test continue to perform well. In 2005, 87.4 percent of third graders scored proficient or advanced on the statewide exam, the highest level in the history of the test.

Of the state's 59,453 public school third graders, 96.2 percent took the Wisconsin Reading Comprehension Test in the spring. 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 showed stable results and student performance in grades eight and ten was up across most subjects on the Wisconsin Knowledge and Concepts Examinations (WKCE) given in November 2004.

Approximately 197,000 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 composite score on the ACT college admissions test held at 22.2 for the sixth straight year with 69 percent of 2005 graduates taking the test.
- Students scored above the national average on the SAT test with 4,230 of Wisconsin's graduating seniors taking the test. New SAT tests were administered in March 2005, which included a writing test as part of the exam. The 2006 national SAT report will include results from the expanded tests.

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

State Superintendent Elizabeth Burmaster has visited schools and libraries, conducted community and PK-16 learning sessions and Rural Advisory Council meetings, spoken to service clubs, delivered commencement addresses, and much more in school districts, technical colleges, and public and private colleges and universities statewide. In the 2003-05 biennium the State Superintendent visited the following:

Appleton Area
Appleton West High School

Ashland
CESA 12

Beloit
Beloit College
Beloit Memorial High School
Robinson Elementary School

Blair-Taylor
Blair-Taylor Elementary School

Chilton
Chilton Elementary School

Eau Claire
Davey Elementary School
Meadowview Elementary
Memorial High School
Eau Claire Student Transit Garage
UW-Eau Claire

Elkhorn Area
Elkhorn Area Middle School

Fond du Lac
Fond du Lac High School
UW-Fond du Lac

Franklin
Forest Park Middle School
Franklin High School

Green Bay
Fort Howard Elementary School
Howe Elementary School
Keller Elementary School
West High School
Nicolet Elementary School

Greendale
Greendale Middle School

Janesville
International Academy
Parker High School
WCBVI
Rock River Charter School

Kenosha
Dimensions of Learning Academy
Edward Bain School of Language & Art
Frank Elementary School
Gateway Technical College
UW-Parkside

Kohler
Kohler High School

LaCrosse
Hamilton Elementary Community Learning Center
LaCrosse Roads Alternative Charter School
LaCrosse Public Library
Southern Bluff Elementary School
Viterbo University

Lakeland Union
Lakeland Union High School

Madison Metropolitan
Edgewood College
James C. Wright Middle School
John Muir Elementary School
Madison Area Technical College-Truax
Nuestro Mundo Community School
Spring Harbor Middle School
UW-Madison

Menomonee Falls
Benjamin Franklin Elementary School

Menomonie
UW-Stout

Milwaukee
Alverno College
Andrew Douglas Community Academy
Bay View High School
Casimir Pulaski High School
Custer High School
Dimensions of Learning Academy
District Office
Hamilton High School
Humbolt Park Elementary School
Lynde & Harry Bradley School of Technology & Trade
Madison University School
Marshall High School
Milwaukee Area Technical College
Milwaukee Academy of Science

Milwaukee cont.	Sauk Prairie
Milwaukee Education Center	Sauk Prairie High School
Milwaukee High School of the Arts	
Milwaukee Partnership Academy	Sheboygan
North Division High School	Early Learning Center
Solomon Juneau Business High School	
South Division High School	South Milwaukee
United Community Center Middle School	South Milwaukee 6-12 School
Urban Day School	
UW-Milwaukee	Stevens Point
Vieau Elementary School	McKinley Elementary School
Vincent High School	
Allen Field Elementary School	Superior
	Northern Lights Elementary School
Minocqua	Superior Middle School
Lakeland Union High School	UW-Superior
Monroe	Verona
Abraham Lincoln Elementary School	Verona Area High School
Neillsville	Waukesha
Neillsville High School	Meadowbrook Elementary School
Oshkosh Area	Wausau
Perry Tipler Middle School	East High School
UW-Oshkosh	G.D. Jones Elementary School
Webster Stanley Elementary School	Grant Elementary School
	Northcentral Technical College
Racine	UW-Marathon County
Horlick High School	Wausau East High School
Rhineland	Wauwatosa
Nicolet Area Technical College	Wauwatosa West High School
	Roosevelt Elementary School
Rio	
Rio Middle/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/Service Learning Initiative – Helping children develop their full potential as citizens is an important priority of families, communities and schools. Developing citizenship means becoming a productive, responsible, caring and contributing member of society. To help students become good citizens and serve their communities, the department has identified the following characteristics of successful schools:

