

# 2009-11

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## BIENNIAL REPORT

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION  
TONY EVERES, PHD, STATE SUPERINTENDENT

# **The 2009-11 Biennial Report of the State of Wisconsin Department of Public Instruction**

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October 2011

Governor Walker, Legislators, Citizens of Wisconsin:

In accordance with s. 15.04 (1) (d), Wis. Stats., the Department of Public Instruction submits its 2009-11 Biennial Report. This document gives a review of the departmental highlights during the past two years and outlines my goals for 2011-13 biennium.

The agency operations section shows that the department continued to serve the state well over the course of the 2009-11 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 2011-13 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.

Wisconsin public schools continue to earn nation-leading graduation rates, college entrance exam scores, and a growing number of students taking rigorous college-level courses. On this foundation, we must move forward faster against increased international competition to boost family-supporting job growth across Wisconsin. Public education builds our workforce and middle class prosperity.

Our education system works for most kids, but not all kids. Some learn differently or need support, while others need new challenges. Our mission is to prepare them all to succeed in further education and careers. To meet the needs of today's students, we must customize the student experience, adopting technologies and instruction in ways that meaningfully engage the digital generation.

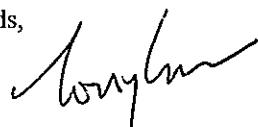
To advance education for all students, I remain focused around four simple, but powerful areas:

- **Standards and Instruction:** *What and how should kids learn?*
- **Assessments and Data Systems:** *How do we know if they learned it?*
- **Accountability for Systems and Individuals:** *How do we support improvement?*
- **School Finance:** *How should we pay for schools?*

In these and other areas, we have worked with parents, students, educators, and leaders across the state to transform our education system so that every child is a graduate ready for college and careers. To ensure a lasting impact, we need to act swiftly to implement cutting-edge strategies to drive improvements in student achievement.

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

TE:pg

# **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 prescribing 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 programs, including the federal Elementary and Secondary Education Act (ESEA), State Superintendent's Rural Advisory Council, Herb Kohl Teacher Fellowship, Herb Kohl Excellence and Initiative Scholarships, 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 public information, media relations, and social media management. The team leads the development and production of department publications, including news releases relating to education issues and a weekly news service; *ConnectEd*. 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 130 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 headquarters campus is in Janesville. WCBVI has two components, the Wisconsin School for the Visually Handicapped (WSVH) and the outreach program.

The program at WCBVI offers complete educational programming and specialized disability training in academic areas as well as the expanded core curriculum for students who are blind or visually impaired. This curriculum includes orientation and mobility, social skills, independent living skills, career education, assistive technology, Braille, social interaction skills and self-determination. Students receive services as developed and implemented through an individualized education program (IEP). Students also have access to various therapies based on IEP needs.

The WSVH provides an educational and residential academic program for school-age children (3-21) who are visually impaired, with or without additional disabilities. WSVH serves an average of over 50 students yearly in

grades prekindergarten to 12. Beyond the core and expanded core curriculum, students have the opportunity to participate in many co- and extra-curricular activities that they may not have had access to in their home school district. Students are also able to participate in a cooperative program with the Janesville School District in order to attend classes not offered at WSVH and interact with their sighted peers. Students who reside in the WCBVI dormitory during the week participate in many activities and experiences that are designed to support their IEPs while providing recreational and educational activities.

The outreach program provides services for students, families and school districts throughout the state. The outreach staff provides more than 85 consultations, evaluations, in-services and general information sessions yearly, as well as offering conferences for families and educators and low vision clinics. The outreach program also provides accessible materials and assistive technology devices to students and school districts who request them, loaning more than 1,800 books, technology items and related materials yearly. On-campus, the outreach program consists of the short course program, offering a short-term placement option which allows students to focus on learning skills not available at the local school level, and return to their home district in order to put those skills into practice. Outreach also has the Little P.E.A.N.U.T.S. Center, focusing on teaching the necessary skills to the younger population of students (B-6).

Both programs work together to provide a wide continuity of services for all students who are blind or visually impaired in the state of Wisconsin. Summer programs are offered each year, including a long-term program teaching employment skills, and fun programs for children that incorporate the expanded core curriculum.

#### **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.
- Team Nutrition 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:

- ACCT (Assistant child care teacher) certificate program.
- Agriculture and natural resources/FFA (Future Farmers of America).
- 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/21<sup>st</sup> century skills.
- Equivalency credit to meet high school graduation standards.
- 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).
- Cooperative skill standards certificates.
- Marketing education/DECA (Distributive Education Clubs of America).
- Civil rights compliance reviews.
- Professional association relations.
- PLTW (Project Lead the Way).
- School supervised work-based learning.
- Skills standards certificates in the following areas:  
youth leadership, agribusiness, business, child services, construction, family and consumer services, food service, health science, marketing, advanced marketing, entrepreneurship, professional sales, retail management, E-commerce, and sports and entertainment.
- State agency collaboration on workforce education.
- State career and technical education advisory committees.
- STEM (Science, Technology, Engineering, and Mathematics) equity pipeline projects.
- STEM grants.
- Technology and engineering education/SkillsUSA.
- Transition and articulation.
- Youth mentoring and leadership.
- Youth Options.
- Wisconsin Career Assessment.

