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☞ Details: Public Hearing: Proposed Audit: Student Achievement Guarantee in Education Program,
Department of Public Instruction

(FORM UPDATED: 08/11/2010)

WISCONSIN STATE LEGISLATURE ... PUBLIC HEARING - COMMITTEE RECORDS

2007-08

(session year)

Joint

(Assembly, Senate or Joint)

Committee on Audit...

COMMITTEE NOTICES ...

- Committee Reports ... **CR**
- Executive Sessions ... **ES**
- Public Hearings ... **PH**

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: Stefanie Rose (LRB) (October 2012)

SAGE Schools No Longer Participating - with Transfers

District Code	School Code	Transferred Contract	District/School Name	Schools Dropped/Closed	Year Left	Poverty Rate
0735	0060		Bruce - Exeland	Closed after 1998-99. Transferred students to Bruce Elementary	1998-99	
4522	0060		South Shore - Oulu	Closed after 1998-99. Students will be attending Port Wing Elementary	1998-99	
1862	0090		Fond du Lac - Fahey	Closed - Transferred students with Parkside after 2000-01	2000-01	
3339	0020	Yes	Marshfield - East Fremont	Closed East Fremont - Transferred students will attend Nasonville School which is currently being built.	2000-01	
3619	0158	Yes	Milwaukee - Fernwood	Closed K-3 program. School will become a Montessori - Transferred to Greenfield	2000-01	
4501	0200		Portage - Woodridge	Closed Woodridge - Transferred/Merged with Muir	2000-01	
4543	0100	Yes	Prairie du Chien - Bluffview	Closed K-3 program at Bluffview, moving to BA Kennedy	2000-01	
4851	0020	Yes	Richland - Akan	Closed Akan, Transferred students to Washington	2000-01	
0140	0140		Antigo - Lily	Closed - Transferred students will go to Spring Valley	2001-02	
2744	0030	Yes	Dodgeand - Lowell	Closed - Transferred students going to Dodgeand Elementary	2001-02	
3339	0060		Marshfield - Jefferson	Closed	2001-02	
4347	0060	Yes	Phillips - Kennan	Closed - Transferred students going to Catawba	2001-02	
5663	0020	Yes	Superior - Blaine	Closed - Transferred students going to new school Northern Lights.	2001-02	
5663	0220	Yes	Superior - Pattison	Closed - Transferred students going to new school Northern Lights.	2001-02	
5670	0040		Suring - Mountain	Closed	2001-02	
0140	0020		Antigo - Aniwa	Closed - District consolidating	2002-03	
0602	0060		Bonduel - Cecil	Closed	2002-03	
2885	0140		Lake Geneva J1 - Denison	Closed - Combining into Central School	2002-03	
3311	0080		Marinette - Menekaunee	Closed	2002-03	
3311	0180		Marinette - Washington	Closed	2002-03	
4851	0360		Richland - Rockbridge	Closed	2002-03	
4851	0420		Richland - Washington	Closed	2002-03	
1673	0040		Royal - Kendall	Closed K-3 program. Kendall will become a grade 4/5 district attendance ctr. Elroy will become a PreK-3 attendance ctr.	2002-03	
5642	0070		Sturgeon Bay - Sunset	Closed K-3 program - Sending student to district's 2 other SAGE schools. Sunset will house only preschool and early childhood programs.	2002-03	
1554	0180	Yes	Eau Claire - Lincoln	Closed - transferred contract to Manz	2003-04	
2793	0110	Yes	Kenosha - School of Language	Closed - transferred contract to Edward Bain Sch of Lang	2003-04	
4620	0150	Yes	Racine - North Park	Closed SAGE program due to low poverty rate - transferred contract to Julian Thomas - higher need school	2003-04	26.00%