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

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

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

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

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

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

- 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 WKCE.
- Developed new NCLB tests for 2005-06 in grades 3 through 8 and 10.

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

- Implemented Chapter PI 34, Wis. Admin. Code, to improve teacher preparation and licensing requirements.
- Provided leadership for professional development.
- Offered teacher training in understanding the standards.
- Conducted criminal background checks of license holders.
- Conducted investigations and hearings leading to license revocation.
- Issued approximately 32,000 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.
- Implemented the Bill and Melinda Gates Foundation public library grant program.

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 110 certified co-op programs.
- Developed publications in the areas of youth mentoring, career education, educator externships, workbased learning, and integrated curriculum.

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

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

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

- Created, in cooperation with Governor Doyle, the Statewide International Education Council representing K-16 public, private, vocational, and university educators, business leaders, and community groups active in multicultural and international education.
- Collaborated with the University of Wisconsin-Milwaukee and the Center for Southeast Asian Studies to grant Fulbright Group Project Awards to 20 K-16 educators allowing them to attend teacher seminars in Thailand, Laos and Vietnam.
- Developed a Memoranda of Understanding with the Ministries of Education in Thailand and France producing additional teacher exchanges and training opportunities for future teachers.
- Maintained a sister state relationship with Hessen, Germany and Chiba, Japan. Every other year, 12 Wisconsin teachers travel to these sister states to study their education systems and to teach in their countries. In return, teachers from Hessen and Chiba travel to Wisconsin for two weeks for a similar study exchange and teaching experience.

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

In the 2005-2007 biennium, the department plans to:

- Provide a quality high school education through the department's High School Task Force developing recommendations on what a high school student should know and be able to do for the 21st century.
- Increase student achievement by working with practitioners in schools to develop and implement a mathematics and adolescent literacy project and to promote best practices through web and print materials and professional development activities.
- Improve student attendance by adapting the Alliance for Attendance initiative started in Milwaukee to Green Bay and later to other school districts.
- Advance citizenship and service-learning initiatives by organizing a statewide service-learning youth leadership corps involving rural youth leaders.
- Advance the department's Strategic Data Management plan by working with schools to determine what data the department will collect, how the data will be collected, and how the data will be made accessible and useful.
- Advance the Rural Wisconsin initiative which focuses on the challenges faced by our rural schools, communities, and libraries. To meet the needs of rural schools, the department has requested increased transportation aid and low revenue ceiling changes in its 2005-07 biennial budget. Further, the department will partner with rural communities, the departments of Workforce Development, Agriculture, Tourism and others to hold a statewide summit on economic development in rural areas.
- Continue to implement our Quality Educator initiative by collaborating with the PK-16 Council, comprised of leaders from the state's PK-12 schools, the University of Wisconsin System, the Technical College System, and the state's private colleges and universities, to address access, credits to degree, certification supply and demand, and alternative certification issues. The department also plans to offer a master educator pilot program to create a state process for individuals to receive a master educator license in subject areas not currently offered under the National Board for Professional Teaching Standards.
- Create a comprehensive set of academic standards for personal finance that will help students learn how to make wise decisions about their financial future. The department and the Department of Financial Institutions created a task force charged with creating and advancing these standards by June 2006.
- Provide recommendations and identify best practices in virtual education to ensure a quality education is provided to students. The department has established a group of virtual education advisers to examine virtual schools and online learning in public PK-12 schools in Wisconsin, conduct public hearings, and report its findings to the department in the fall of 2006.

