

**Senate Education Reform Committee
January 27, 2015****Wisconsin Department of Public Instruction
Testimony on Senate Bill 1**

Senator Farrow, thank you for holding public hearing on this important issue. My name is Jeff Pertl, and I am a Senior Policy Advisor at the Department of Public Instruction (DPI). I am testifying for information only on Senate Bill (SB) 1 as drafted.

More than five years ago advocates, legislators from both parties, policy experts, parents and educators began an unprecedented, systemic effort to improve educational outcomes. These included new district and school report cards, an educator effectiveness system, interventions for low performing public schools, college-and career-ready standards, interoperable data systems, academic and career planning, and next generation assessments.

In the midst of all this system reform work, frontline teachers have continued to focus on improving instruction and closing the achievement.

A comprehensive accountability system for all publicly-funded schools has always enjoyed broad support. However, the devil has been in the details in getting a bill passed. There have been countless bill drafts, proposals, counter proposals, legal reviews and negotiations all aimed at bringing a widely held value (accountability for all schools) to fruition in an equitable, feasible way that is: (1) easily understood by parents and the public; (2) fair to wide-ranging types of districts and schools; and (3) constitutional with regard to the state superintendent's authority and private schools' autonomy.

Despite the challenges, the legislature has enacted school accountability legislation in all three previous legislative sessions:

- **2009 WI Act 28** required students in choice schools to take the state assessment.
- **2009 WI Act 215** strengthened the state superintendent's authority to intervene in low-performing schools and districts.
- **2011 WI Act 32** (*2011-13 State Budget*) updated assessment and data systems.
- **2011 Accountability Design Team** led by Gov. Walker, State Superintendent Evers, Senator Olsen and Representative Kestell.
- **2013 WI Act 20** (*2013-15 State Budget*) required choice schools to receive report cards; codified the report cards in statute.
- **2013 WI Act 237** strengthened pre-accreditation requirements for choice schools.
- **2013 WI Act 256** clarified choice school interoperability in the state data system and uniform use of data for all schools in the accountability system.

I. Highlights of Senate Bill 1

Senate Bill (SB) 1 builds upon previous proposals and is a positive step forward in resolving the current accountability conversation.

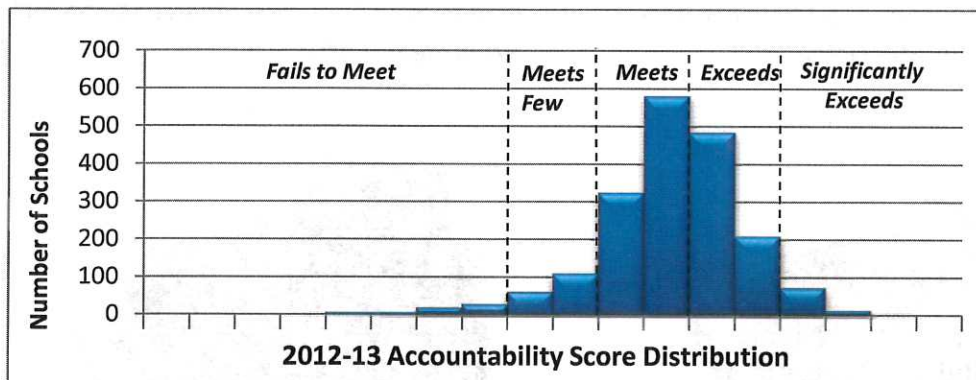
Areas of Improvement

- SB 1 maintains the current law requirement of **one, uniform assessment for accountability**. Multiple tests reduce validity, transparency, and accuracy—significant problems for high stakes accountability.
- SB 1 maintains the current law requirement to **use multiple years of data when calculation report cards**. Multiple years of data are necessary to calculate growth and significantly reduce year-to-year variance in scores.
- SB 1 requires more definition for school rating categories, while eschewing **“Grades,” which will negatively impact how parents and communities view the average school**.
- SB 1 **maintains and strengthens the existing improvement requirements** (sanctions) for low-performing schools, ensuring a pathway for public school improvement.
- SB 1 **addresses many of potential constitutional issues** regarding the state superintendent’s authority and the proposed accountability board.

Areas of Concern

- Creating a **separate accountability board for choice schools** under SB 1 addresses some legal, policy and political concerns. However, separate accountability systems may raise questions around how equitably schools across sectors are treated.
- The business community and education stakeholders strongly support a continually improving accountability system with more college and career ready data (AP and IB data, military readiness exam data, college enrollment and persistence data, workforce performance data, etc.). **A robust accountability system will have the ability to integrate new college and career ready measures.**
- **Any accountability system should continue to use the state assessment. Higher costs and less confidence will not improve school accountability.** The most accurate and fair comparisons across schools and students are made with same tests, measuring the same knowledge, and administered under the same conditions. As the number and complexity of the tests increases, so will the cost and time necessary to accurately equate results.