4781	0220		Rhineland - South Park	Closing in Dec. 2003	2003-04	
5460	0100		Sparta - Leon	Closed - by district	2003-04	
5985	0100		Viroqua - Liberty Pole	Closed - by district	2003-04	
1141	0015		Clintonville - Bear Creek	Closed - by district	2004-05	
1141	0060		Clintonville - Dellwood	Closed SAGE program - School converting from K-5 to early childhood center	2004-05	24.52%
2849	0160		La Crosse - Jefferson	Closed - by district	2004-05	
3269	0105	Yes	Madison - Crestwood	Closed SAGE program - SAGE aid won't cover costs - Transferred contract to Huegel	2004-05	25.12%
3269	0053	Yes	Madison - Lapham	Closed SAGE program - SAGE aid won't cover costs - Transferred contract to Sandberg	2004-05	32.55%
3619	0190	Yes	Milwaukee - Garfield Avenue	Closed - transfer contract to Seher	2004-05	
4571	0100	Yes	Prentice - Tripoli	Closed - transfer contract to Prentice	2004-05	
4781	0040		Rhineland - Central	Closed - building will house only grades 4-5 in the future.	2004-05	50.23%
4781	0120		Rhineland - Newbold	Closed - by district	2004-05	
4781	0160		Rhineland - Pine Lake	Closed - by district	2004-05	
4781	0260		Rhineland - West	Closed - by district	2004-05	
5460	0060		Sparta - Lakeview	Closed - by district	2004-05	
6195	0120		Waupaca - Riverside	Closed - by district	2004-05	
6195	0160		Waupaca - Westwood	Closed - by district	2004-05	
0476	0100		Black River Falls - Gebhardt	Closed K-3 program - building to have only grades 4-5	2005-06	49.76%
1162	0100		Colby - Dorchester	Closed	2005-06	
1162	0120		Colby - Unity Early Learning	Closed - District restructured other buildings	2005-06	
1499	0020	Yes	Durand - Caddie Woodlawn	Closed - Renamed and transferred to Arkansasaw	2005-06	
2856	0040		Ladysmith - Hawkins - Hawkins	Closed	2005-06	
3619	0127	Yes	Milwaukee - Douglass	Closed - by district - contract transferred to Charter Wings	2005-06	
3619	0197	Yes	Milwaukee - Granville	Closed - contract transferred to Fletcher	2005-06	
3619	0206	Yes	Milwaukee - Happy Hill	Closed - contract transferred to Fletcher	2005-06	
3619	0304	Yes	Milwaukee - Philipp	Closed - contract transferred to Carter Excellence	2005-06	
4347	0020		Phillips - Catawba	Closed	2005-06	
4543	0020		Prairie du chien - Eastman Com	Closed	2005-06	
4851	0260		Richland - Lincoln	Closed	2005-06	
5100	0040	Yes	Sauk Prairie - Merrimac	Closed as regular elementary - converted to Charter with new ID #	2005-06	
5271	0380	Yes	Sheboygan - Washington	Closed as regular elementary - converted to Charter with new ID #	2005-06	
5593	0020		Stanley Boyd - Boyd	Closed K-3 program - building to be pre-school center	2005-06	43.40%
5901	0140	Yes	Verona - New Century	Closed SAGE program - Transferred contract to Glacier Edge	2005-06	11.76%
6685	0040		Wisconsin Rapids - Children's C	Closed	2005-06	
2184	0020		Glendale River Hill - Good Hope	Dropped - notice provided in year-end report.	2000-01	29.30%

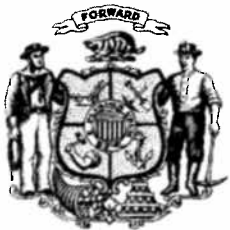
2184	0060		Glendale River Hill - Parkway	Dropped - notice provided in year-end report	2000-01	19.60%
2583	0020		Hortonville - Hortonville	Dropped - Letter from district indicates the school will be unable to continue to participate in SAGE.	2000-01	9.90%
3437	0065		Menomonie Falls - Riverside	Dropped - notice from school indicates a combination of circumstances prevent the school from continuing in SAGE	2000-01	19.80%
3619	0399		Milwaukee - Wisconsin Conserv	Dropped - school expanding from K-5 to K-12 charter; program and space not compatible with SAGE; aid not enough to pay all costs	2000-01	64.20%
3892	0280		Neenah - Washington	Dropped - not enough aid or classroom space	2000-01	22.00%
3955	0040		New London - Lincoln	Dropped - district letter indicates lack of aid and class room space, aid amount not known until after the start of the school year, requirements regarding grades to be served, inequities between SAGE staff and other teachers, difficulty scheduling around core instruction as reasons.	2000-01	28.10%
3955	0090		New London - Parkview	Dropped - district letter indicates lack of aid and class room space, aid amount not known until after the start of the school year, requirements regarding grades to be served, inequities between SAGE staff and other teachers, difficulty scheduling around core instruction as reasons.	2000-01	18.30%
3955	0100		New London - Readfield	Dropped - district letter indicates lack of aid and class room space, aid amount not known until after the start of the school year, requirements regarding grades to be served, inequities between SAGE staff and other teachers, difficulty scheduling around core instruction as reasons.	2000-01	8.80%
3955	0120		New London - Sugarbush	Dropped - district letter indicates lack of aid and class room space, aid amount not known until after the start of the school year, requirements regarding grades to be served, inequities between SAGE staff and other teachers, difficulty scheduling around core instruction as reasons.	2000-01	18.40%
4018	0020		Oak Creek - Cedar Hills	Dropped - (limited funds - total aid only \$33,000 K-1)	2000-01	2230%
5026	0020		Saint Francis - Deer Creek	Dropped - (limited funds - total aid only \$52,000 K-1).	2000-01	19.40%
5026	0080		Saint Francis - Willow Glen	Dropped - (limited funds - total aid only \$24,000 K-1)	2000-01	21.20%
5852	0020		Union Grove - Union Grove	Dropped - (can't maintain required class sizes with available aid).	2000-01	17.00%
6223	0280		Wausau - Rib Mountain	Dropped - (limited funds-aid total only \$54,000 K-1) and district inability to provide matching funds prevent the school from complying with the class sizes required for continued participation.	2000-01	24.50%
6370	0060		West Salem - West Salem	Dropped - (revenue limits prevent district from adding local match for staff and facilities needed for program compliance)	2000-01	21.40%
0721	0090		Brown Deer - Algonquin	Dropped - (aid not enough for all the additional teachers needed)	2001-02	16.40%
2604	0060		Howard-Suamico - Howard	Dropped - (limited funds (\$56,000 K-2) and overcrowding prevent implementation of required class sizes)	2001-02	15.80%

