

2007-09

BIENNIAL REPORT

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

TONY EVERS, PHD, STATE SUPERINTENDENT

The 2007-09 Biennial Report of the State of Wisconsin Department of Public Instruction

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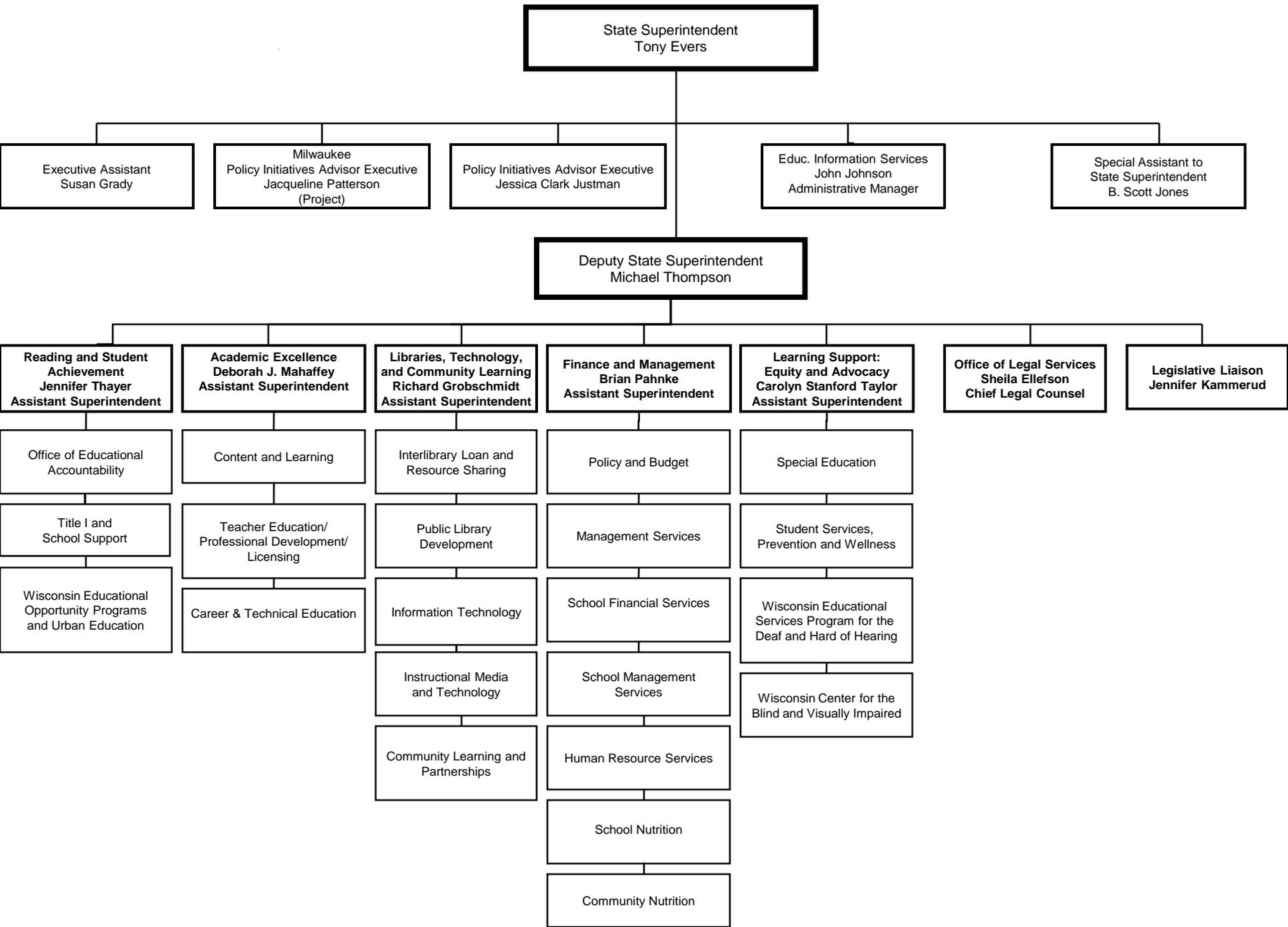
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October 2009

Governor Doyle, Legislators, Citizens of Wisconsin:

In accordance with s. 15.04 (1) (d), Wis. Stats., the Department of Public Instruction submits its 2007-09 Biennial Report. This document gives a review of the departmental highlights during the past two years and outlines my goals for 2009-11 biennium.

The agency operations section shows that the department continued to serve the state well over the course of the 2007-09 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 Wisconsin.

As State Superintendent, it is my responsibility to address and meet the leadership, advocacy, and accountability challenges for Wisconsin's public schools and libraries. Therefore, as we move through the 2009-11 biennium, I will continue working to ensure that every child in Wisconsin will graduate with the skills and knowledge they will need to be successful as they pursue further education or enter the workforce. To do this, we need:

- To recruit and retain quality teachers, and expand incentives for our best educators to work in our highest needs schools,
- To invest in innovation that works, which provide our students with multiple pathways connecting rigorous academic standards with real-world learning experiences,
- To ensure safe and respectful schools where children can be nurtured in positive, healthy, and successful learning environments,
- To expect accountability for results, with multiple assessments that provide students, teachers, and parents with meaningful and timely information about student learning, and
- To work towards fair and sustainable funding for our schools.

With these goals in mind, and as we align our efforts so our students benefit from both college and career preparation as they learn the skills and knowledge necessary to become contributing members of our communities, we can achieve the vision of having every child graduate.

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

Regards,



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

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

Office of Legal Services

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

Education Information Services Team

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

Division for Learning Support: Equity and Advocacy

The division consists of two teams and includes 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 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. The division, through the state schools, WESPDHH and WCBVI, also 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.