- Under SB 1, the respective boards are allowed to waive identification of a school as “chronically failing” for one year. However, **“exceptional circumstances” is not defined and the respective board might apply different criteria.**
- **Adopting “Grades” would negatively impact how families and communities view the average school.** The report cards were not designed to reflect student grading patterns; they were designed to quantify the performance of a school.



2012-13 Accountability Score Data

Almost half of all schools and almost two-thirds of Wisconsin’s school districts would no longer “meet expectations,” but rather would be graded a “C.” Parents and the public have strong perceptions related to grades and this kind of change would send the wrong message about school performance.

- **Any proposed accountability system must be constitutional.** Article X, Sec. 1 of the Wisconsin Constitution states that “supervision of public instruction shall be invested in the state superintendent, and other officers as the legislature shall direct.” However, the State Supreme Court has consistently ruled that those other officers must be subordinate to the authority of the elected State Superintendent (Thompson v. Craney; Coyne v. Walker). Any accountability boards or councils should develop policy recommendations that are subject to the State Superintendent’s final approval to avoid litigation and constitutional concerns.
- **Including value-added growth will not significantly alter school ratings.** Value-added growth uses demographic control and statistical analysis to mitigate factors like poverty, which makes sense for education evaluation and high-stakes accountability systems; however, incorporating value-added would only marginally reduce the poverty correlation (from -.71 to -.70 according to VARC modeling) present in the report card.

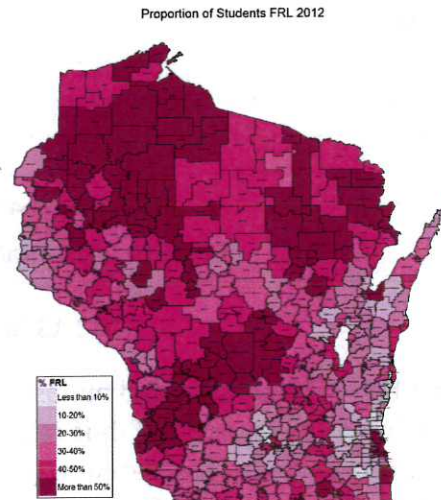
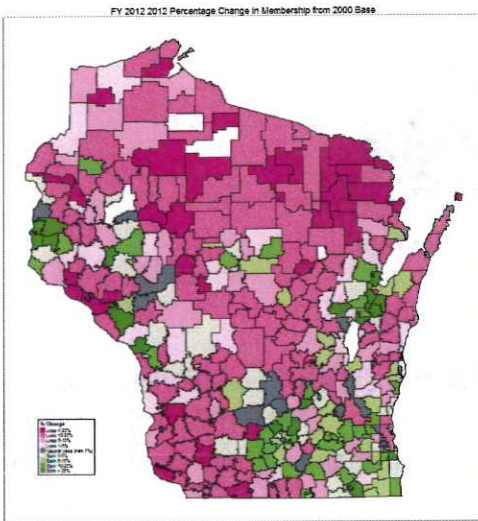
Furthermore, value-added does not provide growth data for individual students like the current growth model. The current growth model is more helpful for school improvement efforts because it offers student-level growth projections, which can help shape student interventions and learning.

II. Overview of Wisconsin Schools & Districts

A robust accountability system must be fair and equitable for a wide array of public schools and districts with very different challenges.

Declining enrollment has concentrated students in fewer districts...

and those small, rural districts are facing growing poverty



Wisconsin has a large number of small, often rural school districts. In fact, **55 percent of districts enroll fewer than 1,000 students.**

In 2001, **1/3 of districts** were in **declining enrollment**, but by 2010, nearly **2/3 districts** were in **declining enrollment**.

While many districts are declining in enrollment, statewide enrollment has been stable—concentrating enrollment in a smaller number of districts. Today, **75 percent of students** are located in just **30 percent of districts**.