2604	0050		Howard-Suamico - Meadowbrook	Dropped - (limited funds (\$64,000 K-2) and overcrowding prevent implementation of required class sizes)	2001-02	22.50%
4904	0020		River Ridge - River Ridge	Dropped - (declining enrollment limits district ability to raise enough local funds to provide adequate space for additional classrooms)	2001-02	37.80%
4963	0020		Rosholt - Rosholt	Dropped - (not enough aid (\$46,000 K-2) to allow program to be fully implemented K-3)	2001-02	16.80%
0126	0020		Tomorrow River - Amherst	Dropped - (limited funds - total aid only \$56,000 K-2)	2001-02	14.50%
6223	0320		Wausau - Stettin	Dropped - (amount of aid is not sufficient to justify the additional local match the district would have to provide to ensure compliance with class size requirements)	2001-02	32.30%
2646	0020		Iowa Grant - Iowa Grant	Dropped - Financial issues	2002-03	25.00%
2695	0200		Janesville - Lincoln	Dropped	2002-03	31.70%
2695	0320		Janesville - Roosevelt	Dropped	2002-03	26.60%
2814	0170		Kewaunee - Kewaunee	Dropped - Financial issues	2002-03	16.40%
3290	0060		Manitowoc - Franklin	Dropped - Financial issues	2002-03	
3290	0160		Manitowoc - Madison	Dropped - Financial issues	2002-03	
3682	0130		Monroe - Abraham Lincoln	Dropped - Can't meet class size requirements, Financial issues	2002-03	29.50%
3682	0140		Monroe - Northside	Dropped - Can't meet class size requirements, Financial issues	2002-03	19.40%
3682	0150		Monroe - Parkside	Dropped - Can't meet class size requirements, Financial issues	2002-03	27.40%
5439	0080		South Milwaukee - Rawson	Dropped - Financial issues	2002-03	41.50%
0280	0180		Baraboo - South	Dropping - Enrollment issues	2003-04	33.00%
5733	0040		Three Lakes - Sugar Camp	Dropping - Financial reasons	2003-04	20.00%
1253	0050		Cudahy - Mitchell	Dropped	2004-05	21.73%
1554	0280		Eau Claire - Manz	Dropped - SAGE aid not enough to pay all costs	2004-05	26.75%
1554	0350		Eau Claire - Meadowview	Dropped - SAGE aid not enough to pay all costs	2004-05	15.67%
1554	0420		Eau Claire - Putnam Heights	Dropped - SAGE aid not enough to pay all costs	2004-05	17.74%
1554	0460		Eau Claire - Robbins	Dropped - SAGE aid not enough to pay all costs	2004-05	12.35%
3311	0040		Marquette - Garfield	Dropped - not enough money to fully fund requirements	2004-05	43.89%
3311	0120		Marquette - Merryman	Dropped - not enough money to fully fund requirements	2004-05	46.60%
3311	0140		Marquette - Park	Dropped - not enough money to fully fund requirements	2004-05	39.77%
3311	0160		Marquette - Porterfield	Dropped - not enough money to fully fund requirements	2004-05	19.60%
3619	0268		Milwaukee - Maryland Avenue	Dropped - school converted from K-8 to Montessori program	2004-05	59.82%
4620	0136		Racine - Johnson	Dropped - SAGE not economically feasible	2004-05	49.89%
4620	0168		Racine - Wind Point	Dropped - SAGE not economically feasible	2004-05	34.96%
5432	0020		Somerset - Somerset	Dropped - spending caps that limit \$ district is able to contribute prevent hiring more teachers	2004-05	11.44%
5733	0060		Three Lakes - Three Lakes	Dropped - costs district too much to subsidize program	2004-05	21.42%
6216	0080		Waupun - Fox Lake	Dropped - budget constraints prevent continuing in the program	2004-05	38.40%
6216	0100		Waupun - Jefferson	Dropped - budget constraints prevent continuing in the program	2004-05	19.51%

6216	0160	Waupun - Washington	Dropped - budget constraints prevent continuing in the program	2004-05	28.45%
6321	0100	Westby - Coon Valley	Dropped - funding uncertain year to year	2004-05	25.58%
6321	0180	Westby - Westby	Dropped - insufficient funding and lack of flexibility	2004-05	29.23%
0910	0020	Campbellsport - Campbellsport	Dropped - insufficient funding to fund teachers needed	2005-06	13.19%
1376	0060	Kettle Moraine - Dousman	Dropped - insufficient funding to fund teachers needed	2005-06	10.25%
2695	0160	Janesville - Jefferson	Dropped - insufficient funding to fund teachers needed	2005-06	39.48%
3619	0362	Milwaukee - Tippecanoe	Dropped - insufficient funding to fund teachers needed	2005-06	36.59%
6223	0300	Wausau - Riverview	Dropped - insufficient funding to fund teachers needed	2005-06	29.11%



WISCONSIN STATE LEGISLATURE





SANDY RYAN
WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
SAGE PROGRAM
P.O. BOX 7841
MADISON, WI 53707-7841

Collection of this information is a partial requirement of s. 118.43, Wis. Stats. All questions should be directed to Janice Zmrazek at 608/266-2489.