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

The team administers the following programs and initiatives:

- Licensing:
  - Teacher, administrator, pupil services professionals, and staff licensing.
  - A database of more than 317,600 licensed Wisconsin educators.
  - Misconduct investigations.
  - License revocations.
  - License decertification.
  - School district staffing/license audits.
  - Compliance with NCLB requirements (ensure teachers are highly qualified).
  - Educator supply and demand information.
  - On-line licensing system development.
- Educator preparation:
  - Comprehensive program approval of institutions of higher education (IHEs) and alternative route programs.
  - An outcomes based continuous review process for IHEs.
  - Wisconsin improvement program.
  - Wisconsin SMARTT project – federal Transition to Teaching Grant (Title II C).
  - Teacher content testing.
  - Federal Title II Higher Education Opportunity Act (HEOA) reporting.
  - Wisconsin shortage area reporting for teacher federal loan forgiveness.
- School improvement:
  - Educator Effectiveness Design Team and Work Group.
- Professional development:
  - Title II A State Level Activities, local education agency (LEA) allocations, and LEA monitoring visits.
  - Title II B Math and Science Partnership Grants.
  - Peer Review and Mentoring Grant.
  - Professional development plans.
  - National Board for Professional Teaching Standards.
  - Wisconsin Master Educator Assessment Process.
- Recognition:
  - Kohl Foundation Teacher Fellowship Awards, Kohl Student Excellence Scholarships, Kohl Student Initiative, and Wisconsin Teacher of the Year.
- State Superintendent Committee:
  - Professional Standards Council.

## **Content and Learning Team**

The team provides consultation and assistance in the following areas:

- Curriculum, assessment, and instruction for:
  - Adolescent literacy.
  - Advanced placement.
  - American Indian education and studies.
  - Art and design education.
  - Bilingual/English as a Second Language.
  - Dance education.
  - Democracy education.
  - Disciplinary literacy.
  - English language arts.
  - Gifted and talented education.
  - International Baccalaureate.
  - International education.
  - Mathematics education.
  - Music 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:
  - Alternative compliance.
  - Graduation standards and requirements.
  - Response to intervention.
  - Twenty school standards.
  - Waiver requests.
  - Academic Standards and Common Core State Standards.
- Professional development with:
  - CESA school improvement services.
  - Educational Communications Board (ECB).
  - Great Lakes West.
  - Subject area professional organizations.
- Recognition programs, including:
  - Presidential Awards for Mathematics and Science Teachers.
  - 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.
  - Title III Immigrant Children and Youth.

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

The division consists of four teams and provides leadership for the development of school and public libraries, library resource sharing, instructional and information technology, and education data. 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 (LSTA), the Enhancing Education through Technology (EETT) Program, and the EETT portion of the American Recovery and Reinvestment Act (ARRA); 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 Success Schools (WINSS), Found in Wisconsin (a compendium of digitized collections hosted by Wisconsin libraries and museums), BadgerLink (the collection of databases containing full-text of news, business, health, and curricular information accessible to all Wisconsin residents), BadgerLearn (a technology learning portal available to all Wisconsin residents), 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 Wisconsin Talking Book and Braille Library. The division also operates the Child Care Information Center (CCIC) through a contract with the Department of Workforce Development. The division also publishes a web-based and an electronic newsletter for the statewide library community. Through the 2009-2010 fiscal year, the Community Learning and Partnerships team, providing leadership and technical assistance in early childhood education issues and school-family-community partnerships, was part of this division. The team became part of the Division for Student and School Success in the 2010-2011 fiscal year.

### **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, digital resources, and educational technology in curriculum and instruction in Wisconsin PK-12 schools. The team supports instructional technology, library media programs, and either administers or assists with the following:

- *Wisconsin's Model Academic Standards for Information and Technology Literacy.*
- Telecommunications/distance education/virtual on-line learning.
- Enhancing Education through Technology (EETT) – Title II D.
- EETT portion of the American Recovery and Reinvestment Act.
- E-Rate for schools.
- Public school district information technology plan approval (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.

The team also advises schools on the use of the Common School Fund and provides information to school library media specialists and instructional technology coordinators on certification and licensing.

### **Resources for Libraries and Lifelong Learning Team**

The team develops, manages, and supports a variety of services and programs that facilitate the learning and research activities of Wisconsin residents. The team is charged, by statute, with provision of access to specialized information services, including online databases, interlibrary loan and reference services, development and maintenance of resource sharing tools, management of interlibrary loan contracts that contribute to a statewide information network and management of the Wisconsin Document Depository program.

The team leads statewide planning and coordination of services that ensure Wisconsin residents have access to the collective information resources provided by the state's libraries, and develops and manages online resources. Over the last two years the team has concentrated activities on accelerating use of technology to improve access to online databases, development of new online learning tools and improving the efficiency of resource sharing through the implementation and operation of the following programs and services:

- Resources for Libraries and Lifelong Learning, which develops and maintains proprietary tools and collections and lends materials from its collection of physical materials including books, DVDs and CDs.
- BadgerLink, the collection of full text online databases including magazines, newspapers, curricular materials, business and health information accessible to all Wisconsin residents.
- WISCAT, the database that provides access to the online library catalogs of Wisconsin libraries and an interlibrary loan management system.
- BadgerLearn, a new learning portal incorporating technology training tips and videos.
- The Wisconsin Digital Archive of state agency web pages, a tool that facilitates access to state and local government information.
- The Wisconsin Digital Archives, a collection of full-text electronic documents and web content created by state agencies.
- The Wisconsin Document Depository program, which coordinates the dissemination of physical documents and cataloging of documents.
- Found in Wisconsin, an index to digitized materials relevant to Wisconsin's history and heritage, hosted by libraries, museums and local history societies statewide.
- Newsline for the Blind which increases access for the visually impaired to a great number of Wisconsin newspapers.

## **Information Technology Team**

The team is divided into three groups:

- *Technical Services* – The team provides the technical infrastructure and base office technologies necessary to support the daily operations of the department, including personal computers, smart phones, 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. A separate group develops and maintains a K-12 data warehouse environment which provides decision support tools for all Wisconsin public school districts.
- *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.

## ***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 637.315 full-time equivalent permanent employees in the department (including the WESPDHH and WCBVI) at the end of the 2009-11 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:

Federal:

- National School Lunch Program.
- School Breakfast Program.
- After School Snack Program.
- Special Milk Program.
- USDA Foods.
- Nutrition Enhancement School Breakfast Grant.
- Fresh Fruits and Vegetable Program.
- USDA Equipment Grant.