Special Education Team

The team provides leadership and oversight to improve the delivery of special education and related services to children with disabilities. This includes program development and implementation, monitoring, complaint investigation, and review and processing of agency applications for distribution of state and federal monies. The team responds to state and federal data requirements relating to the education of children with disabilities. The education consultants and support staff have major responsibility for overall statewide analysis and coordination of special education and related services for children with disabilities in Wisconsin, as well as the Pupil Nondiscrimination Program. Most of the responsibilities and duties of the team are enumerated in ss. 300.149 and 300.600 of the federal Individuals with Disabilities Education Act 2004 (IDEA) regulations and s. 115.762, Wis. Stats.

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

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

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

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

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

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

Wisconsin Center for the Blind and Visually Impaired (WCBVI)

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

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

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

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

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

Student Services/Prevention and Wellness (SSPW) Team

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

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

Division for Academic Excellence

This division consists of three teams and offers assistance with curriculum development, academic and technical skill standards development and implementation, instructional methods and strategies, and education opportunity programs. It provides leadership in talented and gifted programming, advanced placement offerings, professional development, and 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 2006 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/FFA (Future Farmers of America).
- Science course equivalency.
- Alternative Education Grants.
- Assistant child care certificate.
- Business and information technology/FBLA (Future Business Leaders of America).

- Business/industry and labor partnerships.
- Career and Technical Education Student Organizations.
- Career Clusters/Pathways.
- Career development and assessment.
- Carl D. Perkins Career and Technical Education Act.
- Child labor regulations.
- Children at risk.
- 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/FCCLA (Family, Career and Community Leaders of America).
- General Educational Development (GED)/High School Equivalency Diploma (HSED).
- Health science/HOSA (Health Occupations Students of America Organization).
- Skill standards.
- Marketing education/DECA (Distributive Education Clubs of America).
- New Wisconsin Promise CTE.
- Civil rights compliance reviews.
- Professional association relations.
- PLTW (Project Lead the Way).
- School supervised work-based learning.
- State agency collaboration on workforce education.
- State career and technical education advisory committees.
- STEM (Science, Technology, Engineering, and Mathematics) equity pipeline projects.
- STEM grants.
- Teacher externships.
- Technology and engineering education/SkillsUSA.
- Transition and articulation.
- Young Women in Technical Careers.
- Youth mentoring and leadership.
- Youth Options.
- Wisconsin Career Assessment.

Teacher Education, Professional Development and Licensing Team

The team administers the following programs and initiatives:

- School district license audits.
- License revocation.
- School staff supply and demand information.
- Teacher, administrator and staff licensing.
- Transition to teaching.
- Institution of higher education program approval.
- Professional development.
- Peer review and mentoring.
- Mentoring Funds for Initial Educators Grant.
- Quality Educator Professional Development and Retention Grant.
- Professional development plans.
- National Board for Professional Teaching Standards.
- Master education.
- Wisconsin Improvement Program.

Content and Learning Team

The team provides consultation and assistance in the following areas:

- Curriculum, assessment, and instruction for:
 - American Indian education and studies.
 - Advanced placement.
 - Art and design education.
 - Bilingual/English as a Second Language.
 - Dance education.
 - Democracy education.
 - English language arts.
 - Gifted and talented education.
 - Health education.
 - International education.
 - Mathematics education.
 - Music education.
 - Physical education.
 - Reading.
 - Science education.
 - Social studies education.
 - World languages.
- International education, connections with:
 - Aix-Marseille and Bordeaux (France).
 - Chiba (Japan).
 - Heilongjiang (China).
 - Hessen (Germany).
 - Jalisco (Mexico).
 - Thailand.
- School improvement through:
 - Graduation standards and requirements.
 - Twenty school standards.
 - Waiver requests.
 - Wisconsin Model Academic Standards.
- Professional development with:
 - CESA school improvement services.
 - Educational Communications Board (ECB).
 - Great Lakes West.
 - North Central Regional Education Laboratory.
 - Subject area professional organizations.
- Recognition programs, including:
 - All-State Academic Scholars.
 - Blue Ribbon Schools.
 - Presidential Awards for Mathematics and Science Teachers.
 - Robert C. Byrd Honors Scholarship.
 - United States Senate Youth Program.
- Grant programs, including:
 - Advanced Placement Incentive Program.
 - Dana Foundation Grant for Arts and Creativity in Education.
 - Foreign Language Assistance Program.
 - Transition to Teaching.

Division for Libraries, Technology, and Community Learning

The division consists of five teams and provides leadership for the development of school and public libraries, library resource sharing, instructional and information technology, education data, and school/family/community collaboration. It does this by providing consultation in and development of library standards, guidelines and policies; planning assistance; administration of library and technology grant programs, including the federal Library

Services and Technology Act, the Enhancing Education through Technology (EETT) Program, and the EETT portion of the American Recovery and Reinvestment Act; administration of library aid programs, including public library system aids, the Common School Fund, and the E-rate program; statewide interlibrary loan and reference services; World Wide Web sites, including the Wisconsin Information Network for Successful Schools (WINSS), BadgerLink, a statewide library catalog and interlibrary loan management system (WISCAT), and the department's web site; major data collections for public schools and public libraries; an agency enterprise database; all technology services for the department; and contracting for operation of the Regional Library for the Blind and Physically Handicapped. The division also provides leadership and technical assistance in early childhood education issues and school-community partnerships, and operates the Child Care Information Center (CCIC) through a contract with the Department of Workforce Development. The division also publishes a printed and an electronic newsletter for the statewide library community.