I. GENERAL INFORMATION

District Name	LEA Code
School Name	School Code
School Address <i>Street, City, State, ZIP</i>	Telephone Area/No
Name of Designated SAGE Contact Person	Telephone Area/No. <i>If other than above</i>
Name of Person Completing Form <i>If other than above</i>	Telephone Area/No. <i>If other than above</i>

II. CONTRACT REQUIREMENTS

1. **Class Size**—For contracts that begin in the 2000-01 school year, the statutes (s. 118.43(3)(a)) require the school board for each participating school to reduce class size to 15 students in at least grades K-1 in 2000-01, in at least grades K-2 in 2001-02, and in at least grades K-3 in the 2002-03 to 2004-05 school years. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement, including any alternative class configurations for specific educational activities.

a) In the table below provide information about class sizes for the current year—1999-2000. Indicate the total number of regular classroom teachers at each grade level and the number of pupils enrolled in each grade as reported on the Fall Staff and Enrollment Reports PI-1202/PI-1290 and the number of pupils enrolled in each grade. Count only those teachers responsible for providing regular instruction in core subjects. Do not include specialist teachers such as music or art, or reading, math, or handicapped education teachers who provide instruction only intermittently or only to individual students or small groups.

Grade	Total Full Time Equivalent (FTE) Number of Regular Classroom Teachers as of the third Friday in September 1999 as Reported on PI 1202	Number of Pupils Enrolled as of the third Friday in September 1999 as Reported on PI 1290	Average Class Size (Divide Enrollment by Total FTE Teachers)
Kindergarten			
Grade 1			
Grade 2			
Grade 3			

II. Contract Requirements (cont.)

b) Describe how the 15:1 class size requirement will be implemented in grades K and 1 next year—2000-01. Indicate the approximate number of additional teachers to be hired, and any other arrangements, such as sending "excess" children to other schools in the district, using mobile

classrooms or using/renting space off site, having teachers share classrooms, having teachers and groups of students alternate use of classrooms, libraries or other available space, implementation of split shifts, implementation of year-around programming, or use of combined grades or multiage groupings. If any major structural changes affecting this school will take place over the summer include a brief description of any such changes.

2. **Education and Community Services**—The statutes (s. 118.43(3)(b)) require the board for each participating school to keep the school open every day from early in the morning until late in the day as specified in the contract and to collaborate with community organizations to make educational and recreational opportunities, as well as a variety of community and social services, available in the school to all school district residents. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

a) **Building Hours**—In the table below provide information about the total number of hours this school building is expected to be open for scheduled student, family or community services or activities **in the current school year—1999-2000**, and the total number of hours the building is expected to be open for such activities **next year—2000-01**.

	Actual /Expected for 1999-2000	Planned for 2000-01
Before the regular school day		
After the regular school day		
On weekends		
During the summer		
TOTALS		

II. CONTRACT REQUIREMENTS (cont.)

b) **Student Activities and Services**—In the table below provide the requested information for any of the listed activities or services that take place or are provided in this school or that will take place or be provided in this school, or that take place in a nearby location under the direct sponsorship of the school, **during the current school year—1999-2000**. You may also add activities or services, such as student clubs, youth sports programs sponsored by community organizations, or any other activities that are or will be provided for, available to, or coordinated by the students in this school, done for the benefit of students, available in this school, or a nearby location under the direct sponsorship of the school.

Col. 3: Scheduled Time: Indicate the time of day the activity takes place (examples: 7:30 to 8 am, 4 to 5:30 pm).

Col. 4: Total Hours: Indicate the total number of hours the activity is expected to take place during the year (examples: an exercise club that uses the gym from 7:45 to 8:15 am every school day equals 90 hours (30 min/day x 180 days), an advisory council that meets from 7 to 9 pm one day per month throughout the calendar year equals 24 hours (2 hr/mo. x 12 months).

Col. 5: Total Participants: An unduplicated count of the total number of persons that participated in the activity or received the service who are expected to participate by the end of the current school year, if a count or estimate is available (examples: 23 signed up for the PTO, 50 participated in community recreation programs sometime during the year). If no estimate is available, enter NA.

1. Activity/Service	2. Frequency	3. Scheduled Time	4. Total Hours	5. Total Participants
Social Services Outreach				
Health Clinic				
Family Resource Center				
Adult Technical College Classes				
GED Preparation				
Extended Library Hours				
Community Recreation (for adults)				
FAST				
PTA				
PTO				
Community Education				
Even Start Family Literacy				
Parent/Community Advisory Council				
TOTALS				

Describe any changes in family/community activities in this school, or a nearby location sponsored by the school, planned for next year—2000-01. Indicate any current activities that will be eliminated, and list any new activities or services that will be provided. Include times, dates and anticipated number of participants, if possible.

