

# 2011-13

## BIENNIAL REPORT



**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**  
Tony Evers, PhD, State Superintendent

# **2011-13 Biennial Report:**

## **Wisconsin Department of Public Instruction**



**Wisconsin Department of Public Instruction**  
**Tony Evers, PhD, State Superintendent**  
**Madison, Wisconsin**

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## PREFACE

Under s. 15.04(1)(d), Stats., the Wisconsin Department of Public Instruction is required to submit a biennial report to the Governor and to the Senate and Assembly Chief Clerks for distribution to the Legislature on or before October 15, 2013. This report provides an overview of the department, a review of departmental activities for the 2011-13 biennium, and a projection of goals and objectives for the 2013-2015 biennium.

## CHAPTER 1: THE STATE OF EDUCATION IN WISCONSIN

As part of its biennial report, the Wisconsin Department of Public Instruction is required to provide information about the state of education in Wisconsin. First, under s. 115.30(4)(a), Stats., the State Superintendent is required to provide the condition of all schools under the State Superintendent's supervision. Second, as required by s. 115.30(4)(e), Stats., the department has included its plans for improving schools and advancing education. Third, under s. 115.30(4)(b), Stats., the State Superintendent is required to provide an abstract of the public school reports made to the State Superintendent. Fourth, under s. 115.30(4)(c), Stats., the State Superintendent is required to include the State Superintendent's visits to educational institutions. Last, under s. 115.30(4)(f), Stats., the State Superintendent is required to provide a summary of the receipts and disbursements of all schools under the State Superintendent's jurisdiction.

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### *THE CONDITION OF ALL SCHOOLS*

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It is both an exciting and challenging time for Wisconsin public schools. Wisconsin is ensuring that children learn more successfully, that they are taught and tested more effectively, and that their schools and teachers are evaluated more stringently. In order to accomplish all of these objectives, Wisconsin schools are investing in innovation and pursuing excellence at an unprecedented pace.

The scope and pace of change may seem overwhelming at times, but this is essential work for the future of Wisconsin's children. To succeed, Wisconsin needs to stay the course and find common ground. Wisconsin has always embraced a shared value of public education, the great equalizer. Over the past few years, there has been agreement around preparing all kids to be college and career ready. With this shared focus, partnerships have been forged to support early literacy efforts, school report cards, educator effectiveness, new state tests, early childhood investments, and more. All of these efforts are grounded in the shared belief that higher standards and higher expectations for all kids are necessary to better prepare them for the world that they will enter when they leave the classroom.

Wisconsin's Common Core State Standards are world class and set a higher bar for all children in the state to reach. Previous standards were a mile wide and an inch deep, leaving too many kids ill prepared for the demands of college and a career. Over the past three years, kids, parents, and educators have worked together to reach these new, higher expectations that Wisconsin has set. If Wisconsin retreats from those standards now, it will have far reaching consequences for these children and this state.

Wisconsin's persistent pursuit of high standards, innovation, and excellence will eventually overcome any temporary obstacles to doing what is best for the children of Wisconsin. Wisconsin's local public schools and libraries are sources of pride in villages, towns, and cities throughout the state. Our students, educators, administrators, parents, volunteers, and local citizens are committed to educational excellence. As a result, Wisconsin is a national leader in graduation rates and ACT scores and leads the Midwest in Advanced Placement course results.

However, there is still work to done. Graduation gaps are unacceptable. Hispanic and American Indian students drop out at a rate of one in four and African American students drop out at a rate of one in three. Wide gaps still persist for students with disabilities, English learners, and

economically disadvantaged students. For the future of Wisconsin's children and for the future of the state, the people of Wisconsin must remain steadfast in their commitment to ensure that every child, no matter where they live or how much money their parents make, can graduate from high school prepared for that next step – whether it is directly into a career, college, or the military.

State Superintendent Evers has launched Agenda 2017 to keep that commitment to every child. Agenda 2017 is a comprehensive agenda that sets aggressive but achievable goals and lays out a plan to meet them. Agenda 2017 has already resulted in increased graduation rates that are at nation-leading levels; rigorous standards, modernized testing, improved reading instruction, and reformed accountability systems for educators and schools. To help keep students on a path toward graduation, the department just implemented, with no new funding, a statewide Dropout Early Warning System, called DEWS, for all districts to use. DEWS makes it possible to identify students who may be at risk and allows districts to intervene as early as middle school.

As Wisconsin continues to work toward achieving the objectives of Agenda 2017, the department will help schools move toward personalized learning; expand access to career and technical education and dual credit opportunities; create academic and career plans for all students; and reform school finance. Through investments in technology that enable online and blended learning, students will be able to personalize their learning experience. The department is also working with business and education leaders across the state to create personalized academic and career plans for every student, reinvigorate career and technical education, and expand upon many successful dual credit programs.

The Legislature is already considering providing high schools with incentive funds to expand industry certifications in high-need areas. Every child should graduate with college credit or an industry certification. By producing students that are college and career ready, Wisconsin supports not only its children but also its businesses. Education and businesses must work hand in hand.

It is essential that Wisconsin gathers the public support and political will to stay the course on the fundamental educational reforms our state has agreed to, fix the broken school funding system, and expand opportunities for every child in Wisconsin. This school year, and the next few to come, will bring many important, exciting, and positive changes to Wisconsin schools. While we have much to be proud of, there is still a lot yet to do. Together, Wisconsin must be committed to standing up for our children and our public schools and libraries and support the parents, educators, librarians, staff, board members, and leaders who work daily to build a more prosperous future for Wisconsin's children.

