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Details: Reports on Education from the SC-Ed Misc folder

(FORM UPDATED: 08/11/2010)

WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

2009-10

(session year)

Senate

(Assembly, Senate or Joint)

Committee on ... Education (SC-Ed)

COMMITTEE NOTICES ...

- Committee Reports ... **CR**
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INFORMATION COLLECTED BY COMMITTEE FOR AND AGAINST PROPOSAL

- Appointments ... **Appt** (w/Record of Comm. Proceedings)
- Clearinghouse Rules ... **CRule** (w/Record of Comm. Proceedings)
- Hearing Records ... bills and resolutions (w/Record of Comm. Proceedings)
 - (**ab** = Assembly Bill) (**ar** = Assembly Resolution) (**ajr** = Assembly Joint Resolution)
 - (**sb** = Senate Bill) (**sr** = Senate Resolution) (**sjr** = Senate Joint Resolution)
- Miscellaneous ... **Misc**

* Contents organized for archiving by: Gigi Godwin (LRB) (August/2011)



DIVISION OF BUSINESS SERVICES414-475-8058

Central Services, Rm 131 - 5225 W.Vliet St.- P.O. Box 2181 - Milwaukee, WI 53201-2181.....Fax: 414-475-8113

May 5, 2008

*Refer to
Education*

Chief Clerk Robert Marchant
State Senate Chief Clerk's Office
P.O. Box 7882
Madison, WI 53707

Dear Chief Clerk Marchant:

According to Wisconsin School Law 121.87 in accordance with 13.172, the Board is required by law to submit the enclosed reports. School Law 121.87 states "...annually by May 1 the board of school directors of the school district operating under ch. 119 shall submit a report to the legislature under s.13.172(2) that specifies the number, percentage, race, sex, grade and attendance area of pupils transferred outside their attendance area without written consent under s.121.85(6)(am)."

Enclosed you will find a report that meet the requirements stated above. The total number of intra-district students bused under the Chapter 220 designation for the school year 2007-2008 equals 15,817. Of that number 725 either did not return a consent form or checked box indicating no consent. Students who have moved during the school year and no longer require parental consent were subtracted from the non-returned figure. The district did meet the requirement of ninety-five percent (95%) parents providing consent.

The four reports contain the following information:

The ethnic code breakdown by Grade Level for the 725 students.	
Code 1 = American Indian	Code 2 = African American
Code 3 = Asian	Code 4 = Hispanic
Code 5 = White	Code 6 = Other
The ethnic code breakdown by School Attendance Area.	
The male or female breakdown by Grade Level.	
The male or female breakdown by Attendance Area.	

Sincerely,

Michael Turza, Director
Division of Business Services
MT/sap

Enclosures

C: Legislative Fiscal Bureau
MPS - Board Governance
MPS - Audit
050508 BSS/MT/BusChapter220/StateReport

Grade Lvl	White	African	Hispanic	Indian	Asian	Other	Male	Female
01	1	18	5	0	0	3	13	14
02	5	17	5	0	1	1	16	13
03	2	14	5	0	0	1	11	11
04	2	11	5	0	0	0	13	5
05	0	9	6	0	0	2	8	9
06	6	46	1	1	0	0	30	24
07	2	37	1	0	0	3	30	13
08	3	26	2	0	1	1	14	19
09	1	161	29	2	2	3	98	100
10	0	61	12	0	2	1	39	37
11	0	44	11	0	1	1	28	29
12	0	28	7	0	1	2	14	24
K3	4	15	3	0	0	4	12	14
K4	7	27	5	0	4	3	18	28
K5	3	23	13	0	0	2	16	25
Total:	36	537	110	3	12	27	360	365

Total:

725

4.97

74.07

15.17

0.41

1.66

3.72

49.66

50.34

725 divided by 15817 = 4.58%

Area School Elem	Entity Name	White	African	Hispanic	Indian	Asian	Other	Male	Female
0073	ALLEN-FIELD	0	3	6	0	0	0	3	6
0075	ALCOTT	0	1	0	0	0	0	1	0
0077	AUER AVENUE SCHOOL	0	19	0	0	0	1	10	10
0081	BARTON SCHOOL	0	7	0	0	0	1	4	4
0083	KING ELEMENTARY SCHOOL	0	5	0	0	0	0	4	1
0092	BROWNING SCHOOL	0	12	0	0	0	0	3	9
0093	BRUCE SCHOOL	0	7	0	0	0	0	3	4
0094	BRYANT SCHOOL	0	8	0	0	3	0	4	7
0095	BURBANK SCHOOL	0	1	1	0	0	1	1	2
0098	BURDICK SCHOOL	0	1	0	0	0	0	0	1
0101	CARLETON SCHOOL	0	4	0	0	0	1	3	2
0102	CARVER ACADEMY	0	2	1	0	0	0	0	3
0104	CASS STREET SCHOOL	0	2	0	0	0	0	2	0
0110	CLARKE STREET SCHOOL	0	9	0	0	0	0	6	3
0113	CLEMENT AVENUE SCHOOL	6	0	0	0	0	0	1	5
0114	CLEMENS SCHOOL	0	4	0	0	0	1	3	2
0116	CONGRESS SCHOOL	0	12	2	0	0	0	5	9
0117	COOPER SCHOOL	0	0	2	0	0	0	2	0
0122	CURTIN SCHOOL	0	0	4	0	1	0	1	4
0125	DOERFLER SCHOOL	0	4	1	0	0	0	3	2
0131	DOVER STREET SCHOOL	0	0	4	1	0	1	3	3
0143	EIGHTY-FIRST STREET SCHOOL	0	2	1	0	0	1	0	4
0150	EMERSON SCHOOL	0	6	0	0	0	0	5	1
0152	ENGLEBURG SCHOOL	0	14	0	0	0	0	9	5
0154	THURSTON WOODS	0	10	0	0	0	1	5	6
0155	FAIRVIEW SCHOOL	0	1	1	0	0	0	0	2
0170	FIFTY-THIRD ST. SCHOOL	0	13	0	0	0	0	6	7
0173	FOREST HOME AVE. SCHOOL	0	1	2	0	0	0	0	3
0179	FRANKLIN ELEMENTARY	0	17	0	1	0	0	13	5
0185	GAENSLER SCHOOL	0	4	1	0	0	1	2	4
0188	GARDEN HOMES SCHOOL	0	12	2	0	0	0	8	6
0191	GARLAND SCHOOL	0	0	0	0	0	1	1	0
0192	GOODRICH SCHOOL	0	9	0	0	0	2	5	6
0193	GRANT SCHOOL	0	0	6	0	0	0	4	2
0194	RIVER TRAIL SCHOOL	0	1	0	0	0	0	1	0
0196	GRANTOSA DRIVE SCHOOL	0	5	1	0	0	0	3	3
0197	GRANVILLE-CLOSED	0	10	1	0	0	0	6	5
0199	GREEN BAY AVENUE SCHOOL	0	15	0	0	0	0	3	12
0202	GREENFIELD SCHOOL	0	0	5	0	0	0	4	1
0205	HAMPTON SCHOOL	0	11	2	0	0	0	7	6
0208	HARTFORD SCHOOL	0	1	2	0	0	0	2	1
0212	HAWTHORNE SCHOOL	0	5	0	0	0	0	2	3
0217	HI-MOUNT SCHOOL	0	12	0	0	1	0	9	4
0218	HOLMES SCHOOL	0	8	3	0	0	0	7	4
0220	HOPKINS STREET SCHOOL	0	4	0	0	0	1	3	2
0223	HUMBOLDT PARK SCHOOL	0	1	0	0	0	2	2	1
0226	MILW SIGN LANGUAGE SCHOOL	0	12	0	0	1	0	6	7
0232	KAGEL SCHOOL	0	0	4	0	1	0	3	2
0235	KEEFE AVENUE	0	7	0	0	0	0	5	2
0237	KILBOURN SCHOOL	0	6	0	0	0	0	3	3
0238	LA FOLLETTE SCHOOL	0	7	0	0	0	1	5	3
0241	LANCASTER SCHOOL	0	10	0	0	0	1	5	6
0244	LEE SCHOOL	0	5	0	0	0	0	5	0
0250	LINCOLN AVENUE SCHOOL	0	2	7	0	0	0	3	6
0256	LONGFELLOW SCHOOL	0	2	1	0	0	0	2	1
0257	LOWELL SCHOOL	0	1	2	0	0	0	2	1
0265	MANITOBA SCHOOL	0	0	4	0	0	0	3	1