Public Library Development Team

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

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

Instructional Media and Technology Team

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

- Integration of *Wisconsin's Model Academic Standards for Information and Technology Literacy*.
- Supports certification and licensing of school library media specialists and instructional technology coordinators.
- Telecommunications/Distance Education/Virtual On-line Learning.
- Enhancing Education through Technology (EETT) – NCLB, Title II, D.
- Administration of the EETT portion of the American Recovery and Reinvestment Act.
- E-Rate for schools.
- Review of district information technology plans for public schools (required for federal and state technology funds).
- Coordination of the Teach to the Future Program.
- Coordination of the curriculum resource ThinkFinity Program.
- Advise school library media centers on the use of the Common School Fund.

Interlibrary Loan and Resource Sharing Team

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 and develops and manages electronic resources. Over the last two years the team has concentrated activities on accelerating use of technology to improve resource sharing through the implementation and operation of the following:

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

Information Technology Team

The team is divided into three groups:

- *Technical Services* – The team provides the technology infrastructure and base office technologies necessary to support the daily operations of the department, including desktop computers, servers, email and Microsoft Office.
- *Applications Development* – The team provides computer applications development and support. For example, the team builds web based data collection systems and supports the data warehouse.
- *Data Management and Reporting* – The team coordinates agency-wide data collection, monitors and promotes data quality, supports federal data reporting and provides internal library services.

Community Learning and Partnerships Team

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

- Youth service-learning.
- Community education.
- Early childhood collaborating partners.
- Family-school-community partnership workshops and resource packets.
- Partnership schools network.
- Blending early childhood education and care.
- Leadership and technical assistance for four-year-old kindergarten.
- Nutrition education resources.
- Head Start supplemental funding grants.
- State Superintendent's Parent Leadership Corps.
- VISTA/AmeriCorps Projects.

Division for Finance and Management

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

Policy and Budget Team

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

Human Resource Services Team

The team provides technical consultation to agency managers on recruitment, job classification, payroll, compensation, employment relations, training, employee assistance programs, employee wellness, workforce planning, diversity, and affirmative action policies and procedures. There were 643.5 full-time equivalent permanent employees in the department (including the WESPDHH and WCBVI) at the end of the 2007-09 biennium. The department continues to offer alternative work patterns to accommodate employees' professional and personal needs, including compressed work hours and part-time employment.

Management Services Team

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

School Financial Services Team

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

School Management Services Team

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

- Pupil transportation.
- School district reorganization/boundary appeals.
- Home-based private education programs (home schools).
- Private schools.
- School facilities.
- Public school open enrollment.
- Charter schools.
- Milwaukee Parental Choice Program (Private School Voucher Program).
- Federal aids and audit.

School Nutrition Team

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

State:

- Elderly Nutrition Improvement Program.
- Wisconsin School Day Milk Program.

- Match for the National School Lunch Program.
- Grants for School Breakfast.

Federal:

- National School Lunch Program.
- School Breakfast Program.
- After School Snack Program.
- Special Milk Program.
- Donated Food Distribution Program.
- Nutrition Enhancement School Breakfast Grant.
- Fresh Fruits and Vegetable Program.

Community Nutrition Team

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

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

The agencies sponsoring these programs are primarily private non-profit organizations with tax-exempt status under the Internal Revenue Service Code Section 501 (c) (3). Other agency sponsors include schools, public organizations and for-profit entities. Seven non-profit tax-exempt sponsoring organizations assist the team by serving as fiscal and program intermediaries for 3,700 family day care home providers participating in the Child and Adult Care Food Program.

Division for Reading and Student Achievement

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

Office of Educational Accountability

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

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

Title I and School Support Team

This team administers various programs (Titles) under the Elementary and Secondary Education Act of 1965 (ESEA). Title I, Part A of the ESEA is the largest federal funding education program for elementary and secondary schools. Funds are targeted to high poverty school districts and are used to provide supplementary educational services – usually in reading and math – to students who are educationally disadvantaged or at risk of failing to meet the state standards. Although the program is designed mainly to benefit impoverished areas, over 90 percent of

Wisconsin school districts receive at least some Title I, Part A money. Students at private nonprofit schools, including religious schools, receive a proportional share of services. In addition, other special populations of children served by programs under the ESEA include students with disabilities, English language learners, and the homeless. The office administers the following federal and state programs:

- Basic Grants (Title I, Part A).
- Reading First (Title I, Part B, subpart 1).
- Even Start Family Literacy (Title I, Part B, subpart 3).
- Migrant Education (Title I, Part C).
- Neglected and Delinquent Youth (Title I, Part D).
- 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, reducing dropout rates, and increasing college matriculation 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).
- PreCollege Scholarship Program.
- Federal Gear Up.
- Federal Upward Bound.
- Federal Talent Search.
- Academic counseling.
- College visitations.
- 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 team advises the state superintendent on urban education issues by analyzing the unique needs of students in urban school districts. The team primarily serves the urban areas of Beloit, Kenosha, Milwaukee, and Racine. Established in the Milwaukee area in 1995, the team serves these urban communities to fulfill the objectives associated with the following programs:

- 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 2007-09 Biennium

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:
 - Securing federal Foreign Language Assistance Program funds to expand world language programs in Wisconsin schools.
 - Collaborating with postsecondary sectors to pilot an eTranscript system to improve the speed and efficiency by which high school students may transmit their transcript to any Wisconsin institution of higher education.
 - Redesigning the financial aids system to improve system reliability and efficiency; thereby reducing overhead and response time to grant subrecipients.
 - Producing an electronic reporting application that streamlines the reporting of special education expenditure data to the state while enhancing the accuracy of the submitted data.
 - Improving the on-line student application submission and student count report system for private schools participating in the Milwaukee Parental Choice Program.
 - Creating an on-line student application submission and student count report system for parents and school districts participating in the public school open enrollment program.
 - Completing statewide efforts to simplify the free or reduced-priced lunch application process.
 - Implementing an on-line data collection process for the SAGE program.
 - Providing national service volunteers (AmeriCorps and VISTA) to extend and develop resources for school districts and public libraries.
 - Helping Wisconsin schools and libraries take advantage of the federal E-rate program to save approximately \$309 million from 1998 through 2009.
 - Creating media-based assessment translations for English language learners in Spanish and Hmong.
 - Increasing the number of live webcasts through mediasite that has enhanced communication and the department's ability to provide technical assistance. More than 240 webcasts were recorded by department staff. Mediasite reduces the need to travel for both the public and department staff and is accessible at any time.
 - Working with the Department of Justice to allocate approximately \$75 million in Microsoft Settlement money to high poverty schools.
 - Implementing an emergency job searching, training, and support grant program for Wisconsin public libraries using federal funds.
 - Facilitating the digitalization of library information and the development of electronic resources.
 - Doubling BadgerLink content for full text magazines, newspapers, and reference materials and adding encyclopedia, auto repair, literary and other specialized information.
 - Revising the Child Care Information Center website to provide more information on-line.
 - Developing the Longitudinal Data System (LDS) to provide information for data driven decision making and federal reporting.
 - Implementing a new security system for LDS that will allow schools to maintain their own user access to the system.

- Improved internal department efficiencies by:

Providing staff training on Purchase Plus to streamline procurement and invoice processing.

Improving business contingency planning and team testing of the department's Continuity of Operations Plan (COOP).

Implementing security measures for all agency personal computers.

Implementing project accounting for all information technology staff.

Implementing an automated PC shutdown to conserve energy.

Utilizing a server "virtualization" technology that will result in fewer department servers. These servers will use less electricity and require less air conditioning to maintain.

Completing an application that allows the department to automatically process background checks on request for teacher certification. This enabled the department to reduce the number of LTEs needed to process teacher licenses during the summer.

Chapter 3

Major Program Goals for the 2009-2011 Biennium

Program 1: Educational Leadership

Goal: Talented, dedicated and well-prepared educators are in every classroom and public school.

Objective/Activity: Provide every classroom with teachers who are prepared to help students meet the district's challenging academic standards.

Goal: Make the department a high-performance organization by focusing on results, service quality and customer satisfaction.

Objective/Activity: Provide timely, consistent service and dissemination of high-quality information and products to customers.

Program 3: Aids to Libraries, Individuals and Organizations

Goal: Ensure all citizens have equal access to comprehensive public library resources and services.

Objective/Activity: All libraries make effective use of technology and the Internet in order to provide access to information and knowledge resources to the state's residents.

Goal: Build a solid foundation for learning for all children.

Objective/Activity: Provide early intervention services at the middle school level via the Wisconsin educational opportunity, precollege and early identification programs to reinforce a solid foundation for learning and academic performance.

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. Around 65,000 public school students graduate each year. Wisconsin's graduation rate leads the rest of the nation. However, almost 7,000 students drop out of school each year. The department is centered on ensuring that every child is a graduate ready for further education and the workforce. To change the course of public education, the state must recruit and retain quality educators, invest in innovation, ensure safe and respectful schools, advance common sense accountability, and work toward fair and sustainable school funding. Some examples indicating improved performance include:

- Approximately 435,000 students in grades 3 through 8 and 10 took the tests administered by the department. Assessments included multiple-choice and short-answer questions that required students to demonstrate their knowledge in reading and mathematics. Students in grades 4, 8, and 10 also took assessments in language arts/writing, science, and social studies.
- Students in grades 4 and 8 showed improved results in mathematics and stable results in all other subjects on the Wisconsin Knowledge and Concepts Examinations (WKCE) given in November 2008. Student performance in grade 10 remained stable across all subject areas.
- The statewide composite score on the ACT college admissions test for the Wisconsin graduating class of 2008 (public schools only) was 22.3, up from 22.2 for the class of 2007. Of the almost 72,000 eligible enrolled students, 56 percent took the ACT.
- The number of Advanced Placement (AP) exams passed by Wisconsin students and the percent of students taking the exams reached an all time high, with 8.4 percent of the eligible enrolled students taking AP exams and almost 26,000 students scoring a 3 or above (considered "passing") on the exams administered in the spring of 2008.
- Students in the graduating class of 2008 in Wisconsin public schools scored more than 85 points higher than the national average on all three sections (critical reading, mathematics, and writing) of the SAT. Nearly 2,500 students from public schools in the class of 2008 took the SAT.

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

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

With increasing demands from internal and external constituencies for public information, ancillary services, program reporting, and student accounting, the department has developed the *Data Collection Plan* which provides a due-date listing of authorized data collections. The need to control and reduce the reporting burden on local education agencies is a high priority at the department. Over the years, the department has taken a leadership role in placing standards and restrictions on the volume of data collected from school districts. These 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

The state superintendent visited schools and libraries, conducted community and PK-16 learning sessions and Rural Advisory Council meetings, spoke to service clubs, delivered commencement addresses, and much more in school districts, technical colleges, and public and private colleges and universities statewide and internationally. In the 2007-09 biennium the state superintendent visited the following educational institutions:

Adams Friendship School District
Baraboo School District
Bayfield School District
Beloit School District
CESAs 9, 10 and 12
Cuba City School District
Eau Claire School Area District
Green Bay Area School District
Greenfield School District
Hamilton School District
Holmen School District
Johnson Creek School District
Kohler School District
Lake Holcombe School District
Madison Metropolitan School District
Middleton-Cross Plains School District

Menomonee Falls School District
Milwaukee Public Schools
Mosinee School District
Monona Grove School District
Neenah School District
Nekoosa School District
New Holstein School District
Nicolet School District
Norwalk-Ontario-Wilton School District
Oostburg School District
Sun Prairie School District
West De Pere School District
Wisconsin Dells School District
Wisconsin Educational Services Program
for the Deaf and Hard of Hearing