II. CONTRACT REQUIREMENTS (cont.)

d) **Site Council**—Describe the parent/community advisory council, site-based management council, or any other type of group constituted to regularly provide advice to school staff regarding school practices and policies, that currently operates in this school. If no such group exists, describe the plans, if any, to create such a group.

e) **Needs Assessment**—Describe any survey or assessment conducted since 1997 to determine the needs of the local community related to education and human services and the uses that might be made of the school facility to meet those needs. *Indicate the year it was completed and summarize the results/findings.* If no needs assessment has been done recently, describe the plans, if any, to conduct such an assessment.

f) **Volunteers**—In the table below indicate the total number of persons who have volunteered in this school, or who are expected to volunteer, sometime during **the current school year—1999-2000** and the approximate number expected **next year—2000-01**.

1999-2000 Volunteers	Estimated 2000-01 volunteers

g) **Volunteer Recruitment**—Describe the process currently used to recruit parents or other community members to volunteer in the classrooms, libraries, or for other educational activities and services sponsored by the school. If no such formal process exists, describe the plans, if any, to implement such a process.

3. **Curriculum**—The statutes (s. 118.43(3)(c)) require the board of each participating school to provide a rigorous academic curriculum designed to improve pupil achievement, to review the curriculum to determine how well it promotes achievement, and, if necessary, outline changes needed to improve achievement. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

a) **Curriculum Review**—Has there been any review of the reading, language arts or mathematics curriculum for kindergarten, first, second, or third grade conducted since 1997? If yes, indicate which subjects/grades have been reviewed, and when.

II. CONTRACT REQUIREMENTS (cont.)

b) **Curriculum Changes**—If one or more reviews have been done, summarize the changes that were made, or that will be made next year, designed to improve pupil achievement.

c) **Plans**—If no reviews have been done recently, describe the district's plans, if any, to conduct reviews of the K-3 reading, language arts or mathematics curriculums over the next five years.

4. Staff Development and Accountability—

4.1 Transition Program for New Employees—The statutes (s. 118.43(3)(d)1) require the board of each participating school to develop a one-year program for all newly-hired employees that helps them make the transition from their previous employment or school to their current employment. DPI guidelines direct that this program must be provided to all new employees in the participating school, including administrative and support staff in addition to teachers, and applies to persons transferring into the school as well as persons entering their first job. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

a) **Teachers**—Describe the transition (or induction, mentoring, coaching or orientation) program **currently provided** by the district for *teachers or other licensed professional staff members* new to this school. If there is no such program, describe the district's plans, if any, to implement such a program next year.

b) **Administrators**—Describe the transition (or induction, mentoring, coaching or orientation) program **currently provided** by the district for *administrators* new to this school. If there is no such program, describe the district's plans, if any, to implement such a program next year.

c) **Support Staff**—Describe the transition (or induction, mentoring, coaching or orientation) program **currently provided** by the district for *support staff* new to this school. If there is no such program, describe the district's plans, if any, to implement such a program next year.

4.2 Planning Time—The statutes (s. 118.43(3)(d)2) require the board of each participating school to provide time for employees to collaborate and plan. DPI guidelines direct that such time must be provided to all staff in the school. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

a) **Teachers**—How much planning time is provided by the district for *teachers* in this school during the **current school year—1999-2000**? Indicate when it is provided (before/after the school day, during school hours, during the summer) and how often (daily, weekly, monthly, etc.).

II. CONTRACT REQUIREMENTS (cont.)

b) **Teachers**—Describe the district's plans, if any, to increase planning time for *teachers* in this school **next year—2000-01**.

c) **Administrators**—How much planning time is provided by the district for *administrators* in this school during the **current school year—1999-2000**? Indicate when it is provided (before/after the school day, during school hours, during the summer) and how often (daily, weekly, monthly, etc.).

d) **Administrators**—Describe the district's plans, if any, to increase planning time for *administrators* in this school **next year— 2000-01**.

- e) **Support Staff**—How much planning time is provided by the district for *support staff members* in this school during the **current school year—1999-2000**? Indicate when it is provided (before/after the school day, during school hours, during the summer) and how often (daily, weekly, monthly, etc.).
- f) **Support Staff**—Describe the district's plans, if any, to increase planning time for *support staff members* in this school **next year—2000-01**.
- g) **Collaboration**—Describe the nature and frequency of collaborative planning activities in which *all staff* in this school had or will have the opportunity to participate during the **current school year—1999-2000**.
- h) **Collaboration**—Describe the district' plans, if any, to increase the amount of collaborative planning time available for *all staff* in this school **next year—2000-01**.