Area School Elem	Entity Name	White	African	Hispanic	Indian	Asian	Other	Male	Female
0267	MAPLE TREE SCHOOL	0	12	0	0	0	0	5	7
0270	METCALFE SCHOOL	0	13	2	0	0	0	8	7
0274	MITCHELL SCHOOL	0	3	1	0	0	0	3	1
0277	MORGANDALE SCHOOL	0	0	2	0	0	0	1	1
0283	NEESKARA SCHOOL	0	2	0	0	1	1	0	4
0289	NINETY-FIFTH STREET	0	5	0	0	0	2	6	1
0295	ZABLOCKI SCHOOL	0	0	11	0	0	0	7	4
0301	PARKVIEW SCHOOL	0	3	0	0	0	0	1	2
0307	PIERCE ELEMENTARY SCHOOL	0	1	0	0	0	0	1	0
0309	CARSON ACADEMY OF SCIENCE	0	12	0	0	0	0	5	7
0313	RILEY SCHOOL	0	1	13	1	0	0	5	10
0316	ACADEMY OF ACCELERATED LRNG	15	0	0	0	0	1	13	3
0318	ROGERS STREET ACADEMY	0	1	3	0	0	0	3	1
0319	SHERMAN SCHOOL	0	25	2	0	0	1	11	17
0322	SIEFERT SCHOOL	0	16	1	0	2	0	8	11
0325	SILVER SPRING SCHOOL	0	6	0	0	0	0	1	5
0331	SIXTY-FIFTH ST. SCHOOL	0	12	1	0	0	0	5	8
0334	HONEY CREEK ELEMENTARY SCHOOL	0	1	0	0	0	0	0	1
0337	KLUGE SCHOOL	0	4	2	0	0	0	3	3
0343	STORY SCHOOL	0	15	0	0	1	1	8	9
0344	STUART SCHOOL	0	4	0	0	0	0	3	1
0350	THIRTY-FIFTH STREET. SCHOOL	0	16	1	0	0	1	7	11
0356	BETHUNE (37TH ST)	0	15	2	0	1	0	8	10
0360	THOREAU SCHOOL	0	4	0	0	0	0	2	2
0365	TOWNSEND SCHOOL	0	13	0	0	0	0	9	4
0368	TROWBRIDGE SCHOOL	6	0	0	0	0	0	2	4
0370	WESTSIDE ACADEMY	0	17	1	0	0	1	13	6
0374	WHEATLEY SCHOOL	0	8	0	0	0	0	4	4
0377	TWENTY-FIRST STREET SCHOOL.	0	3	0	0	0	1	0	4
0380	MC NAIR ACADEMY	0	7	0	0	0	0	2	5
0387	VICTORY SCHOOL	0	1	1	0	0	0	1	1
0390	VIEAU ELEMENTARY SCHOOL	0	2	1	0	0	1	0	4
0397	WHITMAN SCHOOL	9	0	0	0	0	0	4	5
		36	537	110	3	12	27	360	365

Total: 725 4.97 74.07 15.17 0.41 1.66 3.72 49.66 50.34

725 divided by 15817 = 4.58%



A QUALITY
EDUCATION
FOR
EVERY
CHILD



**State of Wisconsin
Department of Public Instruction**

Elizabeth Burmaster, State Superintendent

December 17, 2008

Robert J. Marchant
Chief Clerk
B20 State Capitol
Madison, WI 53702

Dear Mr. Marchant:

Pursuant to s. 115.361 (2), Wis. Stats., the attached report is submitted to you for referral to the appropriate standing committees of the legislature under s. 13.172 (3), Wis. Stats. The report provides a collection of analyzed information about programs funded under this section along with evidence of their effectiveness. Further, this report covers a two-year cycle and provides information on a wide-range of AODA related resources, including grants, training, technical assistance, and educational materials.