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## *CONTINUING PLANS FOR IMPROVING SCHOOLS AND ADVANCING EDUCATION*

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State Superintendent Tony Evers has set five target goals for K-12 education in Wisconsin for 2017:

- Further increase graduation rate to 92 percent;
- Increase college and career readiness rate to 67 percent;
- Close graduation and career and college readiness gaps by 50 percent;

- Increase the percentage of students scoring proficient in third-grade reading and eighth-grade mathematics; and
- Adopt the Fair Funding for Our Future plan to make school finance more equitable and transparent.

In order to accomplish these goals, Wisconsin is in the process of implementing Agenda 2017 by pursuing educational reforms with the objective of ensuring every child is college and career ready. There are four main areas of focus in Agenda 2017:

- What and how should kids learn? [Standards and Instruction];
- How do we know if they learned it? [Assessments and Data Systems];
- How do we ensure kids have highly effective teachers and schools? [School and Educator Effectiveness]; and
- How should we pay for schools? [School Finance Reform].

First, the department has set a high standard for the instruction provided in school districts. Among other initiatives, the department will continue to:

- Implement internationally benchmarked academic standards to ensure students are globally competitive;
- Expand systems that promote early interventions in reading and mathematics, such as Response to Intervention and early literacy screening in the early grades;
- Expand innovative charter schools;
- Use digital learning to change and enhance instruction; and
- Expand high school programs for dual enrollment earning college credit and specific career skills through industry certifications and youth apprenticeships.

Second, the department has improved the assessments and data systems in order to better measure student performance. The department will continue to:

- Use state assessment proficiency levels to reflect the National Assessment of Educational Progress (NAEP), providing higher expectations for students that reflect career and college readiness;
- Implement an online, adaptive, next generation assessment system that gauges student progress throughout the year, and provides real-time data to teachers and parents; and
- Measure student college and career readiness from the end of middle school through high school using the EXPLORE/PLAN/ACT tests and WorkKeys.

Third, the department has developed more effective ways to measure the performance of teachers and schools. The department will continue to:

- Replace broken No Child Left Behind requirements with a new state accountability and support system that includes all publicly funded schools, relies on multiple measures of student and school performance and growth, and focuses on college and career readiness;
- Replicate best practices from high-performing schools and provide direction, technical assistance, and support to improve the lowest-performing schools
- Require Milwaukee Public Schools under corrective action to adopt a uniform curriculum in reading and math, implement data-driven student intervention systems, and ensure all teachers are highly qualified; and
- Advance a fair and robust educator evaluation system that incorporates student achievement data.

Fourth, the department has proposed a different way to fund schools in Wisconsin that will ensure children in all schools receive the proper resources to be college and career ready by the time they graduate. Fair Funding for Our Future would:

- 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 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 2013-15 biennium, the department will continue its work in implementing Agenda 2017 with the objective that every Wisconsin child is college and career ready.

### *AN ABSTRACT OF THE PUBLIC SCHOOL REPORTS*

The department collects information from public schools in order to comply with federal mandates and 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 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*

In the 2011-13 biennium, the State Superintendent visited the following schools, libraries, Cooperative Educational Service Agencies (CESAs), and other educational institutions and participated in the following events:

School / Library / CESA / Other Educational Institutions	District
<b>53rd Street School</b>	Milwaukee Public Schools
<b>Albert E. Kagel School</b>	Milwaukee
<b>Appleton Career Academy</b>	Appleton Area School District
<b>Appleton East High School</b>	Appleton Area School District
<b>Asa Clark Middle School</b>	Pewaukee School District
<b>Ashland Middle School</b>	Ashland School District
<b>Audubon Technology &amp; Communication Middle School</b>	Milwaukee

<b>School / Library / CESA / Other Educational Institutions</b>	<b>District</b>
<b>Badger High School</b>	Lake Geneva
<b>Baldwin-Woodville High School</b>	Baldwin
<b>Beloit Memorial High School</b>	Beloit
<b>Black River Falls High School</b>	Black River Falls
<b>Blackhawk Technical College</b>	Janesville
<b>Bradley Technology and Trade School</b>	Milwaukee
<b>Bruce Guadalupe Middle School</b>	Milwaukee Public Schools
<b>Carl Traeger Middle School</b>	Oshkosh
<b>Carmen High School</b>	Milwaukee
<b>Case High School</b>	Racine Unified School District
<b>Cashton High School</b>	Cashton
<b>CESA 1</b>	Pewaukee
<b>CESA 2</b>	Whitewater
<b>CESA 3</b>	Fennimore
<b>CESA 4</b>	West Salem
<b>CESA 5</b>	Portage
<b>CESA 6</b>	Oshkosh
<b>CESA 7</b>	Green Bay
<b>CESA 8</b>	Gillett
<b>CESA 9</b>	Tomahawk
<b>CESA 10</b>	Via Polycom
<b>CESA 11</b>	Turtle Lake
<b>CESA 12</b>	Via Polycom
<b>Chappell Elementary School</b>	Green Bay Area School District
<b>Child Development Center of St. Joseph &amp; Villa St. Francis</b>	Milwaukee
<b>Chippewa Falls Middle School</b>	Chippewa Falls
<b>Clement Zablocki Elementary School</b>	Milwaukee Public Schools
<b>Community Education Recreation, Menomonee Falls School</b>	Menomonee Falls
<b>Dane County Transition School</b>	Madison
<b>DC Everest Middle School</b>	Weston
<b>Dodgeville High School</b>	Dodgeville School District
<b>Doudna Elementary School</b>	Richland Center
<b>Douglas Elementary School</b>	Watertown School District
<b>Dwight Foster Public Library</b>	Fort Atkinson
<b>Eagle Point Elementary School</b>	DeForest
<b>East High School</b>	Green Bay Area School District
<b>East High School</b>	Madison
<b>East Troy High School</b>	East Troy Community School District
<b>Eclipse Center Charter School</b>	Beloit
<b>Edgewood College</b>	Madison
<b>Eisenhower Elementary School</b>	Green Bay
<b>Eisenhower Elementary School</b>	Wauwatosa
<b>Eleva-Strum High School</b>	Strum
<b>Elkhorn Middle School</b>	Elkhorn Area School District