UW-La Crosse
UW-Madison

UW-Platteville
UW-Whitewater

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.
- Developed draft versions of Wisconsin's Model Academic Standards (WMAS) in [English language arts \(ELA\)](#) and [mathematics](#) to parallel the [Common Core Standards](#) initiative lead by the National Governors Association and the Council of Chief State School Officers.
- 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.
- Implemented the four-year-old kindergarten grant 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:

- Implemented the Assessing Comprehension and Communication in English for English Language Learners (ACCESS for ELLs) test, a large-scale test that addresses the English language development standards that form the core of Wisconsin’s approach to instructing and testing English language learners. These standards incorporate a set of model performance indicators (PIs) that describe the expectations educators have of ELL students at five different grade level clusters and in five different content areas.
- Revised PK-12 standards in English language arts and mathematics, organized by grade bands (PK-2, 3-5, 6-8, 9-12). For each grade band, learning progressions organized by learning priorities (content) give grade level guidance. Wisconsin just completed the alignment process through the American Diploma Project (ADP), and was recognized by Achieve as having included all 22 English language arts ADP benchmarks and all 34 mathematics ADP benchmarks.
- Continued the development of test items for the Wisconsin Knowledge and Concepts Examination (WKCE), including the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Wisconsin’s Standards and Assessment System received full approval by the U.S. Department of Education in December 2008.

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

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

Future in 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.
- Implemented the Bill and Melinda Gates Foundation public library grant program.
- Implemented a live webcast that has enhanced communication and the department’s ability to provide technical assistance (mediasite).

Career and Technical Education (CTE) – CTE provides students with academic and technical skills needed for success in postsecondary education as well as a wide range of careers. CTE prepares students for the world of work by introducing them to workplace competencies and developing their interests and abilities in ways that relate to future employment. By helping students discover their talents, CTE brings greater satisfaction and relevance to career choices and better prepares them for a future in work or postsecondary education. To bring relevance to public education, the department has:

- Supported the establishment of 2,672 advanced standing and 798 transcribed credit agreements for the purpose of transitioning secondary students to technical colleges.
- Implemented 313 skill standard programs in 160 high schools.
- Funded the development and implementation of Career Cluster and Pathways through Carl Perkins Act funding.
- Sponsored professional development opportunities for educators in the area of career clusters and programs of study.
- Updated the procedure for seeking department approval for high school course equivalency in the area of agriculture and science, PLTW, and technology education to expand opportunities for students to meet the graduation requirements.

Rural Education Initiative – Many rural schools struggle with difficult fiscal problems, including revenue caps, declining enrollments, high-cost programs, reductions in categorical aids, and increasing transportation expenses. The superintendent created an Advisory Council on Rural Schools, Libraries, and Communities as one component of a comprehensive rural initiative to address the increasing challenges faced by rural school districts. The 2007-09 biennial budget established a new \$3.6 million categorical Sparsity Aid Program effective in FY09. School districts were eligible for sparsity aid if their 2007-08 enrollment was no more than 725 students, enrollment density was less than 10 students per square mile, and at least 20 percent of students qualified for free or reduced-price school meals. Payments were set at \$150 or \$300 per student depending on district poverty levels. For the 2008-09 school year, aid went to 110 qualifying districts serving nearly 50,000 students.

International Education Activities – (<http://www.dpi.wi.gov/cal/internrtled.html>): 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:

- Maintained education partnerships with Hessen (Germany), the Academies of Aix-Marseille and Bordeaux (France), the Ministry of Education in Thailand, and the Province of Chiba (Japan) and initiated work on new education partnerships with the Heilongjiang Province (China) and the state of Jalisco (Mexico).
- Created student, teacher, and administrator exchange opportunities with partner regions. These opportunities range from hosting students to long term (academic year) student exchanges, teacher and administrator professional development seminars, and school partnerships and serve the main goal of developing globally literate students.
- Worked with the Japanese Ministry of Education (in cooperation with WEAC’s Professional Development Academy) to bring 10 to 12 teachers annually from Japan to work for three months with Wisconsin school districts.
- Worked closely with the State Superintendent’s International Education Council to develop recommendations and strategies for educating globally literate students by advocating for internationalizing schools, developing recommendations for including international education in the school curriculum and providing opportunities for all students, teachers, and administrators to learn about the world through partnerships with schools in the department’s partner regions.
- Worked closely with other state agencies (primarily the Wisconsin Department of Trade, Agriculture and Consumer Protection and the Department of Commerce), with postsecondary institutions, and teacher and administrator professional organizations to create a shared vision of international education and to improve teaching and learning in a global context.

Plans for Improving Schools and Advancing Education

Every child must graduate ready for further education and the workforce. The state must align our efforts so students benefit from both college and career preparation, learning the skills and knowledge necessary to be contributing members of our communities.

To build on its long-standing commitment to public education, Wisconsin must recruit and retain quality educators, invest in innovation, ensure safe and respectful schools, advance accountability, and work toward fair and sustainable school funding.

- **Recruit and Retain Quality Teachers.** Strong teachers and school leaders are vital to the success of students, schools, and communities. The state needs to recruit and retain talented educators. Trained mentors are essential

for the newest teachers and school leaders. The state must expand incentives for its best educators to work in high-needs schools and engage in research and innovation. The state should pilot new and innovative systems for educator compensation.