If you have any questions regarding this document, please contact Kenneth Wagner at (608) 266-5181.

Sincerely,

A handwritten signature in cursive script that reads 'Elizabeth Burmaster'. The signature is written in black ink and is positioned above the printed name and title.

Elizabeth Burmaster
State Superintendent

EB/kw

* Referred to committee on Education.

S T A T U T O R Y R E P O R T

2008

ALCOHOL AND OTHER
DRUG ABUSE

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
ELIZABETH BURMASTER, STATE SUPERINTENDENT

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Part One - Introduction

Background on the Wisconsin Department of Public Instruction Alcohol and Other Drug Abuse Program

The Department of Public Instruction's (DPI) Alcohol and Other Drug Abuse (AODA) program combines service delivery systems, legislated services, state grant programs, and federal funding awards to make funds available to local educational agencies (LEAs) for the development of comprehensive school health programs.

The role of DPI, first authorized under Chapter 331, Laws of 1979, is to help local school districts better utilize their staff, and program resources to develop comprehensive AODA programs to enhance their health curricular offerings. DPI provides access to a wide range of AODA-related resources, including grants, training, technical assistance, educational materials, and technical assistance. DPI acknowledges that schools have educational expertise and the ability to provide a wide range of programs and services for students. 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 alcohol and other drug abuse. DPI implements and monitors activities related to grant application, fund disbursement, project implementation, and project evaluation.

Program staff provide consultation and technical assistance concerning the development, expansion, and evaluation of school-based AODA programs and services. Assistance to local education agencies, regional cooperative educational service agencies (CESAs), and other local or regional organizations includes on-site visitation, presentations, training, workshops, and liaison activities on an ongoing basis. Information about available AODA-related resources is disseminated to school staff and specialized resources are developed or adapted to meet identified needs of school staff in areas where appropriate resources do not exist.

Evaluation and monitoring of grant activities include interim and end-of-year reports, ongoing review of project implementation, and intensive evaluation of key strategies and program components. The results of these monitoring activities and evaluations are detailed in this report.

Part Two – Overview of AODA Program Activities

DPI is pleased to present this evaluation report on its 2006-2008 school-based AODA prevention and intervention initiatives. DPI's AODA program consists of grant-making, training, and technical assistance. A brief description of each for the period of July 2006 to June 2008 follows.

AODA Grant Programs

The total DPI AODA allocation was divided among school districts and the state's 12 CESAs under the program categories described here.

AODA Prevention Programs Grants - This program provided grants for the development and expansion of district-wide comprehensive, kindergarten through grade 12, AODA prevention curricula as well as K-12 prevention and early intervention programming as part of a comprehensive school health program. As such, these programs also include parent and community education. Projects funded under this program follow guidelines established in s. 115.36 (3) and s. 115.361, Wis. Stats. These grants were awarded on a biennial competitive basis for 2006-2008, in contrast with the annual formula-based award each district received under the Federal Safe and Drug Free Schools and Communities Act.

Wisconsin Alcohol, Tobacco, and Other Drug Education Network - The DPI established the Wisconsin Alcohol, Tobacco, and Other Drug Education Network (WATODEN) within CESAs to manage a regional program for purchasing informational and curricular materials, as well as to provide essential functions including information sharing, training, technical assistance, resource pooling, and partnership development within communities, counties, and regions. CESAs assisted with the distribution of the Educator Fellowship Awards and helped conduct leadership as well as leading the first line of review for the Student Mini-Grant competition.

Student Mini-Grants - This program funded projects designed and implemented by students for students, which includes AODA prevention or the prevention of other related youth risk behaviors, such as tobacco, violence/bullying, suicide, or traffic safety. The CESA WATODEN group assisted DPI in reviewing and recommending grant proposals to be funded. This program continues to be highly recognized and utilized across the state.

Educator Fellowship Awards - This program allows partial reimbursement for college credits earned by practicing educators in courses related to drug and alcohol prevention strategies and comprehensive school health education.

AODA Training and Technical Assistance

In addition to funding grants, a portion of this appropriation supported professional development for public and private school staff. This was accomplished through DPI-planned and sponsored events, activities co-sponsored by DPI, including state and regional conferences and workshops, and the Educator Fellowships Awards described in the previous section.

Part Three - Evaluation Methods and Formats

This report covers DPI's AODA program-funded activities for the 2006-07 and 2007-08 school years. DPI used a variety of data collection methods to evaluate the impact of the program.

For the AODA Prevention Program Grants, self-reporting data was collected, both mid-year and end-of-year, from all grant recipients. This data includes the numbers of students, school staff, and parents/family members impacted, major strategies used, objectives achieved through the projects, and most significant findings. It included numerical and qualitative information, both of which were summarized for this report. An electronic data collection system was first implemented in 2004 and was used to assist with the gathering of information in this report.

For the Student Mini-Grants, WATODEN, and Educator Fellowships, brief descriptive summaries were collected and are summarized later in the report.

Evaluation for all of the above programs also included informal methods of communication with grantees via telephone, email, and meetings. These communications helped determine the degree of program implementation and possible regional needs for technical assistance. DPI fiscal review included the appropriateness of expenditures and adherence to standard accounting practices.

Part Four – Evaluation Results of Grant Programs

Alcohol and Other Drug Abuse Prevention Program Grants

DPI awarded a total of \$9,850,222 to 81 grantees in the two school years (2006-07 and 2007-08) included under this program report. Grant award amounts are regulated by enrollment category in the following manner:

Category	K-12 Enrollment	Maximum Award (per year)
Milwaukee Public Schools	100,000+	\$350,000
A	10,000-100,000	\$175,000
B	3,000-9,999	\$ 80,000
C	1,000-2,999	\$ 50,000
D	999 or under	\$ 25,000

Consortia of several school districts may also apply for funds. The maximum consortium award is \$70,000, not to exceed \$15,000 per member.