<b>School / Library / CESA / Other Educational Institutions</b>	<b>District</b>
Fond du Lac High School	Fond du Lac School District
Fond du Lac Public Library	Fond du Lac
Franklin Elementary School	Wausau
Gateway Technical College	Racine
Gateway's Horizon Center for Transportation Technology	Kenosha
Gilmore Middle School	Racine
Glacier Drumlin Middle School	Monona Grove School District
Glenbrook Elementary School	Via computer from Madison Office
Golda Meir Elementary School	Milwaukee Public Schools
Grafton School District, Central Office	Grafton School District
Grand Avenue Elementary School	Prairie du Sac
Green Lake School	Green Lake School District
Greenfield High School	Greenfield
Hartford Union High School	Hartford
Hartland School of Community Learning	Hartland
Hawley Environmental Elementary School	Milwaukee Public Schools
Highland View Elementary School	Greendale
Hi-Mount Community School	Milwaukee Public Schools
Hmong American Peace Academy	Milwaukee
Homer DeLong Middle School	Eau Claire
Horning Middle School	Waukesha School District
Hortonville Middle School	Via computer from Madison Office
Hudson High School	Hudson
Hurley High School	Hurley
Independence School	Via computer from Madison Office
Irving Elementary	West Allis
JA Capstone Kohl's Education Center	Milwaukee
Jefferson Elementary School	Richland Center
Jefferson High School	Jefferson
John Long Middle School	Grafton School District
Joseph Dessert Memorial Library	Mosinee
Joseph J. Goetz Jr. Training Center, Coloma Training Site	Coloma
Karcher Middle School	Burlington
Keller Elementary School	Green Bay Area School District
Kennedy Elementary School	Madison Metropolitan School District
Kewaunee Grade School	Kewaunee
Kickapoo Area School District	Viola
Kimberly High School	Kimberly
La Casa de Esperanza	Waukesha
La Crosse Public Library	La Crosse
La Follette High School	Madison Metropolitan School District
Lac Courte Oreilles Ojibwe School	Hayward School District
Lakeshore Technical College	Cleveland
Lakeview Technology Academy	Pleasant Prairie

School / Library / CESA / Other Educational Institutions	District
Lapham Elementary School	Madison Metropolitan School District
Lincoln High School	Manitowoc School District
Locust Lane Elementary	Eau Claire
Lomira High School	Lomira
Lomira School District	Lomira School District
Lowell Elementary School	Madison Metropolitan School District
Lussier Community Education Center	Madison
Madison Academic Campus High School	Milwaukee
Madison Elementary School	Wauwatosa School District
Magee Elementary School, Genesee Depot	Kettle Moraine School District
Main Elementary School	Wausau School District
Manitoba School	Milwaukee
Marathon County Public Library, Wausau Branch	Wausau
Marquette Elementary School	Madison Metropolitan School District
Marquette Law School	Milwaukee
Marquette University	Milwaukee
Marshall Community Library	Marshall
Marshfield High School	Marshfield School District
Marshfield Public Library	Marshfield
Mauston High School	Mauston School District
McAuliffe Elementary School	Green Bay
Mellen School District	Mellen School District
Mendota Elementary School	Madison
Menomonee Falls District Office	Menomonee
Menomonee Falls High School	Menomonee Falls
Merrill Area School District	Merrill
Mid-State Technical College	Wisconsin Rapids
Milwaukee High School of the Arts	Milwaukee
Milwaukee Job Corps Center	Milwaukee
Milwaukee Public Schools District Office	Milwaukee Public Schools
Milwaukee School of Languages	Milwaukee Public Schools
Milwaukee Vincent High School	Milwaukee
Mitchell Middle School	Racine Unified School District
Monona Grove High School	Monona Grove
Moraine Park Technical Center	West Bend
NCSRCC Kaukauna Training Center	Kaukauna
Nicolet Area Technical College	Rhineland
Norris High School	Norris School District
North High School	Eau Claire School District
North Middle School	Menomonee Falls
North Woods International School	La Crosse School District
Northcentral Technical College	Wausau
Northeast Wisconsin Technical College	Green Bay
Northside Branch of Milwaukee YMCA	Milwaukee