State:

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

## **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 (CACFP).
- CACFP Child Care Wellness Grant.
- 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. Six non-profit tax-exempt sponsoring organizations assist the team by serving as fiscal and program intermediaries for 3,300 family day care home providers participating in the Child and Adult Care Food Program.

# ***Division for Student and School Success***

This division consists of four teams. The Community Learning and Partnerships Team, 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.

### **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:

- 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.
- Head Start supplemental funding grants.
- State Superintendent's Parent Advisory Council.
- VISTA/AmeriCorps Projects.

### **Office of Educational Accountability**

The Office of Educational Accountability is a leader in the generation and use of education data to promote higher student engagement, achievement, and graduation rates, and a reduction in gaps based on economic status, race, ethnicity, English language proficiency, and disability. The office plays a key role in creating and implementing the next generation of accountability and assessments that will connect standards, curriculum, instruction, assessment, and data systems. The office promotes and facilitates greater use of data and research to inform policy, programs, and practice. Major tasks of the office include the following:

- Making school and district accountability determinations under Title I and Title III of the Elementary and Secondary Education Act (ESEA).
- Administering standardized assessments, such as:
  - Wisconsin Knowledge and Concepts Examinations (WKCE).
  - Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
  - ACCESS for ELLs®.
  - National Assessment of Educational Progress.
- Providing leadership in:
  - SMARTER Balanced Assessment Consortium, a 29-state effort that will create a shared assessment system to replace the WKCE and other states' assessments.
  - Dynamic Learning Maps Consortium, paralleling the work of SMARTER, but focused on developing a new shared alternate assessment.
  - Developing and deploying new statewide data systems.
  - Creating and implementing new school and educator accountability systems.
  - Using data and research for program evaluation and improvement.

### **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).
- 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 assisting the non-traditional, minority, disadvantaged and low-income students and parents with college potential to become prepared for postsecondary educational opportunities and career ready. The team focuses on improving high school graduation rates, reducing dropout rates, and increasing college enrollment and matriculation of these students. There are seven regions in Wisconsin where these populations are in significant numbers and where the WEOP offices are located: Ashland, Eau Claire, Green Bay, Madison, Milwaukee, Racine, and Wausau. The office administers the following federal and state programs:

Federal:

- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP).
- Talent Search Program (TSP).
- Upward Bound Program (UBP).

State:

- Early Identification Program (EIP).
- Precollege Scholarship Program (PCSP).
- State Talent Search (STS).
- Talent Incentive Program (TIP).

WEOP staff provides the following services to help increase students' and parents' early awareness of educational opportunities in becoming college prepared and career ready:

- Academic and career counseling.
- ACT preparation and arranging for college entrance tests.
- Assistance applying for pre-college programs.
- Assistance applying for grants and scholarships.
- College admission and financial aid assistance and completing appropriate forms.
- College visitations and field trips.
- Clarifying educational and career goals.
- Mentoring.
- Providing information on funding for postsecondary education beyond high school.
- Providing professional development to schools and community-based groups.
- Selecting an appropriate college or training program.

### **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 2009-11 Biennium**

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

- Handling production and distribution of the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) through the Office of Educational Accountability, rather than through a vendor, is expected to save \$600,000 annually during the biennium.
- Completing the redesign of the financial aids system to improve system reliability and efficiency; thereby reducing overhead and response time to grant subrecipients.
- Improving the on-line student application submission and student count report system for private schools participating in the Milwaukee Parental Choice Program.
- Improving the on-line student application submission and student count report system for parents and school districts participating in the public school open enrollment program.
- Redesigning the public school open enrollment transportation reimbursement process to allow more efficient processing of transportation claims by low-income parents.
- Implementing an on-line data collection process for parents and school districts to submit and view the home-based private educational program form.
- Simplifying the free and reduced-priced lunch meal applications and translation into Hmong and Spanish in order to make the programs more accessible.
- Increasing the use of on-line training resources, including creating new webcasts and holding trainings via MS Live Meetings, decreasing the cost to the state and local school districts.
- Implementing video conferencing to minimize travel and a wireless network to improve employee productivity.
- Utilizing on-line conference registration software to improve the efficiency and timeliness of the registration process.
- Implementing changes to the technical infrastructure resulting in an annual savings of \$100,000/year and the elimination of redundant or obsolete technologies.
- Continuing the development and rollout of the Longitudinal Data System to include:
  - Secured and implemented a new K-12 data warehouse environment for use across all Wisconsin public school districts;
  - Providing secured growth reports to the schools and districts in Wisconsin tracking the educational attainment of students over time;
  - Building a data bridge between K-12 and higher education so students can be tracked into colleges and universities to better support research initiatives;
  - Collecting new data on the courses the students of Wisconsin are taking in accordance with federal requirements and better support research initiatives.
- Helping Wisconsin schools and libraries take advantage of the federal e-rate program to save approximately \$25 million annually.
- Improving the online form for library data collection to make the process easier, faster, and capable of producing better reports.
- Transitioning the Wisconsin Talking Book and Braille Library from analog-to-digital materials resulting in significant customer satisfaction improvements.
- Reducing the size of Resources for Libraries and Lifelong Learning's physical collection by offering materials to publicly funded Wisconsin libraries.
- The use of BadgerLink statewide information databases increased from 23,882,647 sessions and 2,039,748 searches in 2009 to 40,503,864 sessions and 64,906,235 in 2010.