For each of the two years, 2006-2007 and 2007-2008, awards were distributed as follows: (this amount does not include the allocations for WATODEN, mini-grants, or fellowships)

Enrollment Category	# Projects	Total Funds
MPS	1	\$ 700,000
A	6	\$2,098,000
B	20	\$2,908,672
C	32	\$2,898,890
D	22	\$1,250,660

These grants fund the development or expansion of school district-wide K-12 curricula and programs in prevention and intervention. Districts may request funds to do any of the following:

1. Curriculum and instruction that meets all of the requirements of s. 118.01 (2) (d) 2. c. and 6., Wis. stats, and which does all of the following:
 - a. Provides accurate and up-to-date information on health promotion and risk behaviors.
 - b. Provides accurate information about youth attitudes and behaviors about AODA and related youth risk behaviors.
 - c. Provides a strong focus on life skill developments, such as decision-making, goal-setting, and communication skills.

- d. Emphasizes key concepts that cut across many health and safety issues.
 - e. Provides multiple instructional strategies.
 - f. Is developmentally appropriate and builds on a pupil's prior knowledge.
 - g. Provides a sense of safety and community in the classroom.
 - h. Provides clear and consistent messages.
 - i. Involves parents and guardians in instructional programs.
2. A written school district policy which supports comprehensive alcohol and other drug abuse programming including pupil assistance programs, curriculum, instruction, staff development, and youth-oriented activities. The policies shall be widely publicized and be in accordance with appropriate state and federal laws.
 3. Programs for pupils including pupil assistance programs, peer programs, student clubs, and drug-free alternatives.
 4. Programs for adults including staff development, employee assistance and wellness programs, and parent and community alternatives.
 5. Integration of community resources and support services including, but not limited to, human services providers, private treatment providers, law enforcement officers, and judicial personnel.
 6. Access to a collaborative pupil service team made up of school counselors, social workers, nurses, and psychologists.
 7. An AODA program coordinator who is provided with appropriate time and training.
 8. Ongoing monitoring, assessment, and evaluation of AODA program activities.
 9. Strategies to develop comprehensive school health programs which include, but are not limited to, a police-school partnership project, a family support project providing parenting skills and family cohesion-building strategies, after-school and summer school tutorial services, student assistance programs, youth-led prevention activities, or any other strategy approved by the state superintendent to meet the statutory objectives of prevention or amelioration of alcohol and drug used by minors. A school district may enter into contracts with public or private non-profit agencies to collaborate on family support programs that include parenting skills and family cohesion-building strategies.

This program coordinates its AODA prevention and intervention projects with other such programs available in the school district, and to the greatest extent possible, involves pupils, parents, professional school staff, treatment professionals, law enforcement officers, and court personnel in both the development and implementation of the program. School boards can establish the program individually or on a cooperative basis with one or more school districts, CESAs, or county children with disabilities educational boards (CCDEBs).

AODA Prevention Program Grant Activities and Results During 2006-2008

AODA Prevention Program Grant projects impacted a significant number of students, staff, and parents/family members in various ways. Grantees reported the following cumulative numbers for the two years of the grants.

Numbers of students

Disciplined under new/revised AODA policy	14,548
Trained as peer helpers in AODA program	11,806
Received mediation/mentoring/helping services from trained peers	59,484
Received classroom instruction using curriculum purchased, developed, or enhanced through this grant	238,210

Numbers of staff

Trained and/or provided classroom instruction using curriculum purchased through the grant	11,880
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Numbers of parents/family members

Received information on AODA issues through grant-funded activities	232,680
Received services for AODA issues through grant-funded activities	21,784

The average numbers of students, school staff, and parents served per AODA project during this cycle were as follows:

Students receiving discipline, training, instruction, or help	4,001
Parents/family members receiving information or services	3,141
School staff trained and/or providing classroom instruction	147

AODA grants funded a wide range of activities to prevent student alcohol and other drug abuse and violence. The breadth and scope of these activities are reflected in the following:

- The 81 grantees, submitting a total of 162 reports over the two year grant period, identified major strategies utilized or the program emphasis of their grants, as measured by expenditure of funds; the following numbers were reported (districts could check more than one item and can check each item more than once). These strategies are consistent with research on effective AODA programs.
- The reports resulted in the following totals:
 - 122 identified curriculum development/implementation
 - 111 identified adult programs/staff development
 - 102 identified parent/family education and outreach
 - 99 identified healthy school environment
 - 85 identified peer-to-peer program implementation
 - 82 identified community connections/coalition building
 - 72 identified student assistance program
 - 41 identified policy development/enforcement
- When asked if they would continue the programs started or enhanced with these grant funds:
 - 52 indicated they would continue the program in full
 - 90 indicated they would continue the programs at a reduced level
 - 4 indicated they would not be able to continue the programs without grant fundingMajor reasons identified for not continuing, or continuing their programs at reduced levels, were lack of money, resources, or staff time.

Program Objectives Results

The major objectives of the projects were defined under the following major categories.

AODA prevention	87
Asset building	31
Violence prevention	14
Other*	13

*Examples included classroom environment, healthy environment, At-Risk Program, Comprehensive School Health Program.

Significant Findings

When asked to describe the most significant findings from their evaluations of program effectiveness, responses fell into the categories identified below (with examples).

- Eighty-seven projects identified progress in AODA prevention and/or reduction. Examples included:
 - “There were 248 students impacted by Project Success and Blast activities. Comparing YRBS data from 2005 to 2007, students reported a 13.4% reduction in having at least one drink in the last 30 days.” (Spencer)
 - “Pre- and post-data indicated that after delivery of the Prime For Life curriculum at the 8th and 10th grade levels, 82% increase in student’s accurate understanding of low-risk choices related to both alcohol and drug use.” (Marshall)
 - “Our 7th graders were taught Project Northland. Pre- and post-survey results showed: knowledge of at least four consequences of drinking alcohol as a teenager increased from 24% to 91%; knowing what to do if at a party where alcohol was being served increased from 58% to 94%.” (Burlington)
- Thirty-one projects identified progress in asset building. Examples included:
 - “Of the nine families that graduated from the FAST Program, 95% reported a significant improvement in the quality of their family relationships as a result of the program. At the elementary level, with 479 students, there were 75 successful peer mediations.” (Clintonville)
 - “Eight hundred seventy-one K-6 students increased their knowledge and skills regarding a healthy lifestyle, peer pressure, and their ability to set goals. Forty-six K-6 teachers increased their knowledge & skills in self-concept, physical and intellectual positive actions for a healthy body, and in the areas of social & emotional learning.” (Tomahawk)
 - Participants in the Wausau Truancy Abatement Program (WTAP) showed a 77% success rate. The Report Center portion of this program showed that 84% of the students successfully completed requirements. (Wausau)
- Thirty-nine projects identified progress in improving school climate. Examples included:
 - “The CHOICES Peer Education Program has successfully presented plays on the consequences of ATODA and bullying for all 5th grade students. A pre/post asset survey given to peer educators demonstrated an increase from 21 to 34 assets. Also a

staff committee to improve school climate increased from 13 to 20 members implementing eight new school/community initiatives.” (Athens)