<b>School / Library / CESA / Other Educational Institutions</b>	<b>District</b>
<b>Northstar Middle School</b>	Eau Claire
<b>Northwest Wisconsin Technical College</b>	Green Bay
<b>Norwalk-Ontario-Wilton School District</b>	Ontario
<b>Oak Creek High School</b>	Oak Creek-Franklin School District
<b>Oconomowoc School District</b>	Oconomowoc School District
<b>Oconto Falls High School</b>	Oconto Falls
<b>Omega School</b>	Madison
<b>Onalaska Public Library</b>	Onalaska
<b>Parker High School</b>	Janesville School District
<b>Parkway Elementary</b>	Glendale
<b>Pecatonica Elementary School</b>	Hollandale
<b>Pecatonica High School</b>	Blanchardville
<b>Pewaukee High School</b>	Pewaukee
<b>Pittsville Elementary and High Schools</b>	Pittsville School District
<b>Pittsville School District Conference Center</b>	Pittsville School District
<b>Plymouth High School</b>	Plymouth
<b>Preble High School</b>	Green Bay Area School District
<b>Racine Unified School District</b>	Racine
<b>Racine Unified School District Admin. Office</b>	Racine
<b>Randall Elementary School</b>	Madison Metropolitan School District
<b>Reedsburg School District</b>	Reedsburg
<b>Richfield Elementary School</b>	Richfield
<b>Richland Center High School</b>	Richland Center
<b>Richland Middle School</b>	Richland Center
<b>Richmond Elementary School</b>	Appleton Area School District
<b>Riverside Elementary School</b>	Menomonee Falls
<b>Riverside University High School</b>	Milwaukee Public Schools
<b>Rock Lodge Primary School</b>	Seymour
<b>Ronald Wilson Reagan College Preparatory High School</b>	Milwaukee Public Schools
<b>Rothschild Public Library</b>	Rothschild
<b>Rufus King High School</b>	Milwaukee Public Schools
<b>Saratoga STEM Academy</b>	Waukesha
<b>Savannah Oaks Middle School</b>	Verona Area Middle School
<b>School District of La Crosse</b>	La Crosse
<b>School of Career and Technical Education</b>	Milwaukee
<b>South Division High School</b>	Milwaukee Public Schools
<b>South Milwaukee Area Performing Arts Center</b>	South Milwaukee
<b>Southwest High School</b>	Green Bay
<b>Southwest Wisconsin Technical College</b>	Fennimore
<b>Stevens Point Area Sr. High School</b>	Stevens Point School District
<b>Stocker Elementary School</b>	Kenosha
<b>Stoughton High School</b>	Stoughton
<b>Stuart Elementary School</b>	Milwaukee
<b>Sun Prairie High School</b>	Sun Prairie

School / Library / CESA / Other Educational Institutions	District
Taylor Prairie Elementary School	Monona Grove School District
Tenor High School	Milwaukee
The Learning Gardens Child Development Center	Madison
Thomas H. Lutsey Boys and Girls Club	Green Bay
Tomah High School	Tomah
University of Wisconsin - Milwaukee	Milwaukee
UW-Baraboo/Sauk County Campus	Baraboo
UW-Eau Claire	Eau Claire
UW-Extension, Jefferson County Office	Jefferson
UW-Green Bay	Green Bay
UW-La Crosse	La Crosse
UW-Madison	Madison
UW-Marathon County	Wausau
UW-Milwaukee	Milwaukee
UW-Oshkosh	Oshkosh
UW-Parkside	Kenosha
UW-Platteville	Platteville
UW-Stevens Point	Stevens Point
UW-Stout	Menomonie
UW-Superior	Superior
UW-Whitewater	Whitewater
Vincent High School	Milwaukee Public Schools
Waadookodaading Charter School	Hayward School District
Wadewitz Elementary School	Racine Unified School District
Walden III Middle School	Racine
Wales Elementary School, Wales	Kettle Moraine School District
Washington Elementary School	Whitewater School District
Washington Island School District	Washington Island
Washington Park High School	Racine
Waubesa Intermediate School	McFarland
Waukesha County Technical College	Pewaukee
Waukesha STEM Academy - Saratoga Campus	Waukesha
Waunakee Community Middle School	Waunakee School District
Wausau East High School	Wausau
Wausaukee School District	Wausaukee
West Bend School District	West Bend
Westfield School District	Via computer from Madison Office
Westside Elementary School	Sun Prairie
Wisconsin Center for the Blind and Visually Impaired	Janesville
Wisconsin Institutes for Discovery	UW-Madison
Wisconsin School for the Deaf	Delavan
Wright Middle School	Madison Metropolitan School District

## *SCHOOL AID DISBURSEMENTS*

The amounts of state aid distributed in 2011-2012 and 2012-2013 are shown in the following chart:

Aid Program	2011-2012 Totals*	2012-2013 Totals*
Equalization	3,830,307,147	4,078,709,943
Handicapped Education	368,939,100	368,939,100
Special Adjustment	252,864,323	31,288,040
Milwaukee Parental Choice Program	141,856,703	152,648,344
Student Achievement Guarantee in Education (SAGE)	108,934,500	108,934,500
Integration	68,128,430	63,208,800
Charter Schools Chapter 118.40 (2r)	54,398,700	58,665,975
Common School Library Fund	32,500,000	30,100,000
Pupil Transportation	23,703,600	23,703,600
High Poverty	16,830,000	16,830,000
Sparsity	13,453,300	13,453,300
Bilingual/Bicultural	8,589,800	8,589,800
State Tuition	8,242,900	7,904,514
State Food and Nutrition Programs	6,692,381	6,720,709
Low Revenue Adjustment	5,556,473	n/a
County Children with Disabilities Education Board	4,067,300	4,067,300
Additional Special Education	3,500,000	3,500,000
Alcohol and Other Drug Abuse Programs	3,129,121	1,255,210
Preschool-Grade 5	2,047,150	n/a
Supplemental Special Education	1,750,000	1,750,000
Racine Parental Choice Program	1,408,221	3,128,557
Four-Year Old Kindergarten	1,350,000	1,350,000
Head Start	1,297,965	1,357,042
Alternative Education Initial Educator Mentoring Grants	1,080,615	n/a
Improving Student Achievement	605,087	n/a
Supplemental	78,750	80,500
Per Pupil Adjustment	n/a	39,883,772

\*State aid disbursements between July 1, 20011 and June 30, 2013 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.