## **Chapter 3**

### **Major Program Goals for the 2011-2013 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***

There are 2,200 public schools in 424 districts serving 872,000 students in Wisconsin. Of these students, 37 percent are economically disadvantaged, 14 percent have a disability, and 6 percent are English language learners. Seventy-six percent are White, 10 percent Black, and 8 percent Hispanic. These students are served by 60,000 teachers and 1,700 principals. Some important metrics for our schools include:

- Standards and Instruction
  - Wisconsin formally adopted the Common Core State Standards for Mathematics and English Language Arts in June 2010. These standards are oriented toward preparing students to be ready for success in college or a career upon graduation. These standards have been adopted by 44 states and will inform the development of new assessments.
  - Nearly 86 percent of Wisconsin public school students graduate with a regular high school diploma within four years of entering ninth grade. However, graduation rates differ among student groups. For example, the graduation rate for economically disadvantaged students is 72 percent, while for their non-economically disadvantaged peers it is 91 percent.
- Assessments and Data Systems
  - Wisconsin Knowledge and Concepts Examinations (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities.
    - Approximately 432,000 students in grades 3-8 and 10 take the WKCE or WAA-SwD annually. Students in grades 4, 8, and 10 also take examinations in language arts, science, social studies, and writing.
    - Since 2005, around 80 percent of students annually achieved the proficient level on the assessments. In that same time period around 75 percent of students achieved the proficient level in science. In mathematics, the percent of students scoring proficient increased from 73 to 77 percent.
    - There are achievement gaps between some student groups. For example, the difference in the percent proficient between economically disadvantaged students and their non-economically disadvantaged peers is 20 percentage points in reading and 24 percentage points in mathematics.
- National Assessment of Educational Progress (NAEP)
  - The performance of Wisconsin students on NAEP has been relatively unchanging, with Wisconsin ranking consistently at or above the national average in reading, mathematics, and science.
  - Milwaukee participated for the first time as one of 18 “trial urban districts,” allowing Milwaukee Public Schools to get its own NAEP scores, separate from the state-level scores. Other cities participating include Atlanta, Austin, Chicago, Detroit, Los Angeles, and New York City.
- ACT
  - A state-record 47,755 students, or 69 percent of the 2010 graduating class, took the ACT at some time during high school. This includes 100 percent of Milwaukee Public Schools graduates.
  - Wisconsin ranked third nationally with an average composite ACT score of 22.1.
- Advanced Placement (AP)
  - Twenty-six percent of 2010 high school graduates took one or more AP tests, and of these, 70 percent scored a 3 or higher.
  - Participation by economically disadvantaged students has doubled over the last five years, partly as a result of a just concluded three-year Advanced Placement Incentive grant program.

- SAT
  - Average scores for the approximately 3,000 Wisconsin graduates who took the SAT were above the national average in critical reading, mathematics, and writing.
- Accountability
  - In 2009-10, there were 138 schools recognized for beating the odds in terms of academic achievement and poverty. Twenty-two of these schools had been recognized for five consecutive years.
  - In 2010, Wisconsin had eight national blue ribbon schools.
  - In 2010-11, three districts and 89 schools were identified for improvement for missing one or more adequate yearly progress targets for two consecutive years.

## ***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 2009-11 biennium the state superintendent visited the following:

Appleton Area School District  
   Appleton Career Academy  
   Appleton East High School  
   Richmond Elementary School  
 Ashland School District  
   Ashland Middle School  
 Chippewa Falls  
   Chippewa Falls Middle School  
 Cleveland  
   Lakeshore Technical College  
 Delavan  
   Wisconsin School for the Deaf  
 Dodgeville School District  
   Dodgeville High School  
 East Troy Community School District  
   East Troy High School  
 Eau Claire  
   UW-Eau Claire  
   North High School

Elkhorn Area School District  
   Elkhorn Middle School  
 Fennimore  
   Southwest Wisconsin Technical College  
 Fond du Lac  
   Fond du Lac High School  
   Fond du Lac Public Library  
 Gillett  
   CESA 8  
 Grafton  
   Grafton School District, Central Office  
   John Long Middle School  
 Green Bay  
   Chappell Elementary School  
   East High School  
   Eisenhower Elementary School  
   Keller Elementary School  
   Preble High School  
   Northeast Wisconsin Technical College

## *Visits Continued*

Green Lake School District  
    Green Lake School  
Hayward School District  
    Lac Courte Oreilles Ojibwe School  
    Waadookodaading Charter School  
Janesville  
    Blackhawk Technical College  
    Wisconsin Center for the Blind & Visually Impaired  
    Parker High School  
Kenosha  
    Gateway's Horizon Center for Transportation Technology  
Kettle Moraine School District  
    Magee Elementary School  
    Wales Elementary School  
LaCrosse  
    LaCrosse Public Library  
    North Woods International School  
Lomira  
    Lomira School District  
Madison  
    Dane County Transition School  
    Edgewood College  
    Lussier Community Education Center  
    UW-Madison  
        Kennedy Elementary School  
        LaFollete High School  
        Lapham Elementary School  
        Lowell Elementary School  
        Marquette Elementary School  
        Randall Elementary School  
        Wright Middle School  
Manitowoc School District  
    Lincoln High School  
Marshall  
    Marshall Community Library  
Marshfield  
    Marshfield Public Library  
    Marshfield High School  
Mauston School District  
    Mauston High School  
Mellen  
    Mellen School District  
Menominee  
    Menominee Falls District Office  
Milton  
    CESA 2  
Milwaukee  
    Audubon Technology & Communication Center  
    Child Development Center of St. Joseph  
    JA Capstone Kohl's Education Center  
    Milwaukee Public Schools District Office  
    YMCA  
    South Division High School  
    UW-Milwaukee  
    53<sup>rd</sup> Street School  
Milwaukee cont.  
    Bruce Guadalupe Middle School  
    Clement Zablocki Elementary School  
    Golda Meir Elementary School  
    Hawley Environmental Elementary School  
    Hi-Mount Community School  
    Milwaukee School of Languages  
    Riverside University High School  
    Ronald Wilson Reagan College  
    Preparatory High School  
    Rufus King High School  
    South Division High School  
    Vincent High School  
Monona Grove School District  
    Glacier Drumlin Middle School  
    Taylor Prairie Elementary School  
Norris School District  
    Norris High School  
Oak Creek-Franklin School District  
    Oak Creek High School  
Oconomowoc School District  
Onalaska Public Library  
Oshkosh  
    CESA 6  
    UW-Oshkosh  
Pewaukee  
    Asa Clark Middle School  
    Pewaukee School District  
    Waukesha County Technical College  
Pittsville School District  
    Pittsville Elementary and High Schools  
Platteville  
    UW-Platteville  
Pleasant Prairie  
    Lakeview Technology Academy  
Prairie du Sac  
    Grand Avenue Elementary School  
Racine  
    Case High School  
    Mitchell Middle School  
    Racine Unified School District  
    Wadewitz Elementary School  
    Walden III Middle School  
Rhinelander  
    Nicolet Area Technical College  
Stevens Point  
    Stevens Point Area Sr. High School  
    UW-Stevens Point  
Verona Area School District  
    Savannah Oaks Middle School  
Washington Island School District  
Watertown School District  
    Douglas Elementary School  
Waukesha School District  
    Horning Middle School  
Waunakee School District  
    Waunakee Community Middle School