Cumulative Enrollment	Percentile	# of Districts	% of Districts
209,535	25%	8	2%
419,387	50%	41	11%
626,834	75%	114	30%
871,551	100%	424	100%

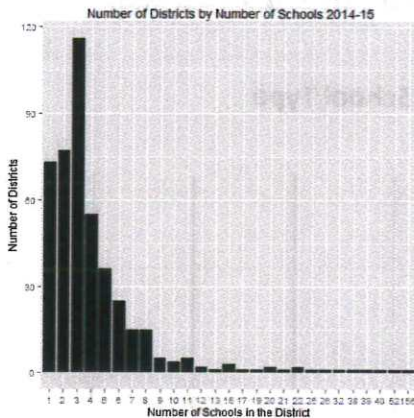
District Enrollment	% of Districts
Under 1,000	55%
Under 3,000	83%
Under 10,000	98%

Over the same period, statewide student eligibility for **Free and Reduced price Lunch (FRL)** more than doubled from **21 percent to 43 percent**.

Most districts have only one elementary, middle, and high school.¹

The majority of districts with only one school are K-8 or Unified High School (UHS) districts. Additionally, independent (2r) charters are considered individual districts.

There are 73 districts (16%) that only have one school for all grades and an additional 77 districts (17%) that only have two schools for all grades.²



- There are 274 districts (61%) with only one elementary school and an additional 58 districts (13%) with only two elementary schools.
- There are 346 districts (77%) with only one middle school and an additional 49 districts (11%) with only two middle schools.
- There are 304 districts (68%) with only one high school and an additional 50 districts (11%) with only two high schools.

Type	Independent (2r) Charter	K-12	K-8	Unified High School (UHS)	Total
Count	23	5	35	10	73
Share	32%	7%	48%	14%	100%

Wisconsin’s constitution provides for school districts to be as nearly uniform as practicable.

Article X, Sec. 3 District schools; tuition; sectarian instruction; released time. The legislature shall provide by law for the establishment of district schools, which shall be as nearly uniform as practicable; and such schools shall be free and without charge for tuition to all children between the ages of 4 and 20 years; and no sectarian instruction shall be allowed therein; but the legislature by law may, for the purpose of religious instruction outside the district schools, authorize the release of students during regular school hours. (*Emphasis added*)

In *Davis v. Grover* (1992) the Wisconsin Supreme Court found this uniformity clause in the state’s constitution requires that children have the *opportunity* to attend a free, uniform district

¹ For this purpose, elementary school is defined as a school enrolling students in first grade, middle school is as enrolling students in sixth grade, and high school is as enrolling students in ninth grade.

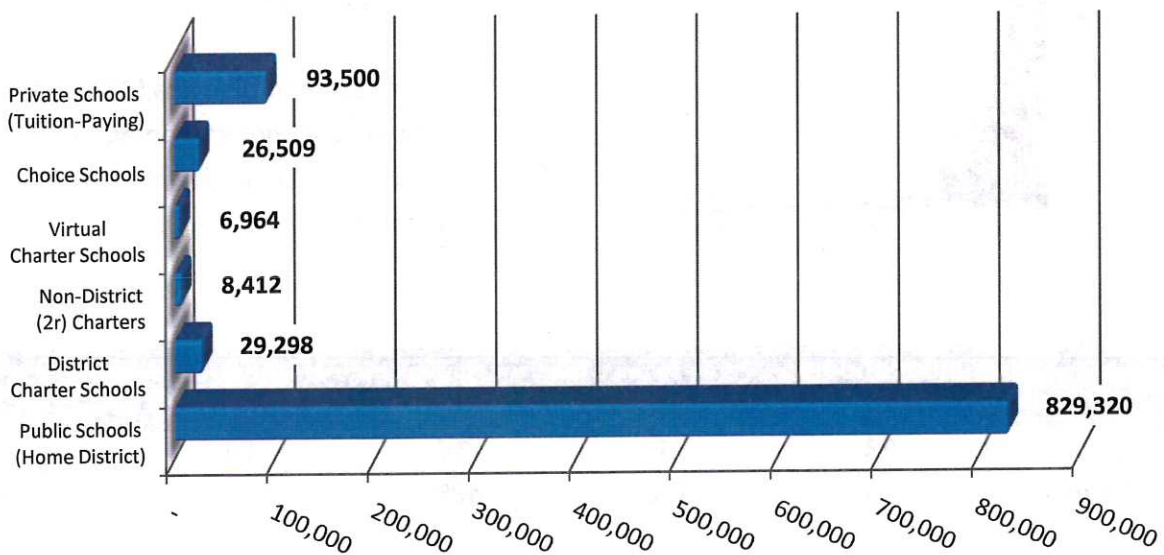
² There are 447 public schools and non-district charter (2r) schools with first grade or higher.

school, but that the legislature is not precluded from provided other options. **So, while the legislature may expand educational opportunities, a sanction that eliminates a students' access to traditional public school would likely be unconstitutional.**

Sanctions should be used to improve, not limit, educational options. A feasible accountability system has to have a meaningful pathway for public school improvement.