- **Innovation that Works.** Students require strong libraries and access to up-to-date technology that reflects the information economy that is changing lives and schools. Multiple pathways are needed to connect rigorous academic standards to real-world learning experiences, including on-line learning opportunities for all students. The state must create the next generation of charter schools, schools that are of the highest quality and reach strong standards of accountability.
- **Safe and Respectful Schools.** Wisconsin parents want and expect their children to attend safe schools. Children learn best in positive, healthy, and successful learning environments. Investments in a safe and respectful school community include small class sizes, access to highly qualified counselors, anti-bullying programs, and systems that promote positive behaviors.
- **Accountability for Results.** The state must create schools that are truly accountable to the parents, students, and citizens of every district in this state. Multiple assessments that provide students and teachers with meaningful and timely information about student learning as measured against rigorous standards must be developed. A new generation accountability system recognizes progress in raising student achievement.
- **Fair and Sustainable Funding.** Children, no matter where they live in Wisconsin, must have the same educational opportunities. Deferred maintenance, program and staffing cuts, delayed technology purchases, and higher student fees are becoming the norm instead of the exception. Child poverty continues to grow at a rapid rate. Moving beyond current challenges, the state must agree on the building blocks of a sustainable funding future for public schools and libraries. And, the state must leverage available state funds and federal dollars to target schools that have the neediest children.

In the 2009-2011 biennium, the state superintendent will:

- Hold the Wisconsin Graduation Summit to focus the state's attention and efforts on increasing graduation rates and reducing the number of students who drop-out of school.
- Work with state and community leaders to aggressively transform Milwaukee Public Schools (MPS). Appoint a federal funds trustee for MPS to provide guidance and information to the district, Mayor Barrett, Governor Doyle, the new Milwaukee Public Schools Innovation and Improvement Advisory Council, and the state superintendent.
- Reinvigorate and expand the department's Urban Education Office in Milwaukee and hold office hours there.
- Leverage federal funds to bring innovation to schools and be prepared for the eventual decline in federal funding.
- Ensure that federal education law makes schools accountable not just to Washington, but to the parents and residents of Wisconsin.

Finally, the department will implement the provisions under 2009 Wisconsin Act 28, the biennial budget bill. For a complete summary of actions in 2009 Wisconsin Act 28 that affect the department and educational program appropriations, please go to <http://dpi.wi.gov/pb/pdf/act28budsum.pdf>.

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

The amounts of state aid distributed in 2007-2008 and 2008-2009 are shown in the following chart:

STATE SCHOOL AID DISBURSEMENTS		
Aid Program	2007-2008 Totals*	2008-2009 Totals*
Equalization	\$4,524,138,480	\$4,602,169,258
Integration	78,645,802	78,463,778
Special Adjustment	20,574,958	16,703,199
Sparsity	0	3,644,600
Supplemental	116,800	85,750
Handicapped Education	350,192,500	368,939,100
Additional Special Education	3,500,000	3,500,000
Supplemental Special Education	0	1,750,000
High Poverty	9,000,000	12,000,000
Pupil Transportation	25,272,759	24,737,905
Common School Library Fund	35,018,000	35,300,000
Bilingual/Bicultural	9,890,400	9,890,400
Headstart	1,522,700	1,458,604
Preschool-Grade 5	7,150,476	7,351,214
Four-Year-Old Kindergarten	0	3,000,000
State Tuition	8,130,747	7,971,383
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)	111,795,309	111,873,961
Improving Student Achievement	0	10,000,000
State Food and Nutrition Programs	6,883,755	7,111,687
Alcohol and Other Drug Abuse Programs	5,912,748	6,332,890
Alternative Education	4,636,672	5,629,916
Initial Educator Mentoring Grants	1,187,250	1,201,500
Charter Schools Chapter 118.40(2r)	43,125,339	42,682,133
Milwaukee Parental Choice Program	118,312,768	128,042,254
Others	1,401,628	1,957,082
TOTALS	\$5,374,123,891	\$5,499,511,414

*State aid disbursements between July 1, 2007 and June 30, 2009 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 2007-2009 Biennial Report

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

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

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

Grant and Program Administration

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

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

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

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

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

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

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

1999 Wisconsin Act 9 consolidated the two AODA GPR appropriations and the associated language governing the award of these state grants into a single statutory section (s. 115.361, Wis. Stats.). References to restrictions on grant amounts, number of grants distributed and specific programs were eliminated. This consolidation assisted districts to develop comprehensive AODA education, prevention and early intervention programs. Since 1999, a multi-year funding cycle for grant recipients was implemented using an application form that combines the individual program applications for all state AODA funds available, resulting in comprehensive prevention program management.

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

Program Staff Responsibilities

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

Program staff perform a number of functions related to evaluation and assessment. Baseline data were collected to create a statewide prevalence study of student AODA behavior and attitudes. The results were detailed in the 2007 *The Wisconsin Youth Risk Behavior Survey and Executive Report*. A similar 2009 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 2008, the results of state grant project evaluations are detailed in the series of biennial reports *Alcohol and Other Drug Abuse Grant Distribution, Training and Education Programs in Wisconsin School Districts*.

Examples of information and media resources developed or updated and distributed by the department during the 2007-2009 biennium are listed below. For more information on resources, see <http://dpi.wi.gov/sspw/tadocs.html>.

Publications and Resources

- *Alternatives to Expulsion: Case Studies of Wisconsin School Districts*, 2009.
- *Answers to Frequently Asked School Discipline Questions*, 2009.
- *Answers to Frequently Asked Compulsory School Attendance Questions*, 2009.
- *AODA Program Assessment Tool*, Online Version 2008.
- *Building Skills for Health Literacy: Tobacco*, 2008.
- *Bullying Prevention Curriculum, Grades 3-5, Grades 6-8*, Second Edition, 2009.
- *Collaborative and Comprehensive Pupil Services*, 2008.
- *Online Youth Risk Behavior Survey System*, Revised 2008, 2009.
- *School Tobacco Program: Assessments*, Online Tool, 2009.
- *School Violence Prevention Program Assessment Tool*, 2008.
- *Student Records and Confidentiality*, 2008.
- *2007 Wisconsin Youth Behavior Survey*.
- *Suicide Prevention, Toolkit*, 2009.
- *The School's Role in Preventing Child Abuse and Neglect*, 2007.