## ***Visits Continued***

Wausau	West Bend
Northcentral Technical College	Moraine Park Technical Center
Marathon County Public Library, Wausau Branch	Whitewater
Main Elementary School	UW-Whitewater
Wausaukee School District	Washington Elementary School
Wauwatosa School District	
Madison Elementary 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:

*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:

- Adopted Common Core State Standards (CCSS) initiative lead by the National Governors Association and the Council of Chief State School Officers.
- Worked with CESAs and other Professional Organizations to create shared leadership to begin implementation of the new Common Core State Standards.
- Expanded professional development opportunities for educators.

*Testing and Accountability* – To support the mission of ensuring that all Wisconsin public school students graduate prepared for success in college or the workforce, the department continues to pursue improvements in accountability, assessment, and reporting as follows:

- Resources are being increasingly focused on developing the next generation of assessments, which are planned to be administered in 2014-15. The department is actively participating in multi-state consortia to develop replacements for the Wisconsin Knowledge and Concepts Examinations (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). New item development for these existing tests has stopped.
- The department continues to develop new reports and reporting tools to help educators better understand student achievement and program effectiveness in their schools and districts. For example, student growth reports are now available that show the test scores for each student over time, along with normative information about each student’s growth, such as “typical” or “above average.” A new business intelligence reporting tool built on our data warehouse will be available to districts this year. We are also exploring adding value-added reports and local assessment results to our system.
- The department is working with educators and other stakeholders to develop innovative new systems for holding schools and educators accountable and delivering technical and other assistance where it is most needed.

*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.
- 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.
- Maintain a database of more than 317,600 licensed Wisconsin educators.
- Ensured teachers are highly qualified in order to comply with the No Child Left Behind Act.

*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 2,656 advanced standing and 1,286 transcribed credit agreements for the purpose of transitioning secondary students to technical colleges.
- Implemented 297 skill standard programs in 179 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.

*International Education Activities* – (<http://www.dpi.wi.gov/cal/internled.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.
- Worked with Education Communications Board on a website and video series, Global Wisconsin. Global Wisconsin provides school district administrators, school board members, teachers and students with Wisconsin-based international education resources.
- Worked with various professional associations on issues concerning international education, among them Association of Wisconsin School Administrators and Wisconsin Association of School District Administrators.
- Worked closely with the Asia Society and the Longview Foundation as well as CCSSO (nationally) to develop a strong foundation for international education.
- Worked closely with world language education associations in Wisconsin, regionally and nationally (Wisconsin Association for Language Teachers, Central States, American Council on the Teaching of Foreign Languages) to strengthen world language education.

*Removing Barriers to Student Success and Promoting Student Health and Safety* – Safe school environments and healthy activities are essential elements for student success. The department was involved in a number of initiatives that sought to promote or maintain student health and safety, thereby enhancing their opportunities to achieve academic success:

- The department published a second edition of its bullying prevention curricula, distributed copies to all public schools, and published a model bullying policy that could be adopted by districts statewide.
- The department competed with state education agencies nationwide, and was one of eleven states awarded a \$14 million grant to impact school climate and student safety in 56 Wisconsin high schools over the course of four years, beginning in 2010.
- In partnership with the Department of Health Services and the UW, the department led a research project in 20 Wisconsin school districts, seeking to increase daily student physical activity to at least 60 minutes. A physical activity “tool kit” of best practices was developed and distributed to all districts statewide.
- Guidelines on policies and practices relating to preventing youth suicide and improving student mental health were distributed through training modules conducted throughout Wisconsin. These and other efforts have contributed to significant reductions in youth suicide attempts

*Response to Intervention (RtI)* – RtI is a framework for achieving higher levels of academic and behavioral success for all students through high quality instruction, continuous review of student progress, and collaboration. Students’ response to instruction is continually monitored and data-based decision-making is used to adjust instruction to best meet the needs of all students. Positive Behavioral Interventions and Supports (PBIS) uses an RtI framework for behavior. The department and the CESA Statewide Network have partnered to create the Wisconsin RtI Center and PBIS Network to develop and deliver professional development and technical assistance statewide (see [www.wisconsinticenter.org](http://www.wisconsinticenter.org) and [www.wisconsinpbisnetwork.org](http://www.wisconsinpbisnetwork.org)). Supports through the RtI Center include:

- Regional technical assistance coordinators.
- Trainings, workshops, and networking opportunities.
- Professional development for coaches.
- Online resources, including instructional modules, school examples, videos, and implementation tools.

*Culturally Responsive Education for All: Training and Enhancement (CREATE)* – Wisconsin supports a statewide technical assistance center on disproportionality in special education. CREATE provides technical assistance and professional development to all LEAs, and specific technical assistance to LEAs identified with disproportionality in special education. CREATE is a collaboration among the department, CESAs, school districts, and colleges and universities.

- Under CREATE, projects offer a multi-tiered system of technical assistance and professional development to school districts:
  - CREATE has projects that focus on specific district staff. For example, general education teachers can participate in a year-long curriculum revision project. Or principals or other district administrators can participate in a year-long equity leadership learning community.
  - CREATE has projects that focus on specific student groups. For example, the American Indian Student Achievement Network works with the twenty-five districts serving the largest numbers and/or proportions of Native American students. And, the Early Childhood Project links tribal Head Starts with other early childhood programming throughout the state.
  - CREATE hosts an annual conference (April 2012) and a monthly e-newsletter.
- Family members and community stakeholders participate in CREATE projects.
- More information may be found at <http://createwisconsin.net>.