The accountability system must also work well for all education sectors, driving improvement while recognizing inherent differences.

2012-13 Enrollment by School Type



Most students attend a school governed by a local school board. Wisconsin's 2,100 traditional public schools enroll almost 830,000 students (92 percent). Additionally, almost 30,000 students enroll in one of the 242 district charter schools (three percent) and almost 7,000 students (one percent) enroll in one of 30 virtual charter schools.

Efforts to ensure equity and fairness across education sectors (public, charter, and choice) in the accountability system are important as student move among school types, particularly in Milwaukee. However, it is important to recognize that traditional public schools educate 92 percent of all students.

III. Wisconsin's Nationally-Recognized Report Card

ECS lauds Wisconsin Report Card

"Wisconsin and Ohio were the only two states whose report cards were top picks by parents, while also meeting and reporting all five essential indicators."

– ECS Report



Parents and experts agree Wisconsin's School Report is among the best

ECS experts identified five essential indicators of meaningful accountability systems that states should measure and report:

- Student achievement
- Student academic growth
- Achievement gap closure
- Graduation rates
- Postsecondary and career readiness

While parents want report cards that

- Are easy to understand;
- Provide sufficient data; and
- Are useful

Wisconsin's School Report Card includes all five essential indicators and was highly ranked by parents.

According to ECS President Jeremy Anderson, "Wisconsin is a state dedicated to creating a high-quality accountability system, and to effectively communicating the results of such a system to the public. Transparency of accountability systems is essential for parents, educators, and policymakers to make informed decisions about their students and schools"

ECS identified several key policy issues to consider when developing accountability systems:

- Identify and publicize your state's "North Star."
- Re-engage people in your schools. Good communication is vital to ensuring the data and accountability story is easily understood by everyone.
- Choose your indicators and metrics carefully. Know how to use an indicator — make it less about grading and shaming and more about what research says works and how to address problems.
- Be realistic about the limits of your data system. Highly mobile students may create special challenges in tracking proficiency and growth data.
- Consider the potential unintended consequences of what's being measured, rewarded or punished.

Source: Education Commission of the State, [*Rating States, Grading Schools: What Parents and Experts Say States Should Consider to Make Accountability Systems Meaningful*](#), May 28, 2014.

IV. Spotling on School Improvement

School Report Cards

The flashlight approach works. Since the report cards were created in 2011, *schools in the lowest performance categories and schools with the largest achievement gaps have shown greater improvement than schools overall.*

Among all 1,862 schools that received a rating:

- 481 (26%) schools moved up one or more categories.
- 220 (12%) schools moved down one or more categories.
- The average overall score increased just over one point.

Among the 258 schools starting in the lowest two categories, "Fails to Meet Expectations" or "Meets Few Expectations":

- 122 (47%) schools moved up one or more categories.
- 15 (6%) schools moved down one or more categories.
- The average overall score increased more than three points.

Over the last three years, more schools have moved into the top two categories and fewer schools are in the bottom two categories.

- There has been a *22 percent increase* in the number of schools in the *top two categories* (from 693 in 2011-12 to 842 in 2013-14).
- There has been a *37 percent decrease* in the number of schools in the *bottom two categories* (from 258 in 2011-12 to 95 in 2013-14).

This table shows the number of schools that moved from the category on the left in 2011-12 to the corresponding category on the top in 2013-14.

2011-12 Initial Ratings	2013-14 Current Ratings				
	Significantly Exceeds	Exceeds	Meets	Meets Few	Fails to Meet
Significantly Exceeds (61)	35	24	2	0	0
Exceeds (632)	64	434	128	6	0
Meets (911)	8	269	589	43	2
Meets Few (189)	0	8	86	80	15
Fails to Meet (69)	0	0	4	24	41
	107	735	809	153	58

Focus Schools

Focus schools are Closing Achievement Gaps faster than non-Focus schools, especially in math and in particularly in rural and suburban area.

In general, focus schools are average or higher-performing schools that are identified because of significant achievement gaps (racial, socio-economic status, ELL, disability, etc.).

Figure 1: Median Closing Gaps scores for Focus and non-Focus schools over the past three years.