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

The amounts of state aid distributed in 2003-2004 and 2004-2005 are shown in the following chart:

STATE SCHOOL AID DISBURSEMENTS		
Aid Program	2003-2004 Totals*	2004-2005 Totals*
Equalization	\$4,113,115,122	\$4,152,511,282
Integration	43,853,851	80,253,742
Special Adjustment	14,638,395	13,084,801
Supplemental	99,050	95,550
Handicapped Education	316,466,900	320,771,600
Pupil Transportation	17,742,500	17,742,500
Common School Library Fund	20,251,378	24,515,655
Bilingual/Bicultural	8,291,400	8,291,400
Preschool-Grade 5	7,811,834	6,238,588
State Tuition	8,777,358	8,611,648
Driver Education	3,417,498	0
Children-at-Risk	3,500,000	3,500,000
County Children with Disabilities Education Board	4,214,800	4,214,800
Student Achievement Guarantee in Education (SAGE)	94,913,289	95,453,861
State Food and Nutrition Programs	5,525,246	5,661,225
Alcohol and Other Drug Abuse Programs	6,436,327	5,615,821
Alternative Education	5,016,631	4,431,066
Charter Schools Chapter 118.40(2r)	26,656,278	29,990,847
Milwaukee Parental Choice Program	75,042,477	84,930,575
Others	2,247,458	2,799,189
TOTALS	\$4,778,017,792	\$4,868,714,150

*State aid disbursements between July 1, 2003 and June 30, 2005 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 2003-2005 Biennial Report

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

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

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

Grant and Program Administration

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

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

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

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

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

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

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

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

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

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

Program Staff Responsibilities

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

Program staff perform a number of functions related to evaluation and assessment. Baseline data were collected to create a statewide prevalence study of student AODA behavior and attitudes. The results were detailed in the 2003 *The Wisconsin Youth Risk Behavior Survey and Executive Report*. A similar 2005 survey was implemented.

Evaluation and monitoring of grant activities include interim and end-of-year reports and ongoing review of proposal implementation. Last submitted to the legislature in 2004, the results of state grant project evaluations are detailed in the series of biennial reports *Alcohol and Other Drug Abuse Grant Distribution, Training and Education Programs in Wisconsin School Districts*.

Examples of information and media resources developed and distributed by the department during the 2003-2005 biennium are listed below. For more information on resources, see <http://dpi.wi.gov/sspw/tadocs.html>.

Publications and Resources

- *AODA Program Assessment Tool*, 2005.
- *Youth to Youth: An Evaluation of State AODA Funded Peer Programs in Wisconsin*, 2002.
- *School Tobacco Program: Annual Assessments*, 2003, 2004.
- *2004 School Health Education Profile Report*, 2005.
- *Learning Modules on Social Norms in Youth Tobacco*, 2004.
- *2003 Wisconsin Youth Behavior Survey*.
- *Answers to Frequently Asked Compulsory School Attendance Questions*, 2002.
- *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*, 2003.
- *Health Literacy Assessments*, 2004.
 - 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
- *The Power of Teaching: Characteristics of Effective Instruction in Health and Safety Issues*, 2004.
- *Clear the Air: A Secondhand Smoke Toolkit*, 2003.
- *Homebound Instruction: A Q & A Document for Parents and Guardians*, 2001.

- *Homebound Instruction: A Q & A Document for School Districts*, 2001.
- *My Child's Been Expelled...Now What?*, 2004.
- *Offering Educational Opportunities to Expelled Students in Wisconsin*, 2001.
- *Resources for School Tobacco Programs: A Selected List*, 2003.
- *Teaching Character Education Using Children's Literature*, 2001.
- *Wisconsin Teen Parent Resources*, 2001.
- *Youth, AIDS and HIV: Resources for Educators, Policymakers and Parents*, 2003.
- *School HIV/AIDS Policy Toolkit*, 2003.