II. CONTRACT REQUIREMENTS (cont.)

- 4.3 **Professional Development Plans**—The statutes (s. 118.43(3)(d)3) require the school board of each participating school to require that each teacher and administrator submit to the board a professional development plan that focuses on how the individual will help improve pupil academic achievement. It also requires that each plan include a method by which the individual will receive evaluations, from a variety of sources, on the success of his or her efforts. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.
- a) **Administrators**—Describe the personal improvement or professional development plans currently used by *administrators* in this school. Indicate if the plans are optional or required, how they are developed (by the individual, or by the individual and a supervisor, for example) and how they are used (solely by the individual for personal growth, or as part of an annual formal evaluation, for example). If no such plans are currently required, describe the district's plan to implement the use of such plans next year.
- b) **Teachers**—Describe the personal improvement or professional development plans currently used by *teachers* in this school. Indicate if the plans are optional or required, how they are developed (by the individual, by the individual and a supervisor) and how they are used (solely by the individual for personal growth, as part of an annual formal evaluation). If no such plans are currently required, describe the district's plan to implement the use of such plans next year.

4.4 Staff Development Review—The law (s. 118.43(3)(d)4) requires the board of each participating school to regularly review staff development plans to determine if they are effective in helping to improve pupil academic achievement. The statutes (s.118.43(4)(a)) also require that each contract include a description of how the school will implement this requirement.

a) **Inservice Programming**—Describe the process currently used by the district to establish the staff development or inservice training opportunities that are offered to staff in the district, and the process used by the district to evaluate the effectiveness of this programming to improve pupil achievement. Include information about who establishes inservice programming, and how the effectiveness of the programming is evaluated. If the district currently has no formal process in place to evaluate the effectiveness of staff development or inservice programming, describe the district's plans, if any, to institute such a process next year.

b) **Individual Professional Development Plans**—If teachers and/or administrators in this school currently utilize individual professional development plans (as described under section 4.3) describe how those plans are currently reviewed by the district (for example, supervisors and the employees have an annual conference to review and evaluate the plans, evaluate results and make modifications for next year, or staff members share their self evaluations with peers, parents and supervisors and get written comments). If individual professional development plans **are not yet in use** in the district, describe the district's plans for use of these documents once their use has been implemented.

II. CONTRACT REQUIREMENTS (cont.)

4.5 Evaluation Process—The law (s. 118.43(3)(d)5.) requires the board of each participating school to establish an evaluation process for professional staff members that identifies individual strengths and weaknesses, clearly describes areas in need of improvement, includes a support plan that provides opportunities to learn and improve, documents performance in accordance with the plan, allows professional staff members to comment on and contribute to revisions of the evaluation process, and provides for the dismissal of professional staff members whose failure to learn and improve has been documented over a two-year period. DPI guidelines define professional staff members to include administrators, counselors, teachers, and other DPI-licensed staff who directly serve and regularly interact with children in the SAGE program, who are directly responsible for carrying out the requirements in s. 118.43(3), or who are responsible for achieving the performance objectives developed under s. 118.43(4)(c). DPI guidelines also define dismissal to mean transfer to another school in the district, to grades other than those covered by the SAGE program, or to non-instructional duties.

a) **Administrators**—Describe the evaluation process currently used in this school for principals and other school administrators. Does the current process:

	Yes	No
identify individual strengths and weaknesses?	<input type="checkbox"/>	<input type="checkbox"/>
clearly describe areas in need of improvement?	<input type="checkbox"/>	<input type="checkbox"/>
include a support plan that provides opportunities to learn and improve?	<input type="checkbox"/>	<input type="checkbox"/>
document performance in accordance with the plan?	<input type="checkbox"/>	<input type="checkbox"/>
allow staff members to comment on and contribute to revisions of the evaluation process?	<input type="checkbox"/>	<input type="checkbox"/>
provide for dismissal/transfer of staff members whose failure to learn and improve has been documented over a two-year period?	<input type="checkbox"/>	<input type="checkbox"/>

If the answer to any of the questions above was "no", describe the district's plan to modify the administrator evaluation process next year.

b) **Teachers**—Describe the evaluation process currently used in this school for teachers and other DPI licensed professional staff members. Does the current process:

	Yes	No
identify individual strengths and weaknesses?	<input type="checkbox"/>	<input type="checkbox"/>
clearly describe areas in need of improvement?	<input type="checkbox"/>	<input type="checkbox"/>
include a support plan that provides opportunities to learn and improve?	<input type="checkbox"/>	<input type="checkbox"/>
document performance in accordance with the plan?	<input type="checkbox"/>	<input type="checkbox"/>
allow staff members to comment on and contribute to revisions of the evaluation process?	<input type="checkbox"/>	<input type="checkbox"/>
provide for dismissal/transfer of staff members whose failure to learn and improve has been documented over a two-year period?	<input type="checkbox"/>	<input type="checkbox"/>

If the answer to any of the questions above was "no", describe the district's plan to modify the teacher evaluation process next year.

III. OTHER CONTRACT PROVISIONS

1. **Measures of Achievement**—The statutes (s. 118.43(4)(b)) require each achievement guarantee contract to include a description of the method that the school district will use to evaluate the academic achievement of the pupils enrolled in the school.

- a) Describe the methods currently in use in the school district to compare the performance of pupils in this school to the performance of other pupils in the district, or to determine if the pupils in this school are meeting the academic achievement goals of the district. Include names of the tests or other assessment instruments, and descriptions of any other standardized measures that are currently in use.