“Our drama troupe membership increased from 12 students in 2006-2007 to 20 in 2007-2008. The number of eighth graders trained in peer mediation went from 57 in 2006-2007 to 68 in 2007-2008.” (Winneconne)

“Teachers participating in the teaching of Love and Logic course reported an improvement in their ability to communicate positively with students and establish and enforce clear rules and consequences for the student behaviors.” (Monona Grove)

Student AODA Mini-Grants

Comprehensive school health programs require youth involvement to create environments conducive to healthy, resilient, and successful learners. The AODA Student Mini-Grant Program is part of DPI’s efforts to encourage youth initiatives. In the 2006-07 school year, \$198,420 was distributed to 209 youth-planned and led projects throughout the state. In 2007-08, \$203,705 was distributed to 210 youth-led projects. Under this program, a total of \$402,125 was awarded in 2006-07 and 2007-08. These dollars were available on a competitive basis for schools throughout the state to support AODA prevention projects created and implemented by youth (individual projects up to \$1,000). Strategies such as peer education programs, mentoring programs, and conflict resolution activities as well as other positive youth development initiatives, were funded under this program. Priority for funding was given to projects that made a link between AODA prevention and prevention of other youth risk behaviors such as violence, traffic safety violations, tobacco use, etc. Applications were distributed to local CESA AODA facilitators (in Milwaukee, to the Drug Free Schools Office at MPS administration) no later than the beginning of October in any given year. Consideration for an award was based on the educational value of the project as well as statewide geographic distribution of the funds.

Based on end-of-year report data, the majority of school districts reported an increase in student awareness of AODA and related issues. In addition, projects reported an increase in student leadership and parent involvement as a result of funded projects.

Part Five - Training and Education Programs

Wisconsin Alcohol, Tobacco, and Other Drug Education Network

The Wisconsin Alcohol, Tobacco, and Other Drug Education Network (WATODEN) is comprised of 12 staff (one per CESA), who are responsible for providing many of DPI’s AODA prevention activities and training initiatives to their region’s schools. The CESA Network staff conducted a thorough assessment for the needs and assets of schools in their region regarding AODA and violence, and designed a program to address these needs and strengthen the assets. This program provided regular and ongoing opportunities for networking and communication with school-based coordinators, through quarterly network meetings, newsletters, websites and email distribution/communication, county and regional partnership as well as individual district site visits.

The funding for WATODEN facilitation supported staff development opportunities offered throughout the school year for teachers, parents, and other community partners. These training and technical assistance efforts provided ongoing support that helps meet the needs of local districts and communities. These staff development opportunities targeted the development of comprehensive AODA prevention programs which include school-based classroom prevention strategies, curriculum training, skills development, grant writing, school policy, and climate as well as youth and peer education programs. During the 2006-2008 school years, approximately 12,000 adults and youth were trained statewide as a result of WATODEN training initiatives.

Many of the CESA AODA staff were active participants on local community AODA prevention coalitions or partnership councils. Their participation helped to link schools with these community partners for the purpose of providing continuity of prevention services, communication, and information sharing. A variety of community representatives were involved in these partnerships including representation from law enforcement, youth, community-based organizations, prevention specialists, health professionals, school board members, and parents.

Through the combined efforts of the CESA staff, every school district in the state with a funded alcohol, tobacco, and other drug abuse prevention program was provided support and technical assistance.

Educator Fellowships

During the school years of 2006-08, funds were utilized by over 220 educators statewide to help increase knowledge and skills related to AODA and comprehensive school health education issues. In the summer of 2006, DPI sponsored five summer teacher enhancement programs dealing with AODA prevention initiatives, Violence Prevention, The Power of Teaching, Tobacco Programming, and Sexual Risk Taking for over 125 teachers. In the summer of 2007, DPI sponsored two classes, Tobacco Initiatives and Violence Prevention to over 50 teachers. In the summer of 2008, DPI has offered one class in bullying prevention to over 45 teachers.

Other DPI-Sponsored Training and Technical Assistance

During 2006-08, DPI supported a wide variety of other training and technical assistance activities and resources using AODA program funds. Examples include the annual regional workshops for grantees on AODA program development; statewide conferences on AODA prevention, tobacco, and school health and safety issues; summer courses for teachers co-sponsored by public and private colleges; and professional development seminars and conferences for school psychologists, school social workers, and school nurses on AODA and related issues.

Resources developed and distributed include an AODA program assessment tool, a resource guide on school tobacco programs, 2007 Executive Summary of the Wisconsin Youth Risk Behavior Survey, an Online Wisconsin Youth Risk Behavior Survey for middle and high school students, and a curriculum document *Building Skills for Health Literacy* to assist with updating the district tobacco curriculum.

Additional resources developed and distributed statewide by DPI deserve special mention. In 2007, two modules focusing on classroom instruction related to bullying prevention were sent to all Wisconsin school districts. Additionally, policy guidelines were developed and distributed as a companion to the curricula. Trainings were provided in all 12 CESA regions to assist school districts in their implementation.

Through the federally-funded Safe and Drug Free Schools and Communities Data Project, schools were provided training in Module I, “The Heart and Science of Data-Driven Prevention Programs”; Module II, “Data Analysis and Action”; Module III, “The Selection, Replication, and Adaptation of Evidence-Based Prevention Programs.” During this reporting period 667 individuals attended these trainings representing 35% of Wisconsin schools. In addition to these modules, DPI has developed and revised the Violence Assessment Tools and AODA assessment tools for the middle and high school level students. Through this program training and technical assistance by DPI staff and contracted agencies resulted in greater capacity for program development evaluation among school personnel.