Examples of staff liaison functions follow:

- Alliance for Wisconsin Youth.
- American Lung Association of Wisconsin
- Governor's Council on AODA (Planning and Funding, and Prevention Committees).
- Governor's Highway Safety Advisory Council.
- HIV/AIDS Community Planning Council.
- Wisconsin Alcohol, Tobacco and Other Drug Education Network.
- Wisconsin Association of School Nurses.
- Wisconsin Clearinghouse for Prevention Resources.
- Wisconsin Department of Health and Family Services, Tobacco Control Program.
- Wisconsin Department of Transportation, Alcohol/Traffic Safety Program.
- Wisconsin Driver & Traffic Safety Education Association (WDTSEA).
- Wisconsin School Counselors Association.
- Wisconsin School Psychologists Association.
- Wisconsin School Social Workers Association.
- Wisconsin School Safety Coordinators Association.
- Wisconsin Student Assistance Association.
- 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	2003-2004		2004-2005	
	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 (28 grants including 240 minigrants subgranted from CESAs)	\$1,498,600	\$1,498,600 (28 LEA grants, including 242 student mini-grants subgranted from CESAs)
s. 115.361 Wis. Stats. s. 20.255 (2) (dm), Wis. Stats.	\$4,520,000	\$4,520,000 (94 grants,)	\$4,520,000	\$4,520,000 (77 grants)
s. 115.36 Wis. Stats. s. 20.255 (1) (kd), Wis. Stats. Administration	\$623,000	\$75,000 (fellowships) \$548,000 (administration)	\$596,000	\$75,000 (fellowships) \$521,000 (administration)
<i>Alcohol/Driver and Traffic Safety Education</i>				
s. 346.655, Wis. Stats. s. 20.255 (1) (hm), Wis. Stats.	\$241,300	\$41,840 (38 grants) \$199,460 (administration)	\$241,300	\$27,710 (29 grants) \$213,590 (administration)
<i>Federal Safe and Drug-Free Schools Act</i>				
Administration/Technical Assistance	\$404,100	\$404,100 (administration)	\$404,100	\$404,100 (administration)
Entitlements	\$5,368,196	\$5,368,196 (314 grants)	\$5,368,196	\$5,368,196 (314 grants)

Appendix B

Status of Wisconsin Public School Compliance with Pupil Nondiscrimination Requirements 2003-2005 Biennial Report

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

Each school district annually submits a brief report that includes the name and address of the employee designated to receive discrimination complaints and the number of discrimination complaints, both verbal and written, received in the reporting year. Based on these annual reports, the total number of discrimination and/or harassment complaints at the school district level has increased from biennium to biennium. Local districts reported a total of 2,795 complaints for the 2003-2005 biennium. There were 931 complaints reported for the 2001-2003 biennium. The substantial increase may be a result of changes and improvements in reporting systems, inclusion of verbal complaints and the increase in the number of districts submitting a report. Of the specified complaints, sexual harassment complaints continue to be the most commonly reported complaints. Most of these complaints were resolved at the local level; some were appealed to the state level. The state superintendent received 17 appeals during this biennium.

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

Type of Complaints	2002-2003 School Year	2003-2004 School Year
Ancestry	0	13
Disability Discrimination/Harassment	64	145
Pregnancy or Marital Status	0	27
National Origin	10	44
Racial Discrimination/Harassment	111	447
Religion	6	27
Sex Discrimination/Harassment	645	941
Sexual Orientation Discrimination/Harassment	63	220
Unspecified	26	8
TOTAL	925	1,872

Note: For the 2002-2003 school year, 425 out of 426 school districts, and for the 2003-2004 school year, 426 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 towards ensuring that all children receive an equal educational opportunity. More information about this program may be obtained by visiting the department's web page at <http://dpi.wi.gov/sped/puplnondis.html>.