## CHAPTER 2: THE OPERATION AND PERFORMANCE OF THE DEPARTMENT OF PUBLIC INSTRUCTION

In addition to discussing the state of education in Wisconsin, the biennial report is also an opportunity for the Department of Public Instruction to share the work it has done over the prior biennium. First, this chapter begins with a brief summary of the agency that provides links to further information. Second, this chapter includes the major program goals and objectives identified in the 2013-15 Executive Budget. Third, as required by s. 115.30(4)(d), Stats., this report outlines the work done by the department in the performance of its duties during the 2011-13 biennium. Fourth, the department has included some of the improvements it has made over the past biennium. This includes developing and creating flexible-time work schedules; additional, part-time positions; and other alternative work patterns.

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### *OVERVIEW OF THE DEPARTMENT*

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The department 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 State 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 Wisconsin 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.

For a more detailed overview of the department, see the [2011-12 Wisconsin Blue Book's section](#) on the department. For more information on the divisions and teams within the department, please visit [the department's website](#).

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### *MAJOR PROGRAM GOALS FOR THE 2011-13 BIENNIUM*

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As part of Governor Walker's [2013-15 Executive Budget](#), the goals below were identified for the department.

#### **Program 1: Educational Leadership**

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**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.

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## ***THE WORK DONE BY THE DEPARTMENT IN THE PERFORMANCE OF ITS DUTIES***

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During the 2011-13 biennium, 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 the Common Core State Standards;
- 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; and
- Revised academic standards for physical education and health education.

*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) with the Smarter Balanced Assessment System and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) with Dynamic Learning Maps.
  - 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 adjusting the reading and mathematics cut scores to more closely align with national expectations of college and career readiness in 2011-12, around 36 percent of students annually achieved the proficient level on the reading

assessment, and around 40 percent of students annually achieved the proficient level on the mathematics assessment. In that same time period, around 75 percent of students achieved the proficient level in science.

- 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 25 percentage points in reading and 20 percentage points in mathematics.
- 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 the department's 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 with input from stakeholders has designed school and district report cards. These report cards provide data on multiple indicators for four priority areas:
  - Student Achievement – performance on the WKCE and WAA-SwD in reading and mathematics;
  - Student Growth – improvement over time on the WKCE in reading and mathematics;
  - Closing Gaps – progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates; and
  - On-track and Postsecondary Readiness – performance on key indicators of readiness for graduation and postsecondary pursuits.

*Title I Schools* – The department identified schools that were in need of improvement based on their academic achievement scores and recognized some schools that were succeeding academically despite being in high poverty areas:

- Beginning in 2012-13, 118 schools were identified as Title I Focus Schools and 59 schools were identified as Title I Priority Schools that were in need of improvement based on their academic achievement scores.
- In 2011-12, 116 schools were Title I Reward Schools that were recognized for beating the odds based on academic achievement and poverty. Of these, 10 schools were recognized for receiving the award for five consecutive years. A total of 132 schools were recognized in 2012-13. Of those schools, 20 were recognized for receiving the award five or more consecutive years; one school earned the award for all 10 years of the program.
- Also, beginning in 2012-13, the department expanded the Title I Rewards Program to include Title I High-Progress and High-Achieving Schools. This expansion represented Title I schools that serve as a model for all schools across the state striving to meet our nation's new accountability measures and Wisconsin's Agenda 2017 goals to improve graduation rates and close college and career readiness gaps. A total of 65 schools statewide received a High-Achieving and/or High-Progress Award.

*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.
- Maintained a database of more than 333,310 licensed Wisconsin educators.
- Ensured teachers are highly qualified in compliance 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; and
- Updated the procedure for seeking department approval for high school course equivalency in the area of agriculture and science, Project Lead the Way, and technology education to expand opportunities for students to meet the graduation requirements.

*International Education Activities* – ([http://cal.dpi.wi.gov/cal\\_interntled](http://cal.dpi.wi.gov/cal_interntled)): 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 Chiba Prefecture (Japan) on the Assistant Language Teacher (ALT) Program. The program recruits Wisconsin citizens with a minimum of a bachelor’s degree to serve between one and five years as language assistants in schools in Chiba.

The department interviews and selects candidates. The popular program currently employs fifteen ALTs from Wisconsin.

- Worked closely with the State Superintendent's International Education Council to develop recommendations and strategies for educating globally literate students by 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.
- Organized and hosted the Wisconsin Global Education Summit in Madison (February 2012) with 300 participants (parents, school administrators, school board members, and teachers) and a concluding panel of educators and business representatives. The resulting recommendations for international education initiatives included a charge to work directly with students and to develop a policy to support international education in K-12 schools.
- Organized the first Wisconsin Global Youth Summit (February 2013) in cooperation with the Division for International Studies at University of Wisconsin-Madison.
- Developed and introduced the Global Education Achievement Certificate (policy) in September 2013. This policy creates a pathway toward the designation of Global Scholar on students' high school graduation transcript.

*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 new bullying prevention curricula for high school students to be distributed to all public schools. The department implemented a Safe and Supportive Schools project to impact school climate and student safety in 56 Wisconsin high schools.
- In partnership with the Department of Health Services and the UW, the department led a research project in 50 Wisconsin schools, seeking to increase daily student physical activity to at least 60 minutes. Best practices were 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 on-line tool kits and 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 to develop and deliver professional development and technical assistance statewide. The Wisconsin PBIS Network is a part of the Wisconsin RtI Center to illustrate how academic and behavioral supports work together in one multi-level system of supports (see [www.wisconsinrticenter.org](http://www.wisconsinrticenter.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 systems change grant to address racial equity in special education. CREATE provides training and professional development to all Local Education Agencies (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 a support system to help Wisconsin school districts identified with disproportionate representation get started on the path to culturally responsive education.
- 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 providing the opportunity to hear nationally recognized keynote speakers, learn more about the latest culturally responsive practices, enhance understanding and application of research-based strategies and tools.
- CREATE has learning opportunities designed to improve the referral, assessment, placement and delivery of special education. The objective of the professional development is to share evidenced based promising practices and new approaches in reaching students from diverse backgrounds.
- Community and family stakeholders participate in CREATE projects.