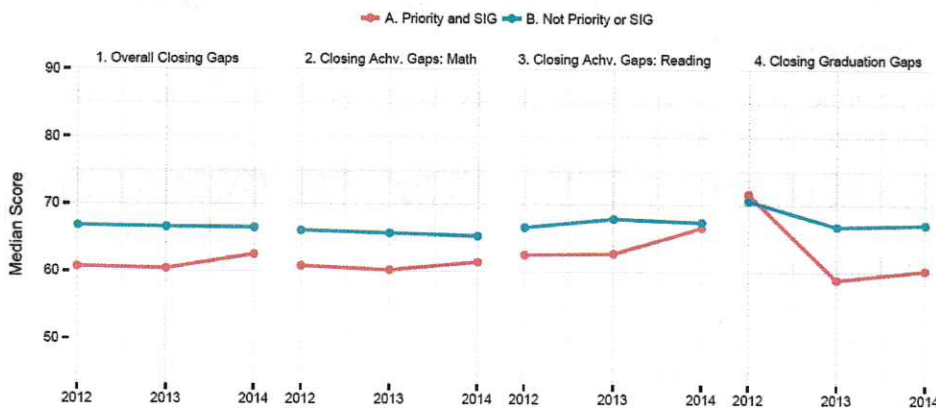


Priority/SIG Schools

Priority/SIG schools are also Closing Achievement Gaps faster than non-Priority/SIG schools, especially in reading.

Priority schools were identified in 2011-12 as the bottom 5% of all schools based on combined reading and math achievement.

Figure 1: Median Closing Gaps scores for Priority/SIG and non-Priority/SIG schools over the past three years.



Below is a sample of priority schools that have made significant gains in student achievement and exited the lowest performance category:

- **Menominee Indian High School** increased 10.6 overall points, with significant increases in on track and postsecondary readiness as well as graduation rate.
- **Jackson Elementary School (MPS)** increased an impressive 24.9 overall points to reach “Meets Expectations”, with significant increases in student growth and closing gaps.
- **Cass Street Elementary School (MPS)** increased 10.0 overall points, with significant increases in student achievement and closing gaps.
- **Silver Spring Elementary School (MPS)** increased 7.9 overall points, with significant increases in student achievement as well as on track and postsecondary readiness.

School Year	District	School	Grades	Overall Score	Overall Rating
2011-12	Menominee Indian	Menominee Indian High School	9-12	47.8	Fails to Meet Expectations
2012-13	Menominee Indian	Menominee Indian High School	9-12	59.1	Meets Few Expectations
2013-14	Menominee Indian	Menominee Indian High School	9-12	58.4	Meets Few Expectations
2011-12	Milwaukee	Jackson El	K3-5	40.4	Fails to Meet Expectations
2012-13	Milwaukee	Jackson El	K3-5	55.0	Meets Few Expectations
2013-14	Milwaukee	Jackson El	K3-5	65.3	Meets Expectations
2011-12	Milwaukee	Cass Street El	K3-8	50.9	Fails to Meet Expectations
2012-13	Milwaukee	Cass Street El	K3-8	57.9	Meets Few Expectations
2013-14	Milwaukee	Cass Street El	K3-8	60.9	Meets Few Expectations
2011-12	Milwaukee	Silver Spring El	K3-5	51.3	Fails to Meet Expectations
2012-13	Milwaukee	Silver Spring El	K3-5	55.0	Meets Few Expectations
2013-14	Milwaukee	Silver Spring El	K3-5	59.2	Meets Few Expectations

Additionally, some schools made impressive gains in overall accountability score, even though they were not able to exit the “Fails to Meet” expectations category.

- For example, over the last three years North Division Charter gained 12 points and Alliance High School gained 18.
- If these gains continue, Alliance will Meets Expectations in 2016-17 and North Division will Meets Expectations in 2019-20.

School	2011-12 Score	2012-13 Score	2013-14 Score	Change
Alliance High School	23.4	34.8	41.4	+18.0
North Division Charter High School	21	27.8	32.9	+11.9

Mobility is a Major Factor

Student mobility has a hugely negative impact on student achievement and graduation.

In every sector (traditional public, open enrollment, charter or choice), students who enroll and persist in one school have superior academic outcomes to students who migrate between schools and/or systems.

As an example of this, the table below should the Milwaukee Public Schools (MPS) graduation rate broken out by the number of high schools a student attends.