Appendix C

The Status of Indian Education in the State of Wisconsin 2003-2005 Biennial Report

American Indian Students Attending Public Schools

During the 2003-2005 biennium, American Indian students comprised approximately 1.5 percent of public school enrollment in the state. This continues a steady increase in enrollment over the last decade.

More than half (54%) of American Indian students enrolled in the state attended one of fifteen school districts representing the largest enrollment in terms of either number or percentage of students enrolled. The small number of students enrolled in other districts, in addition to data redaction policies with respect to student privacy rights, complicates the data reporting process for many of 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 2003-04	AIS Graduates 2002-03*	AIS Dropouts 2002-03*	AIS Retained 2003-04
Ashland	466	29	1	5
Bayfield	337	17	1	3
Black River Falls	334	**	1	23
Bowler	183	11	**	13
Crandon	317	**	5	24
Green Bay	1,020	32	20	151
Hayward	485	**	10	24
Lac du Flambeau	451	N/A	0	7
Lakeland UHS	203	**	12	64
Menominee Indian	934	**	20	203
Milwaukee	900	27	33	58
Seymour	326	**	0	4
Shawano-Gresham	463	27	6	24
Superior	252	18	**	3
West DePere	208	**	2	4

* Most recent year available

**Not disaggregated

Table 2 Statewide Totals

	Enrolled 2003-04	Graduates 2002-03*	Dropouts 2002-03*	Retained 2003-04
American Indian Students	12,295	668	190	834
All Students	878,217	63,270	6,325	19,011

*Most recent year available

During the 2003-04 school year, there were 2,538 American Indian students with disabilities between the ages of 3 and 24. This figure represents nearly 2 percent of all students in Wisconsin who have been identified as having a disability. During the 2004-05 school year, there were 2,757 American Indian students with disabilities between the ages of 3 and 21. This figure represents 2.1 percent of all students in Wisconsin who have been identified as having a disability.

American Indian Student Enrollment in Nonpublic Schools

In Wisconsin, there are three tribally controlled schools operated under contract or grant with the Bureau of Indian Affairs. The Lac Courte Oreilles Ojibwe School, a K-12 school located near Hayward on the Lac Courte Oreilles Ojibwe Reservation, enrolled 328 students in 2004-05. The Menominee Tribal School, located in Neopit on the Menominee Reservation, is a K-8 school that served 233 students in 2003-04 and 218 students in 2004-05. The Oneida Nation operates a K-12 school system located near Green Bay on the Oneida Reservation that served 402 students in 2003-04 and 406 in 2004-05.

Mashkiisiibii (Bad River) Tribal School, is a tribally-controlled alternative school that serves a small number of students each year. During the 2004-05 school year, the school served approximately 20 students. Thirteen students attended Bad River Tribal School, a tribally controlled alternative school located on the Bad River Reservation. Indian Community School, a privately-controlled inter-tribal school located in Milwaukee, enrolled 376 students in 2003-04 and 341 in 2004-05.

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 179 American Indian teachers employed by a Wisconsin public school during the 2003-04 academic year and 189 during the 2004-05 academic year.

There were only 12 American Indian administrators employed by a Wisconsin public school during the 2003-04 academic year and 11 during the 2004-05 academic year.

Appendix D

Council on Library and Network Development 2003-2005 Biennial Report

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 2003-2005 biennium, COLAND provided leadership to the state and the library community to improve library services and cooperation by:

- Endorsing and supporting department library related requests in the 2003-2005 state biennial budget.
- Endorsing the introduction of legislation to implement the recommendations of the State Superintendent's Task Force on Public Library Legislation and Funding.
- Reviewing and endorsing the library education requirements for grades 2 and 3 public library director certification.
- Supporting the implementation of guidelines and recommendations in the publication: "Information & Technology Literacy: A Collaborative Planning Guide for Library Media and Technology."
- Monitoring, reviewing, and endorsing, as appropriate, the Division for Libraries, Technology, and Community Learning (DLTCL) initiatives relating to the role of public libraries in promoting early learning.
- Supporting adequate funding of the Library Services and Technology Act (LSTA).
- Endorsing and supporting legislation to implement the recommendations of the State Superintendent's Task Force on Public Library Legislation and Funding.
- Participating in a review of the requirements for grades 2 and 3 public library director certification and proposed administrative code changes.
- Participating in and reviewing the DLTCL's planning for the future of the statewide interlibrary loan and resource sharing network.
- Reviewing and endorsing the 4th Edition of the Wisconsin Public Library Standards (to be published in 2005).
- Holding a biennial meeting during 2004 to discuss the Division for Libraries, Technology, and Community Learning's report on the library cooperation and resource sharing programs and policies of the DLTCL in the preceding biennium, and those planned for the next biennium.
- Reviewing and making recommendations concerning the ease of use of BadgerLink and other electronic resources provided by the DLTCL.
- Inviting individuals with special knowledge of issues and programs of current and potential significance to Wisconsin libraries to make presentations at COLAND meetings.
- 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.

COLAND members during this time were Barbara Arnold, Michael Bahr, Mary Bayorgeon, Kate Bugher, Donald Bulley, Kris Crooks, Eugene Engeldinger, Miriam Erickson, Kenneth Forbeck, John Foster, Sherry Freiberg, Catherine Hansen, David Huebsch, Lisa Jewell, Bob Koechley, Pat LaViolette, Douglas Lay, Janean Miller, Milton Mitchell, Eugene Neyhart, John Nichols, Kathy Pletcher, Calvin Potter, John Reid, Philip Sawin Jr., Gyneth Slygh, Lisa Solverson, Linda Stelter, Geri Wells, Kris Adams-Wendt, Kristi Williams.

Appendix E

High School Graduation Requirements 2003-2005 Biennial Report

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

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

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

As part of his Grow Wisconsin: 2005 Agenda and his 2005 State of the State address, Governor Doyle proposed a new law to increase the number of credits of both mathematics and science that all students are required to take in order to earn a high school diploma. The bill would increase the requirements for both math and science from two credits to three credits of study. As of October 17, 2005, the bill has not passed the legislature.

Appendix F

Health Problems Education Program 2003-2005 Biennial Report

Established under s. 115.35, Wis. Stats., the Wisconsin Department of Public Instruction has a health problems education program. During 2003-2005 the department carried out a wide variety of activities to strengthen school health education. The full range of health and safety topics addressed through these activities include alcohol, tobacco and other drug use; AIDS/HIV/STDs; bullying; communicable disease; consumer health; environmental health; human growth and development; nutrition; physical activity; traffic safety; and violence prevention. Department staff used the following major strategies.

Technical Assistance and Consultation

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

Dissemination of Guidelines and Resource Materials

Staff developed and/or disseminated a wide range of guidelines and resource materials related to school health education. These materials included the Wisconsin Model Academic Standards for Health Education, The Power of Teaching: Characteristics of Effective Classroom Instruction on Health and Safety Issues, Health Literacy Performance Assessments, CDC Guidelines for School Programs to Prevent Tobacco Use and Addiction, School Tobacco Program Assessment, Wisconsin School Health 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 and other summer college courses; in-services and conferences for individual school districts; regional workshops on health literacy, including domestic violence and suicide instruction; training on evidence-based curricula; Lakeside Wellness/Health Promotion Conference; Adolescent Health Symposium; Wisconsin Association of Health, Physical Education, Recreation and Dance (WAHPERD) Convention; Best Practices in Physical Activity and Health Symposium; Building the Heart of Successful Schools Conference; Adolescent Sexual Risk Behavior Prevention Institute; Pregnancy Prevention and Intervention Conference; Wisconsin Family Consumer Educator Conference; Wisconsin School Counselors Association Conference; Wisconsin Prevention Conference; Wisconsin School Board Association Conference and the State PTA Conference.

Partnerships with Other Organizations

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

Program Evaluation and Monitoring

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