More information may be found at <http://createwisconsin.net>.

Finally, the department will implement the provisions under 2013 Wisconsin Act 20, the biennial budget bill. For a complete summary of actions in 2013 Wisconsin Act 20 that affect the department and educational program appropriations, please go to:  
[http://pb.dpi.wi.gov/files/pb/pdf/Act\\_20\\_final\\_summary\\_2013-15.pdf](http://pb.dpi.wi.gov/files/pb/pdf/Act_20_final_summary_2013-15.pdf).

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## *IMPROVEMENTS MADE BY THE DEPARTMENT*

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The department has made the following improvements:

- Established an annual Federal Funding Conference (a partnership between teams in the department – Special Education, Title I, School Management Services and School Financial Services, Wisconsin Association of School Business Officials, and Wisconsin Council for Administrators of Special Services) to provide funding technical assistance to LEA teams at one time and in one location. It has resulted in a consistent message from the department on federal funding with an emphasis on collaboration with district departments.
- Developed an “electronic signature” for Individuals with Disabilities Education Act (IDEA) grant assurances has eliminated the paper requirement and increased the speed LEAs can meet the compliance requirement.

- Provided resources and information on national initiatives affecting public libraries such as Connect2Compete and EveryoneOn.
- Conducted alternate-year training for new public library directors and youth service librarians to improve the quality of library services.
- The department is responsible for the Vocational Education Methods of Administration (MOA) civil rights compliance pursuant to the Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs (34 C.F.R. Part 100, Appendix B). The Office of Civil Rights said in a letter to the department dated September 13, 2013, that particular strengths include the breadth of issues covered in reviews, the quality of detail of the letter of findings, and the corrective action plan format guidance provided by the agency.
  - The Career and Technical Education Team, who administers this program, has made drastic improvements in the following areas:
    1. Monitoring school districts for civil rights compliance by providing pre and post visit technical assistance via an easy to use website and dedicated forms for ease in communicating with the district liaison.
    2. Streamlining evidence collection on site through the development of a new database (letter of findings) that cuts down on work to be done back at the office and provides a clear and concise list of directives for the district.
    3. Eliminated one full day of consultants being out of the office because of increased clarity in process.
    4. Drafting of a corrective action plan, which is used as a template for school districts to come into compliance and is given to school districts prior to on-site visit departure, has resulted in faster closure of open cases.
- The Educator Licensing On-Line system will result in an electronic application for all licenses. To be implemented in January 2014, this system will result in efficiencies in processing licensing applications, and, more importantly, provide data for the state data warehouse that will be used to inform policy decisions.
- The department continues to offer alternative work patterns to accommodate employees' professional and personal needs, including compressed work hours and part-time employment.

## CHAPTER 3: INFORMATION ON SPECIFIC AREAS OF INTEREST

The department is also required to report on specific areas of interests in education as part of its biennial report. First, under s. 115.36(3)(a)4., Stats., the department is required to report on program progress and project evaluation for assistance provided to schools for Alcohol and Other Drug Abuse Programs. Second, under s. 118.13(3)(a)3., Stats., the department is required to include information on the status of school district compliance with prohibiting pupil discrimination and school district progress toward providing reasonable equality of educational opportunity for all pupils in Wisconsin. Third, under s. 115.74(4), Stats., the State Superintendent must include the most recent assessment of needs and evaluation of American Indian language and culture education programs; the evaluation of resources directed toward meeting the educational needs of American Indian pupils; and recommendations for legislation in the area of American Indian language and culture education. Fourth, under s. 43.07(5), Stats., the State Superintendent must report on the condition and progress of library services in Wisconsin and recommendations on how library services may be improved. Fifth, under s. 118.33(5), Stats., the department must include information on the status of statewide high school graduation standards. Finally, under s. 115.35(5), Stats., the State Superintendent must include information as to the scope and nature of health problems education programs; the degree and nature of cooperation being maintained with other state and local agencies; and recommendations to improve such programs and cooperation.

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### *ALCOHOL AND OTHER DRUG ABUSE PROGRAMS*

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#### **Alcohol and Other Drug Abuse (AODA) Programs 2011-2013 Biennial Report**

##### **Background and Mission of the 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 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 is to provide schools with educational expertise and support services from 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, Stats., to promote the development of comprehensive AODA programs. The special program revenue appropriation for this grant program continues after 34 years and is generated by penalty assessments on court imposed fines or forfeitures under s. 165.587(1)(c), 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 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 was 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. The Network was dissolved in 2012 due to the loss of state funding previously provided through s. 115.361, Stats. This appropriation was eliminated in the 2011-13 biennial budget. A much smaller training center was established during the 2012-13 school year using remaining funds under s. 115.36, Stats. The training services under this new center (Wisconsin Safe and Healthy Schools Center) were again provided through the state's CESAs.

*AODA 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.

*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.

## **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 was collected to create a statewide prevalence study of student AODA behavior and attitudes. The results were detailed in the 2011 *The Wisconsin Youth Risk Behavior Survey and Executive Report*. A similar 2013 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 2013, 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*.

For information on AODA resources distributed by the department, see <http://dpi.wi.gov/sspw/tadocs.html>.