DPI consultants provided ongoing, up-to-date information sharing with the CESA network and their schools at quarterly scheduled “Share Shops.” DPI, with the Wisconsin Office of Justice Assistance, Department of Health and Family Services, Wisconsin Emergency Management and Center for School, Youth, and Citizen Preparedness, assisted schools by developing and coordinating an ongoing series of webcasts dealing with current safe school topics. Examples of topics include: Cyber-Bullying, National Incident Management System, Violence Prevention-Second Step, and the Blue Ribbon of Promise. These webcasts can be accessed from the Student Services/Prevention and Wellness webpage and can be viewed at any time. These webcasts have been seen by over 5,000 viewers since the beginning of the program.





State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

DATE: March 16, 2009

TO: Robert J. Marchant, Chief Clerk
Wisconsin Senate

FROM: Elizabeth Burmaster, State Superintendent *EB*

SUBJECT: Annual Report on the Status of the Preschool-to-Grade-Five Program—2007-08

The annual report on the status of the Preschool-to-Grade-Five (P-5) Program has been submitted to the Joint Committee on Finance and is submitted to you for referral to the appropriate standing committees pursuant to s. 115.45 (6) (b) and (c), Wis. Stats.

All P-5 school district evaluation reports for 2007-08 are contained herein, reporting on the academic progress for all schools funded by the P-5 program. If you have any questions, please contact my office or April L. Holland in the DPI Office of Urban Education (414-227-4942).

EB:sjb

Enclosure

Attached Info.
Added To
LRB Library
Collection

Referred to committee on Education



State of Wisconsin Department of Public Instruction

Elizabeth Burmaster, State Superintendent

DATE: March 16, 2009

TO: Senator Mark Miller, Co-Chair, Joint Committee on Finance
Representative Mark Pocan, Co-Chair, Joint Committee on Finance

FROM: Elizabeth Burmaster, State Superintendent *EB*

SUBJECT: Annual Report on the Status of the Preschool-to-Grade-Five Program—2007-08

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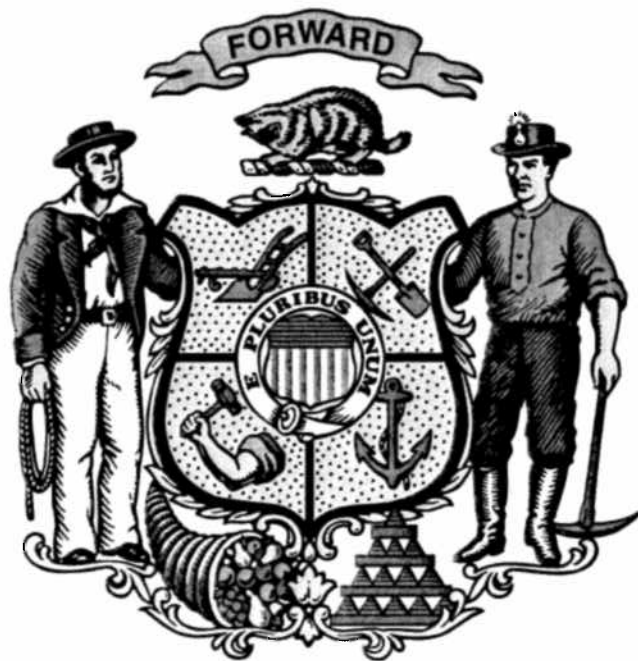
During the 2007-08 school year, 38 elementary schools from four districts participated in the program. This included twenty schools in Milwaukee, seven schools in Kenosha, six schools in Racine, and five schools in Beloit. Grants are awarded for three-year periods. Under s. 115.45 (10), Wis. Stats., a grant may not be renewed unless the state superintendent determines the project met its objectives. Seven of the 38 schools completed their three-year cycle in 2007-08, and this report contains recommendations for continued funding for all of these schools.

Specific testing is required annually in each school under s. 115.45 (4) (b), Wis. Stats. This report reviews the performance of the schools on these tests. Also reviewed were student enrollment, attendance and poverty rates, and funding the districts received in 2007-08 pending completion of the 2008-09 grants. The evaluation reports from each P-5 district are enclosed.

If you have questions regarding this document, please contact April L. Holland, Education Program Specialist (414-227-4942 or april.holland@dpi.wi.gov).

EB:sjb

Enclosure



Annual Report on the Status of the Preschool-to-Grade-Five Program 2007-08

March 2009



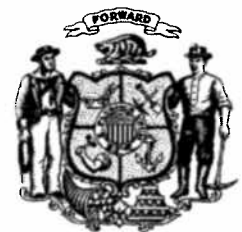
Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent
Madison, Wisconsin