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

Wisconsin public schools continue to earn nation-leading graduation rates, college entrance exam scores, and a growing number of students taking rigorous college-level courses. On this foundation, we must move forward faster against increased international competition to boost family-supporting job growth across Wisconsin.

Wisconsin’s education system works for most kids, but not all kids. Some learn differently or need support, while others need new challenges. The department’s mission is to prepare them all to succeed in further education and careers. To meet the needs of today’s students, we must customize the student experience, adopting technologies and instruction in ways that meaningfully engage the digital generation.

To advance education for all students, the department remains focused around four simple, but powerful areas: standards and instruction, assessments and data systems, accountability for systems and individuals, and school finance reform:

- **Standards and instruction:**
  - Implement internationally benchmarked academic standards to ensure students are globally competitive;
  - Require low-performing districts to adopt comprehensive literacy and mathematics plans as well as uniform curriculum among schools;
  - Create systems that promote early interventions in reading and mathematics, such as Response to Intervention and early screening; and
  - Adopt new flexibilities for students to *earn competency-based and college credits* during high school and expand more innovative charter schools.
- **Assessments and data systems:**
  - Design an online, adaptive next generation assessment system that is based on the Common Core State Standards;
  - Implement interim assessments that gauge student progress throughout the year, providing real-time data to teachers and parents; and
  - Improve accountability through a statewide student information system that supports districts, streamlines operations, and expands research.
- **Accountability for systems and individuals:**
  - Develop a growth-based accountability system that includes all publicly funded schools, relies on multiple measures of student and school performance, and focuses on college and career readiness;
  - Replicate best practices from high-performing schools and provide technical assistance and support to improve the lowest-performing schools;
  - Develop a fair and robust educator evaluation system that incorporates student achievement data; and
  - Require Milwaukee Public Schools, under corrective action, to adopt a *uniform curriculum in reading and mathematics*, implement *data-driven student intervention systems*, and ensure all *teachers are highly qualified*.
- **School finance reform:**
  - Guarantee a minimum amount of state aid for every student;
  - Incorporate a poverty-factor into the formula, accounting for families' ability to pay — not just the community's property value;
  - Establish sustainability in state funding, while strengthening rural, declining enrollment, and negatively aided districts; and
  - Redirect the school levy tax credit directly into school aids, *increasing transparency* and state support for classroom learning.

In the 2011-2013 biennium, the state superintendent will:

- Ensure that accountability for schools fosters high standards that meet the needs of all parents and residents of Wisconsin.
- Promote fair and rigorous educator evaluation that reflects the values of our communities and makes schools more effective, better places to learn for students.
- Foster evidence-based approaches to making educational decisions by improving data collection and reporting systems, and developing educators' data and assessment literacy.
- Establish a research council to promote better use of education data and to generate and review applied research projects that can have an immediate impact on education in Wisconsin.
- Develop an on-line educator licensing system to more efficiently process license applications of teachers, administrators and pupil services personnel.
- Provide for educator licensing flexibility.

Finally, the department will implement the provisions under 2011 Wisconsin Act 32, the biennial budget bill. For a complete summary of actions in 2011 Wisconsin Act 32 that affect the department and educational program appropriations, please go to <http://dpi.wi.gov/pb/pdf/budsum1113.pdf>.

## ***A Summary of the School Aid Disbursements of all Schools Under the State Superintendent's Jurisdiction***

The amounts of state aid distributed in 2009-2010 and 2010-2011 are shown in the following chart:

STATE SCHOOL AID DISBURSEMENTS		
<b>Aid Program</b>	<b>2009-2010 Totals*</b>	<b>2010-2011 Totals*</b>
Equalization	4,311,404,175	4,506,276,082
Integration	76,449,639	73,905,935
Special Adjustment	45,645,657	23,330,090
Sparsity	3,517,100	14,948,100
Supplemental	80,500	81,900
Handicapped Education	368,939,100	368,939,100
Additional Special Education	3,500,000	3,500,000
Supplemental Special Education	1,750,000	1,750,000
High Poverty	18,700,000	18,700,000
Pupil Transportation	23,857,997	23,870,624
Common School Library Fund	32,000,000	33,599,999
Bilingual/Bicultural	954,200	9,544,200
Headstart	1,633,970	1,620,447
Preschool-Grade 5	7,051,465	6,899,561
Four-Year-Old Kindergarten	3,000,000	1,500,000
State Tuition	8,982,985	9,037,212
Children-at-Risk	3,377,500	3,377,500
County Children with Disabilities		
Education Board	4,067,300	4,067,300
Student Achievement Guarantee in Education (SAGE)	108,934,500	108,934,500
Improving Student Achievement	9,650,000	9,044,913
State Food and Nutrition Programs	7,004,631	7,008,083
Alcohol and Other Drug Abuse Programs	6,083,704	5,432,415
Alternative Education	4,495,516	4,740,038
Initial Educator Mentoring Grants	993,000	912,000
Charter Schools Chapter 118.40(2r)	48,922,188	56,144,634
Milwaukee Parental Choice Program	129,585,135	129,327,225
<b>TOTALS</b>	<b>\$5,228,984,274</b>	<b>\$5,426,491,858</b>

\*State aid disbursements between July 1, 2009 and June 30, 2011 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**

### **2009-2011 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 coordinated 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 2009 *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 2010, 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 2009-2011 biennium are listed below. For more information on resources, see <http://dpi.wi.gov/sspw/tadocs.html>.