### Program and Grant Appropriations

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

<i>Programs</i>	<i>2011-12</i>		<i>2012-13</i>	
	<i>Approp.</i>	<i>Awards</i>	<i>Approp.</i>	<i>Awards</i>
<i>Assistance for AODA Program Youth AODA Program Grants</i>				
<i>s. 115.36 Wis. Stats. s. 20.255 (2) (kd), Wis. Stats.</i>	<i>\$1,284,700</i>	<i>\$1,284,700 (50 school district and consortium grants plus 106 student mini-grants)</i>	<i>\$1,284,700</i>	<i>\$1,284,700 (50 school district and consortium grants plus 127 student mini-grants)</i>
<i>s. 115.361 Wis. Stats. s. 20.255 (2) (dm), Wis. Stats.</i>	<i>\$0</i>	<i>\$0 (0 grants)</i>	<i>\$0</i>	<i>\$0 (0 grants)</i>
<i>s. 115.36 Wis. Stats. s. 20.255 (1) (kd), Wis. Stats. Administration</i>	<i>*\$398,563</i>	<i>\$3,080 (fellowships) \$395,483 (administration)</i>	<i>*\$441,551</i>	<i>\$3,960 (fellowships) \$437,591 (administration)</i>
<i>Alcohol/Driver and Traffic Safety Education</i>				
<i>s. 346.655, Wis. Stats. s. 20.255 (1) (hm), Wis. Stats.</i>	<i>\$195,868</i>	<i>\$14,868 (16 grants) \$181,000 (administration)</i>	<i>\$178,607</i>	<i>\$0 (0 grants) \$178,607 (administration)</i>
<i>Federal Safe and Drug-Free Schools Act</i>				
<i>Administration/Technical Assistance</i>	<i>\$0</i>	<i>\$0 (administration)</i>	<i>\$0</i>	<i>\$0 (administration)</i>
<i>Entitlements</i>	<i>\$0</i>	<i>\$0(0 grants)</i>	<i>\$0</i>	<i>\$0 (0 grants)</i>

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**COMPLIANCE WITH PUPIL NONDISCRIMINATION  
REQUIREMENTS**

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**Status of Wisconsin Public School Compliance with Pupil  
Nondiscrimination Requirements  
2011-2013 Biennial Report**

Wisconsin’s pupil nondiscrimination law, s. 118.13, 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., Stats., requires the State Superintendent to 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 5,533 complaints for the 2011-2013 biennium. There were 4,977 complaints reported for the 2009-2011 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 nine appeals during this biennium, an increase from the four reported during the 2009-2011 biennium.

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

Protected Class/Basis of Complaint	2010-2011 School Year*	2011-2012 School Year*
Ancestry	18	8
Disability	288	271
Pregnancy or Marital Status	16	27
National Origin	54	63
Race	573	651
Religion/Creed	29	30
Sex	1291	1371
Sexual Orientation	434	375
<b>TOTAL</b>	<b>2721</b>	<b>2811</b>

\*Complaint data is collected in the following school year. Therefore, 2012-2013 school year data is not yet available.

**Note:** All districts reported for the 2010-2011 school year and one district did not report for the 2011-2012 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.

**The Status of American Indian Education in the State of Wisconsin  
2011-2013 Biennial Report**

**American Indian Students Attending Public Schools**

During the 2011-2013 biennium, American Indian students comprised approximately 1.5% of public school enrollment in the state of Wisconsin. For the 2012-2013 school year, students could select one of seven categories for race/ethnicity -- American Indian/Alaska Native; Asian; Black (non-Hispanic); Hispanic; White (non-Hispanic) -- and 11,040 students indicated they were American Indian or Alaska Native (1.3%). For 2011-2012, students could select one of seven categories for race/ethnicity -- American Indian/Alaska Native; Asian Pacific Islander; Black (non-Hispanic); Hawaiian/Pacific Islander; Hispanic; White (non-Hispanic); and Two or More Races – and 11,277 students (1.3%) indicated they were American Indian or Alaska Native.

A significant portion of this population of students, approximately 61% 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 public school districts serve tribal communities located on or near reservations and trust lands or mid-size cities, although there is a substantial population of American Indian students in Milwaukee. For other school districts, serving small populations of American Indian students presents 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 on the Wisconsin state assessment.

Grade	# AI/AN	2011-2012				# AI/AN	2012-2013			
		WKCE Reading		WKCE Math			WKCE Reading		WKCE Math	
		AI/AN	All	AI/AN	All		AI/AN	All	AI/AN	All
3	1,007	71.7%	78.8%	64.6%	75.7%	1,000	21.8%	34.1%	31.9%	47.1%
4	1,031	74.0%	80.5%	69.5%	79.1%	1,015	21.5%	32.0%	33.0%	48.0%
5	1,002	71.7%	79.5%	69.9%	78.3%	1,052	19.3%	33.9%	32.4%	50.0%
6	997	75.6%	83.3%	64.7%	77.6%	1,015	21.1%	33.8%	33.9%	51.2%
7	1,000	76.4%	85.0%	68.9%	80.0%	1,023	22.5%	36.1%	25.8%	46.3%
8	1,028	74.6%	82.9%	66.9%	78.4%	1,022	22.5%	39.3%	26.5%	44.0%
10	1,042	66.8%	77.3%	53.6%	70.4%	1,018	24.9%	37.6%	26.3%	43.6%

**Special Education**

During the 2012-2013 school year, there were 2,363 American Indian students identified as having a disability and receiving special education services. This figure represents nearly 21.4% of the American Indian student population, whereas 13.9% of the population as a whole has been similarly identified and served. While still high, this figure has dropped slightly since the last biennium.