Examples of staff liaison functions follow:

- Alliance for Wisconsin Youth.
- American Lung Association of Wisconsin.
- Governor's Council on AODA.
- Governor's Council on Fitness and Health.
- Governor's Council on Mental Health.
- Governor's Highway Safety Advisory Council.

- Wisconsin Alcohol, Tobacco and Other Drug Education Network.
- Wisconsin Association of School Nurses.
- Wisconsin Clearinghouse for Prevention Resources.
- Wisconsin Department of Health Services.
- Wisconsin Department of Transportation, Alcohol/Traffic Safety Program.
- Wisconsin Department of Emergency Management.
- Wisconsin Driver & Traffic Safety Education Association.
- Wisconsin Education Association Trust.
- Wisconsin School Counselors Association.
- Wisconsin School Crisis Preparedness Committee.
- Wisconsin School Psychologists Association.
- Wisconsin School Social Workers Association.
- Wisconsin School Safety Coordinators Association.

Program and Grant Appropriations

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

Programs	2007-2008		2008-2009	
	Approp.	Awards	Approp.	Awards
<i>Assistance for AODA Program Youth AODA Program Grants</i>				
s. 115.36 Wis. Stats. s. 20.255 (2) (kd), Wis. Stats.	\$1,518,600	\$1,518,600 (27 grants including 210 minigrants subgranted from CESAs)	\$1,518,600	\$1,518,600 (27 LEA grants, including 169 student mini-grants subgranted from CESAs)
s. 115.361 Wis. Stats. s. 20.255 (2) (dm), Wis. Stats.	\$4,520,000	\$4,520,000 (80 grants)	\$4,520,000	\$4,520,000 (96 grants)
s. 115.36 Wis. Stats. s. 20.255 (1) (kd), Wis. Stats. Administration	*\$464,900	\$10,000 (fellowships) \$454,900 (administration)	*\$497,300	\$21,000 (fellowships) \$476,300 (administration)
<i>Alcohol/Driver and Traffic Safety Education</i>				
s. 346.655, Wis. Stats. s. 20.255 (1) (hm), Wis. Stats.	\$249,700	\$32,352 (33 grants) \$217,348 (administration)	\$249,700	\$39,448 (24 grants) \$210,252 (administration)
<i>Federal Safe and Drug-Free Schools Act</i>				
Administration/Technical Assistance	\$297,839	\$297,839 (administration)	\$241,849	\$241,849 (administration)
Entitlements	\$4,423,700	\$4,423,700 (441 grants)	\$3,592,095	\$3,592,095 (446 grants)

*Appropriations in FY08 and FY09 were actually \$150,000 higher than reflected in these figures. The \$150,000 difference was deducted to reflect a portion of the agency's required "lapse."

Appendix B

Status of Wisconsin Public School Compliance with Pupil Nondiscrimination Requirements 2007-2009 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 decreased from biennium to biennium. Local districts reported a total of 4,592 complaints for the 2007-2009 biennium. There were 5,331 complaints reported for the 2005-2007 biennium. Of the specified complaints, sexual harassment complaints continue to be the most commonly reported complaints. Most of these complaints were resolved at the local level. Some were appealed to the state level: the state superintendent received 22 appeals during this biennium, a decrease from the 24 reported during the 2005-2007 biennium.

NUMBER OF DISCRIMINATION COMPLAINTS RECEIVED BY SCHOOL DISTRICTS

Protected Class/Basis of Complaint	2006-2007 School Year*	2007-2008 School Year*
Ancestry	15	25
Disability	220	238
Pregnancy or Marital Status	26	26
National Origin	45	44
Race	526	604
Religion/Creed	33	64
Sex	1,042	1,059
Sexual Orientation	272	353
TOTAL	2,179	2,413

*Complaint data is collected in the following school year. Therefore, 2009 school year data is not yet available.

Note: 100% of districts reported for both the 2006-2007 school year and 2007-2008 school year.

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

Appendix C

The Status of Indian Education in the State of Wisconsin 2007-2009 Biennial Report

American Indian Students Attending Public Schools

During the 2007-2009 biennium, American Indian students comprised approximately 1.5 percent of public school enrollment in the state. A significant portion of this population, 58 percent for both years, is concentrated in 25 school districts which represent the largest populations in terms of numbers or percentage of American Indian students enrolled. In general, these districts are those that serve tribal communities located on reservations and trust lands. For other school districts, the small populations of American Indian students complicates the data reporting process for reasons related to statistical validity and reliability as well as student privacy rights. The following table shows student enrollment for each year of the biennium, in terms of both the number of students enrolled in a district and the percentage of the student body that figure represents.

Table 1 - American Indian Student Enrollment 2007-2009

	2007-2008		2008-2009	
	AIS Enrolled	% of Total Enrollment	AIS Enrolled	% of Total Enrollment
Ashland	486	22.1	489	21.9
Bayfield	309	73.2	298	75.8
Black River Falls	342	18.9	367	19.3
Bowler	157	39.5	174	41.7
Crandon	291	30.0	302	31.7
Cumberland	49	4.4	54	4.9
Freedom	68	4.2	70	4.4
Green Bay	949	4.9	1,039	5.1
Gresham	104	32.7	96	31.1
Hayward	493	25.2	478	24.4
Lac du Flambeau	419	96.8	434	97.1
Lakeland UHS	194	21.2	192	21.7
Menominee Indian	849	98.8	803	99.3
Milwaukee	727	.8	708	.8
Seymour	336	13.6	345	14.0
Shawano	413	15.9	435	17.3
Siren	126	23.1	127	24.5
Superior	196	3.9	204	4.1
Tomah	92	3.0	92	3.1
Unity	75	6.8	67	6.1
Wabeno	117	20.7	110	20.6
Washburn	65	10.9	64	11.5
Webster	102	13.2	101	13.9
West DePere	243	9.9	252	9.3
Winter	56	15.6	55	16.6
Wisconsin Dells	141	8.1	152	9.3
SUBTOTAL	7,399		7,508	
Am. Ind. Students Statewide	12,755	1.5	12,947	1.5
All Students Statewide	874,633		873,586	

As indicated in Table 2 below, American Indian students have a significantly higher drop-out rate than the population as a whole. Similarly, the attainment rates for alternatives to high school diplomas are also significantly higher. Less than 75 percent of American Indian students earn a regular high school diploma as compared to 89 percent of the overall population.