### **Publications and Resources**

- *AODA Program Assessment Tool*, Online Version 2008.
- *Bullying Prevention Curriculum, Grades 3-5, Grades 6-8, Second Edition*, 2009.
- *Dating Violence Prevention Unit of Instruction*, 2010.
- *Educational Services for Children Placed in Foster Care*, 2010.
- *Mentoring the Pupil Services Initial Educator*, 2010.
- *Online Youth Risk Behavior Survey System, Revised 2009, 2010, 2011*.
- *Safe School Webcast Series, 2009-2011*.
- *School Tobacco Program: Assessments*, Online Tool, 2009.
- *Sharing Information Across Systems*, 2010.
- *Student Records and Confidentiality*, 2010.
- *2009 Wisconsin Youth Behavior Survey Executive Summary*.
- *Suicide Prevention Units of Instruction*, 2010.
- *The School's Role in Preventing Child Abuse and Neglect*, 2007.
- *Trauma Sensitive Schools Toolkit*, 2010.

### **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:

<b>Programs</b>	<b>2009-2010</b>		<b>2010-2011</b>	
	<b>Approp.</b>	<b>Awards</b>	<b>Approp.</b>	<b>Awards</b>
<i>Assistance for AODA Program Youth AODA Program Grants</i>				
s. 115.36 Wis. Stats. s. 20.255 (2) (kd), Wis. Stats.	\$1,427,500	\$1,427,500 (27 grants plus 141 minigrants subgranted from CESAs)	\$1,427,500	\$1,427,500 (27 LEA grants, plus 144 student mini-grants subgranted from CESAs)
s. 115.361 Wis. Stats. s. 20.255 (2) (dm), Wis. Stats.	\$4,361,800	\$4,361,800 (87 grants)	\$4,361,800	\$4,361,800 (87 grants)
s. 115.36 Wis. Stats. s. 20.255 (1) (kd), Wis. Stats. Administration	*\$468,200	\$21,000 (fellowships) \$447,200 (administration)	*\$458,200	\$21,000 (fellowships) \$437,200 (administration)
<i>Alcohol/Driver and Traffic Safety Education</i>				
s. 346.655, Wis. Stats. s. 20.255 (1) (hm), Wis. Stats.	\$225,800	\$19,890 (20 grants) \$205,910 (administration)	\$220,400	\$19,875 (22 grants) \$200,525 (administration)
<i>Federal Safe and Drug-Free Schools Act</i>				
Administration/Technical Assistance	\$268,400	\$268,400 (administration)	\$0	\$0 (administration)
Entitlements	\$3,591,229	\$3,591,229 (441 grants)	\$0	\$0 (0 grants)

\*Appropriations in FY10 and FY11 were actually \$200,000 higher than reflected in these figures. The \$200,000 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 2009-2011 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 4,977 complaints for the 2009-2011 biennium. There were 4,592 complaints reported for the 2007-2009 biennium. Of the specified complaints, sexual discrimination/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 4 appeals during this biennium, a decrease from the 22 reported during the 2007-2009 biennium.

#### **NUMBER OF DISCRIMINATION COMPLAINTS RECEIVED BY SCHOOL DISTRICTS**

<b>Protected Class/Basis of Complaint</b>	<b>2008-2009 School Year*</b>	<b>2009-2010 School Year*</b>
Ancestry	10	7
Disability	192	269
Pregnancy or Marital Status	14	20
National Origin	49	56
Race	493	674
Religion/Creed	44	42
Sex	924	1503
Sexual Orientation	321	359
<b>TOTAL</b>	<b>2,047</b>	<b>2,930</b>

\*Complaint data is collected in the following school year. Therefore, 2010 school year data is not yet available.

**Note:** 100 percent of districts reported for both the 2008-2009 school year and 2009-2010 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 2009-2011 Biennial Report

#### American Indian Students Attending Public Schools

During the 2009-2011 biennium, American Indian students comprised approximately 1.5 percent of public school enrollment in the state. For the 2009-2010 school year, students could select one of five categories for race/ethnicity -- American Indian/Alaska Native; Asian/Pacific Islander; Black (non-Hispanic); Hispanic; White (non-Hispanic) -- and 13,015 students (1.5 percent) indicated they were American Indian or Alaska Native. For 2010-2011, students could select one of seven categories for race/ethnicity -- American Indian/Alaska Native; Asian; Black (non-Hispanic); Hawaiian/Pacific Islander; Hispanic; White (non-Hispanic); and Two or More Races – and 11,607 indicated they were American Indian or Alaska Native (1.3 percent).

A significant portion of this population, approximately 61 percent for both years, is concentrated in 25 school districts that represent the largest populations in terms of numbers or percentage of American Indian students enrolled. In general, these districts serve tribal communities located on reservations and trust lands or mid-size cities, and there is a substantial population of American Indian students in Milwaukee.. For other school districts, small populations of American Indian students present technical challenges as well as those related to student privacy concerns.

#### Student Achievement

The following table represents the percentage of American Indian/Alaska Native (AI/AN) students scoring proficient or advanced compared to students in all other categories.

Grade	2009-2010					2010-2011				
	# AI/AN	WKCE Reading		WKCE Math		# AI/AN	WKCE Reading		WKCE Math	
		AI/AN	All	AI/AN	All		AI/AN	All	AI/AN	All
3	885	70.7%	79.2%	64.9%	76.4%	1,011	73.1%	80.0%	62.5%	74.0%
4	907	69.9%	81.4%	66.8%	80.6%	1,002	77.7%	83.1%	71.3%	79.4%
5	920	69.2%	80.2%	64.3%	78.2%	979	77.0%	84.5%	67.7%	79.4%
6	918	76.0%	84.3%	64.0%	78.1%	988	78.3%	86.2%	68.6%	79.9%
7	885	78.8%	86.2%	70.3%	81.0%	1,022	75.7%	86.6%	69.5%	79.2%
8	882	72.5%	84.0%	64.5%	77.9%	2,326	81.2%	86.5%	67.9%	78.3%
10	1,009	63.5%	76.3%	51.9%	69.9%	1,061	62.7%	74.7%	54.7%	70.9%

#### Special Education

During the 2009-2010 school year, there were 2,546 American Indian students identified as having a disability and receiving special education services. This figure represents nearly 22 percent of the American Indian student population, whereas 12.6 percent of the population as a whole has been similarly identified and served. The areas of greatest disproportionality were Specific Learning Disabilities (7.43), Emotional Behavioral Disabilities (risk ratio 5.43), and Speech/Language Impairment (3.73).