For 2011-2012, 2,448 American Indian students, or approximately 21.7% of the American Indian population, were identified for special education services. This figure compares to the statewide special education rate of 13.9%.

For the 2011-2013 biennium, ten public school districts were identified as having an over-representation of American Indian students in special education and/or a specific disability category. These districts were required to review their policies, procedures, and practices to ensure that the over-representation was not a result of inappropriate identification. Further, these schools were required to participate in improvement activities offered through *Culturally Responsive Education for All: Training and Enhancement (CREATE)*.

### **High School Graduation and Dropout Rates**

In 2011-2012, American Indian students had a significantly higher drop-out rate (3.76%) as compared to the population as a whole (1.37%). Similarly, in the same academic year, the attainment rates for American Indian students receiving a high school diploma was significantly lower as only 75.5% of American Indian students earned a regular high school diploma compared to 87.5% of the overall population.

### **Postsecondary Planning and Preparation**

For the most recent available year, 2011-2012, 28.9% of the 769 American Indian graduates indicated plans to attend a four-year college or university compared to 52.5% of the population as a whole. An additional 27.6% indicated plans to enroll in a vocational or technical program versus 21.6% of all students. For American Indians, 7.4% indicated an intention to seek employment versus 5.7% of the overall population, and 1.4% indicated a plan to seek job training versus 0.9% of all students. The percentage of American Indian students who indicated an intention to join the military was 4.9%, a response shared by 3.4% of all students. A much larger proportion, 29.8%, provided some other response, compared to 15.6% of all students.

In 2012-13, approximately 25.7% of American Indian students participated in the ACT compared to approximately 61.8% of all students. American Indians scored an average of 19.8 compared to 22.0 for all students.

Only 122 American Indian students, or 3.5% of those tested, took one or more AP exams as compared to a 11.4% participation rate for all Wisconsin students. Approximately 53.3% of American Indian students scored a 3 or above as compared to over 68.0% of all students.

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

Most American Indian students enrolled in private schools attend Indian Community School of Milwaukee, a K-8 school now located in Franklin, WI. The school served 307 American Indian students in 2012-2013 and 286 in 2011-2012. Three tribally controlled schools operate under grants from the Bureau of Indian Education (BIE), which is a division of the Bureau of Indian Affairs (BIA). These three tribal schools in the state served over 850 students each year during the 2011-2013 biennium. Lac Courte Oreilles Ojibwa School (K-12), located near Hayward, WI, served 239 students in 2012-2013 and 244 students in 2011-2012. Menominee Tribal School (K-8), located in Neopit, WI, served 219 students in 2012-2013 and 197 students in 2011-2012. The Oneida Nation School System (K-12), located near Green Bay, WI, served 420 students in 2012-2013 and 443 students in 2011-2012.

### **Licensed American Indian Educators**

Available figures indicate that there are very few American Indians working as licensed staff or administrators in Wisconsin public school districts. For the 2012-2013 school year, there were 209.17 FTE American Indians working as licensed staff, 163.24 FTE of whom were teachers, and 7.30 FTE licensed administrators, of whom 2.4 FTE were principals and 2.0 were district administrators. For 2011-2012, there were 209.24 FTE American Indians working as licensed staff, of whom 169.26 FTE were teachers, and 10.0 FTE licensed administrators, of whom 4.0 FTE were principals and 2.0 were district administrators.

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## ***COUNCIL ON LIBRARY AND NETWORK DEVELOPMENT***

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### **Council on Library and Network Development (COLAND) 2011-2013 Biennial Report**

Under s. 43.07, Stats., the State Superintendent and the Division for Libraries and Technology must 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 2011-2013 biennium, COLAND provided leadership to the state and the library community to improve library services and cooperation by:

- Continuing to promote the Wisconsin Prison Literacy Project to Department of Corrections staff to ensure awareness;
- Researching, educating and communicating new roles of service for libraries and librarians;
- Researching and making recommendations on whether to support library district enabling legislation;
- Pursuing implementation of universal library access to all libraries throughout Wisconsin and assessing effective, convenient, cost-saving measures for improved library access;
- Continuing to monitor recommended changes to the use of the Common School Fund;
- Supporting *Summit on School Library Media Specialist Staffing* Steering and Action Committees;
- 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; and
- Conducting surveys and holding public hearings to determine what the library community wants COLAND to include in its goals.

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## *HIGH SCHOOL GRADUATION REQUIREMENTS*

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### **High School Graduation Requirements 2009-2011 Biennial Report**

Requirements relating to high school graduation standards are specified under s. 118.33, 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, and 1.5 credits in physical education in grades 9-12 and a .5 credit in health in grades 7-12. 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 that included criteria for 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 as Wisconsin's mathematics and English language arts standards. Standards in other areas are now being revised.

2011 Wisconsin Act 105 modified many aspects of education law. Regarding physical education, a new section of Wis. Stat. sec. 118.33 was created and became effective December 9, 2011. It reads as follows:

118.33 (1) (e) A school board may allow a pupil who participates in sports or in another organized physical activity, as determined by the school board, to complete an additional 0.5 credit in English, social studies, mathematics, science, or health education in lieu of 0.5 credit in physical education.

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## *HEALTH PROBLEMS EDUCATION PROGRAM*

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### **Health Problems Education Program 2011-2013 Biennial Report**

Established under s. 115.35, Stats., the department has a health problems education program. During 2011-2013, 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.

- Staff Development

Staff improved educator knowledge and skills on curriculum development, classroom instruction and student assessment through workshops, courses, symposia and conferences.

- 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.