III. OTHER CONTRACT PROVISIONS (cont.)

- b) Describe the changes, if any, to be made **next year-2000-01** in the methods used by the school district to compare the performance of pupils in this school to the performance of other pupils in the district, or to determine if the pupils in this school are meeting the academic achievement goals of the district. Include names of the tests or other assessment instruments, and descriptions of any other standardized measures that will be used.

2. **Performance Objectives**—The statutes (s. 118.43(4)(c)) require that each achievement guarantee contract include a description of the school's performance objectives for the academic achievement of its pupils and the means to be used to evaluate success in attaining the objectives.

(See "SAGE School Academic Performance Objectives-2000-01-on Page 13.)

3. **WRCT Scores**—The statutes (s. 118.43 (4)(c)1)) require that each school's performance objectives shall include, where applicable, improvement in the scores on the examinations administered to pupils under s. 121.02(1)(r), the Wisconsin Reading Comprehension Test, formerly the Third Grade Reading Test.)

If this school includes third grade, complete the following :

	1997-98 Actual	1998-99 Actual	1999-2000 Goal
Percent scoring as proficient or advanced			

4. **District Educational Goals**—The statutes (s. 118.43 (4)(c) 2)) require that each school's performance objectives shall include the attainment of any educational goals adopted by the school board.

List any district educational goals applicable to this school. If there are no district goals applicable to this school, enter NA.

Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

III. OTHER CONTRACT PROVISIONS (cont.)

5. **Professional Development**—The statutes (s. 118.43 (4)(c) 3)) require that each school's performance objectives shall include professional development with the objective of improving pupil academic achievement.

List the professional development, educational and training opportunities focused on improving pupil academic achievement that will be provided by the district to the staff in this school **next year—2000-01**.

6. **Community Involvement in Decision-Making**—The statutes (s. 118.43 (4)(c) 4)) require that each school's performance objectives shall include the methods by which the school involves pupils, parents or guardians of pupils, and other school district residents in decisions affecting the school.

Describe the methods currently used by the school during to involve students, families, and other district residents in decisions affecting the school, and the changes, if any, planned for **next year—2000-01**.

IV. SIGNATURES—SCHOOL

We have participated in the development of this contract and in the identification of the required performance objectives.

Signature of School Principal ➤	Date Signed
Signature of Kindergarten Teacher(s) ➤	Date Signed
Signature of First Grade Teacher(s) ➤	Date Signed
Signature of Second Grade Teacher(s)	Date Signed
Signature of Third Grade Teacher(s) ➤	Date Signed
Signature of Authorized Union Representative ➤	Date Signed

V. STIPULATIONS—SCHOOL BOARD

Comparison Groups. The school board agrees to allow the SAGE program evaluators access to any school or schools in the district that have been identified as appropriate comparison groups for the purpose of gathering program and achievement data.

Contract Termination. The school board agrees to provide at least 60 days written notice of its intent to withdraw from the contract during the school year and agrees to provide written notice no later than June 30 of its intent to end its participation after that school year.

Program Evaluation. The school board agrees to provide to individuals representing the organization under contract with the department to conduct the required program evaluation access to staff and students in the school; that school and district staff members will collect, maintain, and report data necessary for the evaluation; and that the school will share information about its programs and achievements with other schools, researchers, and members of the public. For purposes of the SAGE evaluation, research staff may visit and observe classrooms; interview students, school staff members, and community members; and review records and documentation maintained by participating schools to demonstrate compliance with the program requirements.

Reporting. The school board agrees to collect, maintain, and report data and information requested by the department, including student demographic and family income data and academic achievement information to document pupil achievement and the attainment of performance objectives, to provide information necessary for the calculation of aid, and for the purposes of the required program evaluation.

Staff Information. The school board stipulates that staff members in this school who will be teaching in the grades covered by the SAGE program or who will be responsible for implementing the program have been fully informed about the program requirements, have had the opportunity to participate in the development of the academic achievement goals and performance objectives specified in this contract, have had the opportunity to comment on and contribute to revisions in the staff evaluation process, and have agreed to the conditions in s. 118.43(3)(d).

Test Administration. The school board agrees to implement any pupil assessments required as part of the SAGE program evaluation.

Use of Aid. The school board agrees to use the aid provided for this program to satisfy the terms of the contract and agrees to provide budget, financial and program reports requested by the department.

Waivers. If a waiver related to this contract has been requested, a description of the statute or rule to be waived and a copy of the document granting approval of the waiver is attached to this contract.

VI. STIPULATIONS— DEPARTMENT OF PUBLIC INSTRUCTION

Consultation. The department agrees to provide the assistance requested by the school board related to the review of the school's current curriculum as required under s. 118.43(3)(c).

Contract Termination. The department agrees to provide written notice to the school board no later than July 31, 2001, of its intent to terminate the contract after the 2000-01 school year if a determination is made that the board has not fully implemented the requirements under s. 118.43(3). The department agrees to provide written notice to the school board no later than July 31 of any subsequent year of its intent to terminate the contract if a determination has been made that the board has violated the terms of its contract or has not made sufficient progress toward achieving its performance objectives.