2012 MPS Graduation Rate (4 Year Cohort)					
<u># of Schools Enrolled</u>	<u>Grad Rate</u>	<u>Eligible Grads</u>	<u>Share</u>	<u>Actual Grads</u>	<u>Share</u>
1 High School	74%	3,468	59%	2,566	69%
2 High Schools	50%	1,562	26%	781	21%
3 High Schools	42%	695	12%	292	8%
4 High Schools	28%	191	3%	53	1%
	62%	5,916		3,693	

<u>MPS</u>	<u>Grad Rate</u>	<u>Wisconsin</u>	<u>Grad Rate</u>
4 year cohort	61%	4 year cohort	88%
5 year cohort	71%	5 year cohort	91%
6 year cohort	73%	6 year cohort	91%

The almost 60 percent of eligible high school seniors in MPS who remained enrolled in one high school has a significantly higher graduation rate and made up a disproportionate share of total graduates.

In light of the high levels of mobility in Milwaukee, improving student retention within schools and increasing economic stability for families will significantly improve academic outcomes.



KATHLEEN VINEHOUT
STATE SENATOR

SB 1 Relating to the School and School District Accountability Report

Senate Committee on Education Reform & Government Operations

Testimony of Senator Kathleen Vinehout

January 27, 2015

Thank you Mr. Chair and members for the opportunity to address you today. I appreciate your concern for the education of our children.

This bill is something called 'accountability,' but the bill does not create the change we need to reform Wisconsin's education system. Instead, SB1 creates two unelected statewide boards.

We've had a school accountability system in place for a while. Those of you who voted for the last budget voted to improve this system; to begin assessing students using ACT and Smarter Balanced national tests.

But Wisconsin has tested students for a long time. Tests today give us mountains of data.

The tests help us see the problems. They provide insight into what's going on. But the tests themselves are not the solution.

Proponents say this bill is about school reform. But the bill is not about targeted interventions to fix problems and improve schools, to provide sorely needed resources for needy students or rural schools, nor does it create a more rigorous curriculum or upgrade teacher competencies.

In a similar bill, AB 1, the solution to poor public school performance is conversion to an independent charter school.

There is no reason to believe closing a school and re-opening it as an independent charter school will produce superior results. If independent charter schools are no more successful than public schools, this remedy makes no sense.

Let's face it – these bills are guided by an intent to punish poor performing public schools.

Far too long policymakers have seen punishment as the solution to struggling public schools. But punishment doesn't work. I suggest instead of punishment, let's take a look at what does work.

To prepare for this hearing, I read a couple of books and several articles. I brought two of them with me: the first is an article by Michael Fullan *Choosing the Wrong Drivers for Whole System Reform*; the second, a book entitled *The Smartest Kids in the World and How They Got that Way* by Amanda Ripley.

How can we answer the question “What Works?”

Mr. Fullan summarizes the research on high performing students and schools. He sets out a framework of “wrong drivers” that have little chance of achieving high student performance and “right drivers,” policy approaches that can achieve measurable results for students.

“Accountability” is on the top of his list of wrong drivers.

To use high stakes tests, like the tests that underpin SB1, to reward or punish schools assumes testing made public will shame schools into better performance. But there is no evidence to suggest this is so. Further Fullan writes “no system in the world has ever achieved whole system reform by leading with accountability”¹.

Fullan argues, based on research, that it is not the presence or absence of testing that makes a high performing school or student; it is the **attitude** that underpins the testing and the **dominance** of testing in the curriculum that undermines true learning and teaching. It is “instructional improvement” that characterizes schools and countries that have made big strides in student performance. This Fullan calls, “the learning-instruction-assessment nexus that is at the heart of driving student achievement”. Further, “intrinsic motivation and improved technical competencies of groups of educators working together purposefully and relentlessly” is what drives student success.

The “new average” for students growing up in the rest of this century, Fullan argues, are higher order skills: problem solving; collaboration; critical thinking and reasoning; citizenship; competence in the use of technology; and communication including writing and listening. To understand high student performance it helps to understand the new world in which students of today become tomorrow’s professionals.

Ms. Ripley is a journalist tired of the usual education battles. She takes no partisan bent. Instead, she follows several US students studying abroad in South Korea, Finland and Poland. She focuses on the facts – especially those aspects of the foreign systems the US might or might not want to adopt.

From Ms. Ripley’s book, *the smartest kids in the world* came from systems where everyone – kids, parents, teachers – see getting an education as a “serious quest.” Both Fullan and Ripley would agree – in successful countries there is an absolute belief that high quality education for all is crucial to the future of the country. In these countries, the curriculum is sophisticated, rigorous and focused. Tests are challenging and measure critical thinking not rote learning; there is even a more rigorous conversation around the student’s dinner table!

¹ Fullan, M.; *Choosing the wrong drivers for whole system reform*. Centre for Strategic Education, 2011 p. 9.