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WISCONSIN STATE LEGISLATURE





School District of Beloit
Beloit, Wisconsin
Preschool to Grade 5

P5

Evaluation Report
2007-2008



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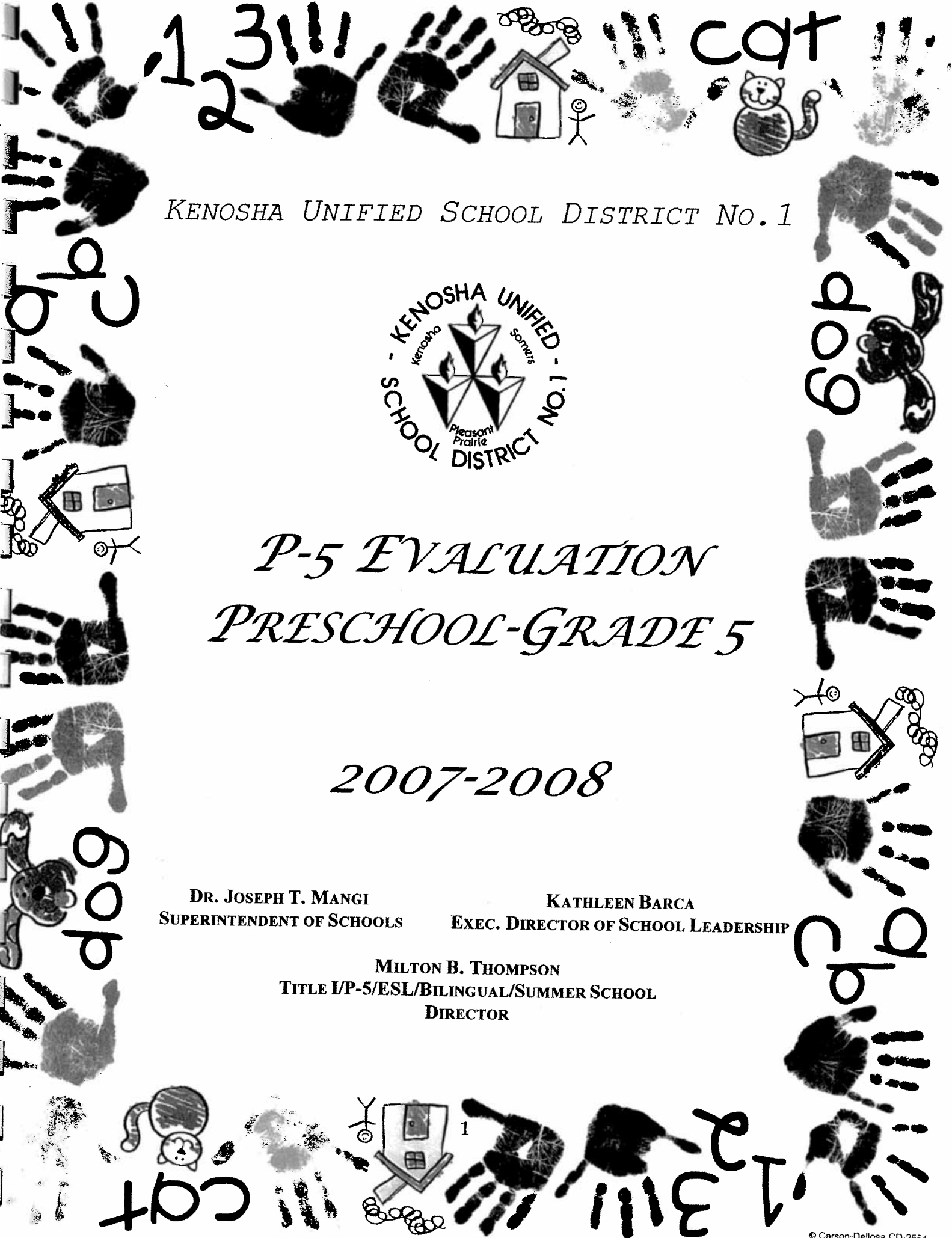
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KENOSHA UNIFIED SCHOOL DISTRICT No. 1



*P-5 EVALUATION
PRESCHOOL-GRADE 5*

2007-2008

DR. JOSEPH T. MANGI
SUPERINTENDENT OF SCHOOLS

KATHLEEN BARCA
EXEC. DIRECTOR OF SCHOOL LEADERSHIP

MILTON B. THOMPSON
TITLE I/P-5/ESL/BILINGUAL/SUMMER SCHOOL
DIRECTOR

P-5 EVALUATION PRESCHOOL TO GRADE 5

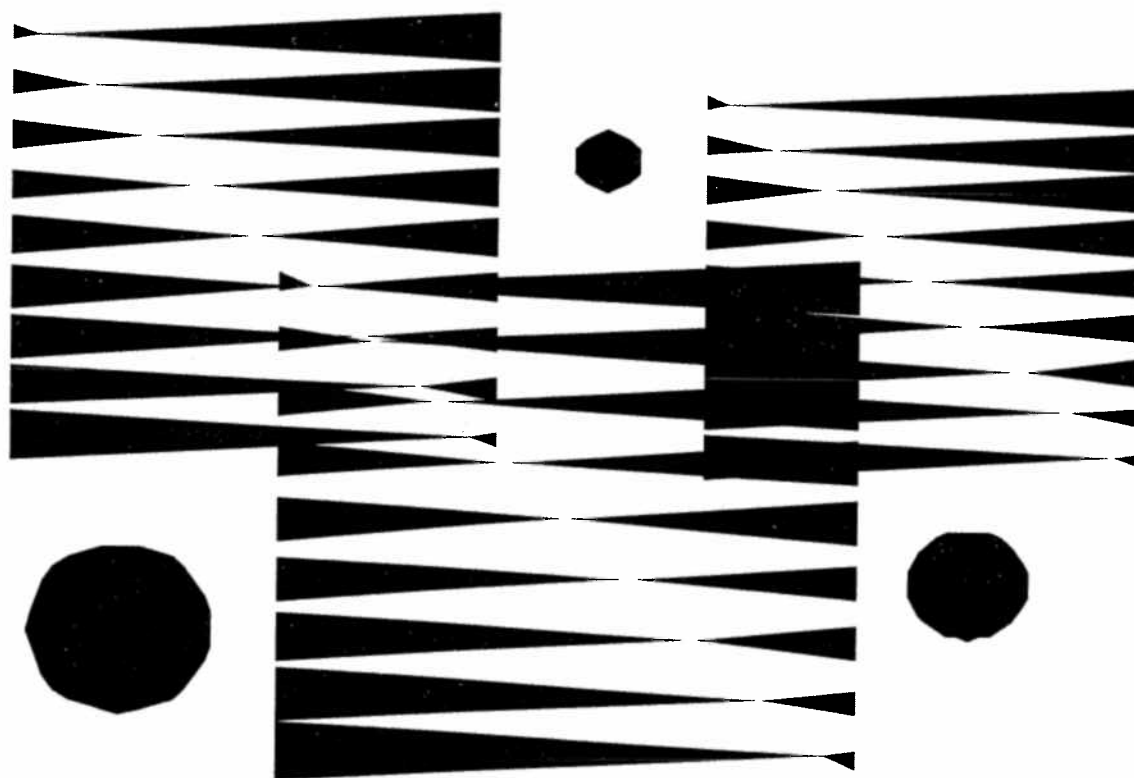
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MILWAUKEE PUBLIC SCHOOLS

P-5 EVALUATION REPORT 2007-2008



DIVISION OF EARLY CHILDHOOD EDUCATION

P-5 OFFICE

December 2008



Racine Unified School District

**P-5 Annual Evaluation Report
2007-2008 School Year**

October, 2008




Department of Standards, Assessment, and Accountability
Racine Unified School District
Racine, Wisconsin



DATE: February 26, 2010

TO: Robert J. Marchant, Chief Clerk
Wisconsin Senate

FROM: Tony Evers, PhD, State Superintendent 

SUBJECT: Annual Report on the Status of the Preschool-to-Grade-Five Program—2008-09

The annual report on the status of the Preschool-to-Grade-Five (P-5) Program has been submitted to the Joint Committee on Finance and is submitted to you for referral to the appropriate standing committees pursuant to s. 115.45 (6) (b) and (c), Wis. Stats.