Data Confidentiality. The department agrees that any student-level or other individually identifiable data collected for the purposes of the program will be maintained in accordance with the confidentiality provisions in state and federal law.

Release of Reports. The department agrees to provide the board with a draft copy of any report prepared for the purposes described under s. 118.43(5) and provide the board with the opportunity to submit corrected data or provide an explanation for the conditions or outcomes described in such a report.

VII. SIGNATURES

I HEREBY CERTIFY that the information provided herein is true and correct to the best of my knowledge.

Signature of School Board President ▼	Date Signed
Signature of District Administrator ▼	Date Signed

APPROVED AND AGREED to by the Department of Public Instruction

Signature of State Superintendent/Designee ▼	Date Signed
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SAGE PERFORMANCE OBJECTIVES

(See Page 10, Section III. OTHER CONTRACT PROVISIONS, Item 2. Performance Objectives)—The statutes (s. 118.43(4)(c)) require that each achievement guarantee contract include a description of the school's performance objectives for the academic achievement of its pupils and the means to be used to evaluate success in attaining the objectives.

OBJECTIVES ARE DUE TO THE DPI NO LATER THAN OCTOBER 6, 2000

Use the format below to identify some key academic standards for reading, language arts and mathematics for kindergarten and first grade in the school to which this contract applies. Use objectives that already exist in your curriculum, standards or benchmark documents, or that you already use when you complete report cards or provide progress reports to parents - if possible. You will be asked to report on the number of pupils that have achieved the objectives at the end of each year. You will be asked to provide objectives for second and third grade when the SAGE program phases up to those grades in 2001-02 and 2002-03. You may identify as few or as many objectives as you like; it is recommended that you provide between two and five for each subject and at each grade.

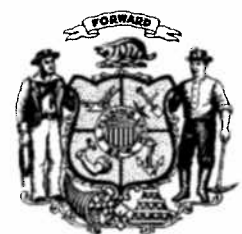
Grade	Subject	Describe what the student should know or be able to do at the end of the school year	Describe what the student will be asked to do to provide evidence that the objective has been achieved.	Describe the level of achievement that is expected or required.	RESULTS DUE JUNE 1, 2001			
					Total No. Pupils Evaluated	Total No. Pupils Achieved	Total No. Full-Year Pupils Evaluated	Total No. Full-Year Pupils Achieved

(Make as many copies of this page as are needed—or type up the information on a separate sheet if you need more room.)





WISCONSIN STATE LEGISLATURE



Waiver Information – 2005-07

District/School	Requested by/title/date of request	Date	Comments
Baldwin-Woodville /Greenfield Elementary	Russell Helland, Superintendent – 7/17/06	August 17, 2006	Waiver to exceed the 15:1 ratio beginning in the 2006-07 school year.
Beecher-Dunbar-Pembine /Pembine Elementary	Robert F. Berndt, District Administrator – 1/10/07	February 5, 2007	Waiver to exceed the 15:1 ratio beginning in the 2007-08 school year.
Beaver Dam /Jefferson, Lincoln, Prairie View	Donald Childs, Interim Superintendent – 6/23/06	October 4, 2006	Waiver to exceed the 15:1 ratio beginning in the 2006-07 school year.
Bloomer / Bloomer Elementary	Douglas Martin, Superintendent – 8/3/06	September 7, 2006	Waiver to exceed the 15:1 ratio beginning in the 2006-07 school year.
Chippewa Falls / Hillcrest Elementary	Michael Schoch, Superintendent – 7/28/06	September 7, 2006	Waiver to exceed the 15:1 ratio beginning in the 2006-07 school year.
Crivitz /Crivitz Elementary	Charles Poches, District Administrator – 11/20/06	January 26, 2007	Waiver to exceed the 15:1 ratio beginning in the 2007-08 school year.
Dodgeville / Dodgeville, Ridgeway	Missy Hottmann, School Board President – 7/31/06	September 7, 2006	Waiver to exceed the 15:1 ratio beginning in the 2006-07 school year.
Greendale /Highland View Elementary	William Hughes, Superintendent – 9/13/06	January 25, 2007	Waiver to exceed the 15:1 ratio beginning in the 2006-07 school year.
Merrill / Jefferson, Kate Goodrich, Washington	Patricia Burg, School Bd. President Sally Sarnstrom, Superintendent – 7/24/06	August 31, 2006	Waiver to exceed the 15:1 ratio beginning in the 2006-07 school year.
Milwaukee / Burdick, Elm Creative Arts, Garland, Hawley Road, Ninety Fifty Street, Victory	William Andrekopoulos, Dist. Admin. – 7/5/06	October 10, 2006	Waiver to exceed the 15:1 ratio beginning in the 2006-07 school year.
Stevens Point / Jefferson, Kennedy, McKinley	Dwight Stevens, School Bd. President – 7/6/06	August 24, 2006	Waiver to exceed the 15:1 ratio beginning in the 2006-07 school year.
Webster /Webster Elementary	Jeffrey Walsh, K-6 Principal – 7/3/06	September 28, 2006	Waiver to exceed the 15:1 ratio beginning in the 2006-07 school year.