For 2010-2011, 2,722 American Indian students, or approximately 21 percent of the population were identified for special education services, as compared to 12.5 percent of all students. The areas of greatest disproportionality were Specific Learning Disabilities (7.17), Emotional Behavioral Disabilities (5.06), and Speech/Language Impairment (3.67).

For the 2009-2011 biennium, nine 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 IDEA (federal special education) funds for coordinated early intervening services in general education.

## **High School Graduation and Drop Out**

American Indian students have a significantly higher drop-out rate (20.2 percent) as compared to the population as a whole (7.1 percent). Similarly, the attainment rates for alternatives to high school diplomas are also significantly higher as only 67.7 percent of American Indian students earn a regular high school diploma as compared to 85.7 percent of the overall population.

## **Postsecondary Planning and Preparation**

For the most recent available year, 2009-2010, 28.8 percent of the 893 American Indian graduates indicated plans to attend a four-year college or university compared to 52 percent of the population as a whole. An additional 27.7 percent indicated plans to enroll in a vocational or technical program versus 24.8 percent of all students. For American Indians, 8.7 percent indicated an intention to seek employment versus 5.5 percent of the overall population, and 1.3 percent indicated a plan to seek job training versus 0.9 percent of all students. Four percent of American Indian students indicated an intention to join the military, a response shared by 3.2 percent of all students. A much larger proportion, 29.5 percent provided some other response, compared to 13.5 percent of all students.

For the most recent available year, approximately 28 percent of American Indian students participated in the ACT compared to approximately 60 percent of all students. American Indians scored an average of 20.2 compared to 22 for all students.

Only 103 American Indian students, or 2.5 percent of those tested, took one or more AP exams as compared to a 9.6 percent participation rate for all Wisconsin students. Approximately 56 percent of American Indian students scored a 3 or above as compared to over 68 percent of all students.

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

Most American Indian students enrolled in private schools attend Indian Community School, a K-8 school now located in Franklin. The school served 287 American Indian students in 2009-2010 and 280 in 2010-2011. Three tribally controlled schools operated under grants from the Bureau of Indian Affairs's Bureau of Indian Education served over 850 students during the 2009-2011 biennium. Lac Courte Oreilles Ojibwa School (K-12), located near Hayward, served 268 students in 2009-2010 and 259 students in 2010-2011. Menominee Tribal School (K-8), located in Neopit, served 198 students in 2009-2010 and 190 students in 2010-2011. The Oneida Nation School System (K-12), located near Green Bay, served 393 students in 2009-2010 and 409 students in 2010-2011.

## **Licensed American Indian Educators**

Available figures indicate that there are very few American Indians working as teachers or administrators in Wisconsin public schools. For the 2009-2010 school year, there were 206.32 FTE American Indians working as licensed staff, 160.28 FTE of whom were teachers, and 8.05 FTE licensed administrators, of whom 3.0 FTE were principals and 2.0 were district administrators. For 2010-2011, there were 224.52 FTE American Indians working as licensed staff, of whom 175.31 FTE were teachers, and 10.0 FTE licensed administrators, of whom 5.0 FTE were principals and 2.0 were district administrators.

## **Appendix D**

### **Council on Library and Network Development (COLAND)**

#### **2009-2011 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 2009-2011 biennium, COLAND provided leadership to the state and the library community to improve library services and cooperation by:

- Continuing to work to implement the strategic directions from the Strategic Visioning Conference and to communicate progress.
- Continuing to monitor 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 Schools.
- Participating in and supporting the Summit on School Library Media Specialist (SLMS) Staffing.
- Supporting Summit on School Library Media Specialist Staffing Steering and Action Committees.
- Investigating the level of library services provided to persons incarcerated in prisons and jails.
- Continuing to work on the Department of Corrections (DOC)/COLAND Collection Development Collaboration (also known as the Prison Literacy Project), monitoring progress, evaluating and revising procedures, and communicating results of the collaboration.
- Monitoring use of NEW ERA one-card library materials sharing project.
- Continuing to monitor library services in the health sciences, hospitals and other health care institutions.
- Continuing the conversations related to E-books, exclusive contracts, access to digital information and other information technology developments.

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

## **Appendix E**

### **High School Graduation Requirements**

### **2009-2011 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.

On June 2, 2010, the state superintendent adopted the Common Core State Standards (National Governors Association and Council of Chief State School Officers) as Wisconsin's new mathematics and English language arts standards. Standards in other areas are now being revised on a seven year review timeline. Currently, social studies and science standards are being crafted at the national level, and Wisconsin will be well poised to respond to drafts of these standards over the next year.

## **Appendix F**

### **Health Problems Education Program**

### **2009-2011 Biennial Report**

Established under s. 115.35, Wis. Stats., the Wisconsin Department of Public Instruction has a health problems education program. During 2009-2011 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 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, Movin' and Munchin' Schools Program, and Building Skills for Health Literacy.

#### **Staff Development**

Staff improved educator knowledge and skills on curriculum development, classroom instruction and student assessment through workshops, courses, symposia and conferences. Examples include Skills for Health Literacy; in-services for individual school districts; regional workshops on bullying prevention and suicide prevention; training on evidence-based curricula; Adolescent Health Symposium; Wisconsin Physical and Health Education 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; and the Wisconsin School Board Association 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 and Physical Education; Wisconsin Physical Activity and Nutrition Coalition; Wisconsin Association of School Nurses; Wisconsin Education Association Trust; Wisconsin School Counselors Association; and the Wisconsin Department of Health Services (various programs).

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

Staff monitored and evaluated strategies to strengthen health education through a range of activities including the Wisconsin School Health Profile and staff development program evaluations.