All P-5 school district evaluation reports for 2008-09 are contained herein, reporting on the academic progress for all schools funded by the P-5 program. If you have any questions, please contact my office or Kevin Ingram, Director, Wisconsin Educational Opportunity Programs and Office of Urban Education at (414) 227-4413 or kevin.ingram@dpi.wi.gov.

TE:sjb

Enclosure

Attached
Info. Added
to LRB Library
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Referred to Committee on Education.

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Representative Mark Pocan, Co-Chair, Joint Committee on Finance

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If you have questions regarding this document, please contact Kevin Ingram, Director, Wisconsin Educational Opportunity Programs and Office of Urban Education at (414) 227-4413 or kevin.ingram@dpi.wi.gov.

Enclosure

Annual Report on the Status of the Preschool-to-Grade-Five Program 2008-09

March 2010



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

Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841

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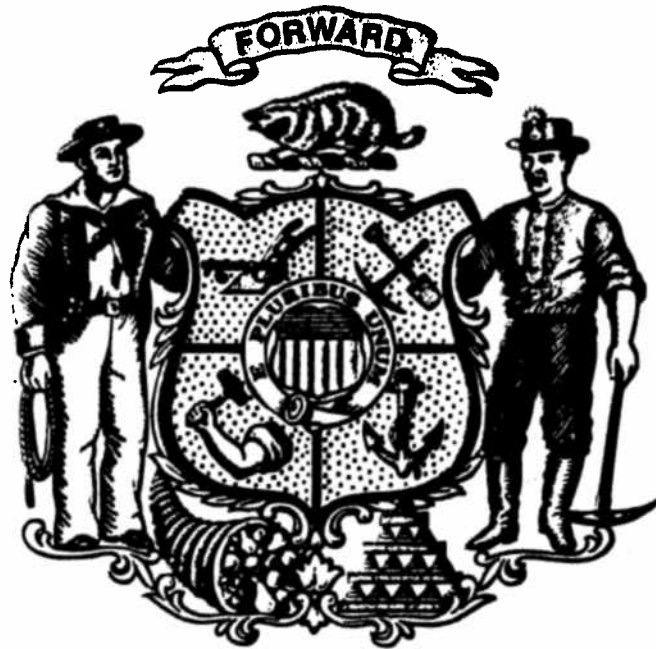
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Acronyms

AMO	Annual Measurable Objectives
AYP	Adequate Yearly Progress
ELL	English Language Learners
FAY	Full Academic Year
REACH	Responsive Education for All Children
SIFI	Schools Identified for Improvement
SwD	Students with Disabilities
WAA	Wisconsin Alternate Assessment
WKCE	Wisconsin Knowledge and Concepts Examination





School District of Beloit
Beloit, Wisconsin
Preschool to Grade 5

P5

Evaluation Report
2008-2009



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KENOSHA UNIFIED SCHOOL DISTRICT No. 1

P-5 EVALUATION
PRESCHOOL - GRADE 5

2008-2009

DR. JOSEPH T. MANGI
SUPERINTENDENT OF SCHOOLS

KATHLEEN BARCA
EXEC. DIRECTOR OF SCHOOL LEADERSHIP

JULIE HOUSAMAN
COORDINATOR OF TITLE I

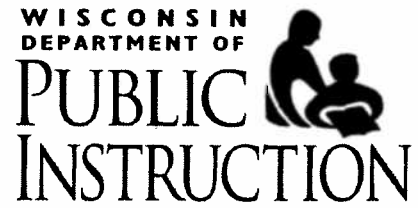
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DPI District P-5 Report



Milwaukee Public Schools

Revised 9/30/09



Racine Unified School District

**P-5 Annual Evaluation Report
2008-2009 School Year**

October, 2009



Department of Standards, Assessment, and Accountability
Racine Unified School District
Racine, Wisconsin





MILWAUKEE PUBLIC SCHOOLS
OFFICE OF INSTRUCTIONAL LEADERSHIP & SUPPORT



Division of Early Childhood Education
CENTRAL SERVICES BUILDING
5225 West Vilet Street
P. O. Box 2181
Milwaukee, Wisconsin 53201-2181

January 22, 2009

Dr. Robert Marchant
Chief Senate Clerk
17 West Main Street
Madison, Wisconsin 53702

Dear Dr. Marchant:

Enclosed you will find a copy of the report entitled "High/Scope All Day Five-Year Old Kindergarten Program and High/Scope First Grade Program." This report provides a summary of the project and the data collected for the 2007-2008 school year.

Each year a report is prepared in response to Sections 119.71, 119.73, and 119.75 of the current state statutes. This report should provide you with a comprehensive summary, as well as specific details regarding the positive impact of this early childhood program. If you have any questions or need additional information, please feel free to contact me at 475-8528.

Sincerely,

Ann Terrell, Director

cc: Elizabeth Burmaster
William Andrekopoulos
Michelle Nate
Arleen Dansby-White
Anita Pietrykowski
Arlene Sershon
Christopher Thiel
High/Scope Principals
Erica Harris-Day

Enclosure

Referred to committee on Education



MILWAUKEE PUBLIC SCHOOLS
OFFICE OF INSTRUCTIONAL LEADERSHIP & SUPPORT

Division of Early Childhood Education



High/Scope

ALL-DAY FIVE-YEAR-OLD

KINDERGARTEN PROGRAM

AND

FIRST GRADE PROGRAM

2007-2008

PROGRAM SUMMARY

Submitted to:
Department of Public Instruction
Madison, Wisconsin
And
Milwaukee Board of School Directors

High/Scope Program
2007-2008 Program Summary

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