The top countries in the world spend more money on the more remote rural schools and schools with disadvantaged students. Spending on education is tied to need, which only makes sense. The more disadvantaged the more money the school receives².

Both Ripley and Fullan, in different ways, talk about the importance of preparing and paying teachers. Fullan emphasizes “capacity building” and the importance of teacher collaboration. Ripley observes that in the best schools in the world, teachers are in the top third of their high school class; most had some graduate education; and teacher colleges are serious and rigorous.

In the best performing countries in the world, highly educated teachers chose material that is more rigorous. Everyone knows teachers are highly educated, serious people doing a hard job. Teachers are trusted and respected. Teachers get more autonomy to do their work like true professionals. As Ripley wrote, “They were accountable for results but autonomous in their methods”.

Which leads us back to accountability and SB1; Wisconsin doesn’t do so well on international tests. We are at about the same level as Hungary³. Nationally about 29 other nations rank above the US in math.

But, why not Wisconsin education leading the nation? Heck, why not Wisconsin leading the world?

We don’t have to go far to find out how to lead the world. Just look west to Minnesota – ranking second in the nation in math next to Massachusetts. A few years ago, elementary kids (in Ripley’s words) “rocked a major international math test, performing at about the same as the kids in Japan...Roughly speaking, Minnesota ranks below just a few dozen countries (including Canada, Korea and Finland) in math proficiency.”

How did Minnesota do it? They agreed on a single set of clear, targeted standards⁴. Teachers focused on a few topics each year – but in depth: a rigorous approach. Kids no longer dabbled in fractions for 8 years. They’d start fractions a few years later but were done in 5 years.

Not too far away in Ontario⁵ improved literacy and math across the province resulted in 13% point increase in graduation rates over six years.

² Ripley wrote the ‘backwards math’ of poorer schools spending less per student than wealthier schools is one of the most obvious differences between the US and other countries. Ripley, A; *The Smartest Kids in the World*, 2013 p.140.

³ Ripley, p. 180.

⁴ Ripley wrote the most glaring problem in America is the mishmash of directives. The state has one idea, the locals another; the required test has nothing to do with the curriculum. In the US, the average 8th grade math textbook is 800 pages; internationally the average 8th grade math textbook is 225 pages. Why? In the US there are hundreds of different districts with different standards and levels of rigor. Every topic is covered over and over again. Kids learn different things in different schools. And kids are bored, repeating the same lesson in grade after grade.

⁵ Fullan wrote Ontario succeeded because of a “judicious mix” of investments in capacity building (including teacher skills, technical competencies, respect and building the profession), high expectations, relentless but supportive leadership, good standards and assessments, transparency and accountability.

Fullan reviews research showing high performance happens with capacity building including attracting and developing high quality teachers; and with building collaborative cultures where teachers work together to inspire as they demand excellence. The collaborative culture accelerates performance and squeezes out poor teachers in ways individual merit based pay never can. In high performing schools there is an explicit strategy to develop the group as well as the individual. Education happens in an environment and it is the whole environment that achieves success.

Senate Bill 1 does not address what must happen in Wisconsin to make us the best. Two boards add to the incessant, relentless focus on testing without a concurrent focus on excellence in teaching. The bill does nothing to improve teacher motivation or competence nor provide resources for teacher training and professional development; does nothing to encourage collaboration or capacity building; does not improve the rigor of the curriculum or assist in providing the resources for our rural schools who must go to referendum (in Alma) just to keep the heat on.

Accountability makes no sense when it undermines our larger education goals. SB1 takes us away from our broader education goals; these are goals upon which we all agree.

We all want children to learn – a lot. We understand the world is changing. To succeed in a global economy our children need to be driven. They need to know how to adapt- they are going to be doing it all their lives. A rigorous education is critical to our kids' life chances.

We want our children to work hard. They need to think critically; to persevere, to understand the consequences of their actions. We want them to pick themselves up and dust themselves off when they fail and to get right back to work – something called academic resilience.

We know what to do to improve schools. Students need access to books. They need breakfast. They need to be healthy to learn. Schools need money for busses and to pay teachers. Poor students, special ed students and non-English speakers need additional help.

If we truly want to help kids, school improvement doesn't mean shuttering the neighborhood school; it means investing in proven, meaningful changes in our children's education.

I agree Wisconsin's school system needs reform. But I see no evidence SB1 gets us where we need to go.

Thank you. I look forward to continuing this discussion.