Table 2 - High School Completion 2007-2008*

	Grade 12 Enrollment	Drop-outs	Certificate	HSED	Regular Diploma
American Indian Students	952	23.1%	.4%	1.2%	74.9%
All Students	71,834	9.5%	.4%	.9%	89.0%

*Most recent year available

During the 2007-2008 school year, there were 2,884 American Indian students identified as having a disability and receiving special education services. This figure represents 22.6 percent of the American Indian student population, whereas 14.2 percent of the population as a whole has been identified as having a disability.

For the 2007-2008 and 2008-2009 school years, 14 school districts were identified with disproportionate representation, based on an over-representation of American Indian students in special education and/or a specific disability category. The districts were required to review their policies, procedures, and practices to ensure that the over-representation was not a result of inappropriate identification. Further, the districts were required to use 15 percent of their Individuals with Disabilities Education Act funds for coordinated early intervening services in general education.

Table 3 - Students Receiving Special Education Services 2007-2009

	2007-2008			2008-2009		
	Total Population	Students with Disabilities	% of Population	Total Population	Students with Disabilities	% of Population
American Indian Students	12,717	2,884	22.7%	12,894	2,822	21.9%
All Students	873,690	124,122	14.2%	872,311	123,108	14.1%

American Indian Students in Non-Public Schools

A majority of American Indian students enrolled in private schools attend Indian Community School, a K-8 school now located in Franklin. The school served 311 students in 2007-2008 and 288 students in 2008-2009.

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

Table 4 - American Indian Student Enrollment in Tribally Controlled Schools 2007-2009

	2007-2008	2008-2009
Lac Courte Oreilles Ojibwa School	293	252
Menominee Tribal School	195	186
Oneida Nation School System	410	407
Total	898	845

American Indian Staff

Available figures indicate that there are very few American Indians working as teachers or administrators in Wisconsin public schools. For the 2007-2008 school year, there were 195.46 FTE American Indians working as licensed staff and 7.88 FTE working as licensed administrators. For 2008-2009, there were 202.6 FTE American Indians working as licensed staff and 7.88 FTE licensed administrators.

Appendix D

Council on Library and Network Development 2007-2009 Biennial Report

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

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

During the 2007-2009 biennium, COLAND provided leadership to the state and the library community to improve library services and cooperation by:

- Being engaged in a strategic planning and visioning process to explore the issues surrounding interlibrary loan and resource sharing in Wisconsin with the goal of preparing recommendations for the state superintendent and governor.
- Holding a Strategic Visioning Conference and Year of the Library's Future in May 2008.
- Supporting initiatives in the 2007-09 and 2009-11 biennial budgets concerning library related programs such as BadgerLink, statewide resource contracts, etc.
- Reviewing and making recommendations concerning the content, format, and distribution of *Channel*.
- Monitoring implications of statutory law changes regarding the use of the Common School Fund.
- Investigating legislative and other initiatives to address the growing crisis in school library media staff and making recommendations to the State Superintendent of Public Instruction.
- Reviewing, revising, and adopting the final report from the COLAND ILL/Resource Sharing Workgroup.
- Disseminating the results of the Strategic Visioning Conference and Year of the Library's Future, and developing an implementation plan for the strategic directions.
- Reviewing the Council's role in the department's budget preparation process.
- Submitting to the state superintendent a descriptive and statistical report on the condition and progress of library services in the state and recommendations on how library services may be improved.
- Holding a public hearing in 2008 to discuss the State Superintendent's Biennial Report on Library Cooperation and Resource Sharing and making recommendations to the state superintendent regarding the report.

COLAND members during this time were Barbara Arnold, Michael Bahr, Mary Bayorgeon, Donald Bulley, Francis Cherney, Miriam Erickson, Catherine Hansen, Lisa Jewell, Bob Koechley, Douglas Lay, Sandra Melcher, John Nichols, Kathy Pletcher, Calvin Potter, Susan Reynolds, Annette Smith, Lisa Sterrett, Kris Adams Wendt, Kristi Williams.

Appendix E

High School Graduation Requirements 2007-2009 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 4 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 an additional 8.5 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.

Teams of educators and stakeholders developed revisions to Wisconsin's Model Academic Standards (PK-12) in English language arts and mathematics in 2007-09. The high school standards were evaluated as well as aligned with the American Diploma Project's benchmarks. The framework of the Partnership for 21st Century Skills also shaped the revisions of Wisconsin's standards. The revisions await finalization through alignment with the national Common Core Standards (National Governors Association and Council of Chief State School Officers).

Appendix F

Health Problems Education Program 2007-2009 Biennial Report

Established under s. 115.35, Wis. Stats., the Wisconsin Department of Public Instruction has a health problems education program. During 2007-2009 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; mental health; nutrition; physical activity; traffic safety; and violence prevention. Department staff used the following major strategies:

Technical Assistance and Consultation

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

Dissemination of Guidelines and Resource Materials

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

Staff Development

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

Partnerships with Other Organizations

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

Program Evaluation and Monitoring

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