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Choosing the wrong drivers for whole system reform

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204

Choosing the wrong drivers for whole system reform

Michael Fullan

Introducing the drivers for whole system reform	3
The US and Australia	6
Focusing on accountability (vs capacity building)	8
Individual Quality (vs Group Quality)	10
Technology (vs instruction)	15
Fragmented (vs systemic)	16
Implications	17

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Introducing the drivers for whole system reform

'Whole system reform' is the name of the game and 'drivers' are those policy and strategy levers that have the least and best chance of driving successful reform. A 'wrong driver' then is a deliberate policy force that has little chance of achieving the desired result, while a 'right driver' is one that ends up achieving better measurable results for students. Whole system reform is just that – 100 per cent of the system – a whole state, province, region or entire country. This paper examines those drivers typically chosen by leaders to accomplish reform, critiques their inadequacy, and offers an alternative set of drivers that have been proven to be more effective at accomplishing the desired goal, which I express as

... the moral imperative of raising the bar (for all students) and closing the gap (for lower performing groups) relative to higher order skills and competencies required to be successful world citizens.

As an advance organiser I suggest four criteria – all of which must be met in concert – which should be used for judging the likely effectiveness of a driver or set of drivers. Specifically, do the drivers, sooner than later,

1. foster intrinsic motivation of teachers and students;
2. engage educators and students in continuous improvement of instruction and learning;
3. inspire collective or team work; and
4. affect all teachers and students – 100 per cent?

A 'wrong driver' is a deliberate policy force that has little chance of achieving the desired result, while a 'right driver' is one that ends up achieving better measurable results for students.

Thus **intrinsic motivation, instructional improvement, teamwork, and 'allness'** are the crucial elements for whole system reform. Many systems not only fail to feature these components but choose drivers that actually make matters worse.

The key to system-wide success is to situate the energy of educators and students as the central driving force. This means aligning the goals of reform and the intrinsic motivation of participants. Intrinsic energy derives from doing something well that is important to you and to those with whom you are working. Thus policies and strategies must generate the very conditions that make intrinsic motivation flourish. This is as basic as the human condition. After minimal needs are met what turns most people on is being effective at something that is personally meaningful, and which makes a contribution to others as well as to society as a whole. Personal contributions are all the more gratifying when they are part of a team effort melding personal and social goals. Policies and strategies that do not foster such strong intrinsic motivation across the whole system cannot be a source of whole system reform. Furthermore, strategies that do not develop increased capability (the skills to do something well) are similarly destined to failure. In other words, both strong motivation and enhanced skills on a very large scale are required.

The interest in whole system reform has been fueled recently by better analyses of how different countries are faring in international benchmark comparisons. OECD's Programme for International Student Assessment (PISA) 2009 results received the strongest media coverage ever as it released its latest results on 7 December 2010 (OECD, 2010a). At the same time McKinsey and Company published its insightful analysis of how 'improved school systems keep getting better' (Mourshed et al, 2010). The McKinsey report examined 20 entities (countries or sub-regions of countries) including developing countries going from 'poor to fair', 'fair to good', 'good to great', and 'great to excellent'.

The right drivers are effective because they work directly on changing the culture.

In both the PISA and McKinsey reports the top five countries in literacy, science and mathematics are Korea, Finland, Hong Kong, Singapore and Canada (Shanghai scored best on literacy but is not a country, and is likely not to be very representative of China as a whole). In this paper I use the United States and Australia as examples. Both countries have recently launched ambitious national education reform initiatives. Both have acknowledged a strong sense of urgency for reform – the US because it has fallen steadily from one of the top-performing systems in the world to its current ranking of 17th, 31st and 23rd in reading, mathematics and science respectively, according to the most recent PISA results (OECD, 2010a). Australia has fared better, at 9th, 15th and 10th respectively, but has stagnated over the last decade.

The combination of lack of progress in many of the English speaking countries, intra-country economic and social problems, and global competition has created a transparent sense of urgency among political leaders to get better whole system reform results as quickly as possible. In other words, policy makers are desperate for 'drivers that work'.

An effective driver is a policy (and related strategies) that actually produces better results across the system. An effective driver is not something that sounds plausible; it is not something that can be justified by a cavalier (as distinct from a carefully considered) reference to research. Nor is it an urgent goal (such as moral purpose); rather, drivers that are effective generate a concerted and accelerating force for progress toward the goals of reform. An effective driver is one that achieves better measurable results with students.

The four 'wrong' drivers I discuss in this paper are compelling on the surface, and have a lot of face-value appeal for people with urgent problems. They will be hard to dislodge. The politics will be fierce because leaders want immediate results, and are susceptible to what look like plausible solutions but turn out to be silver bullets. I believe, however, that we will see some breakthroughs soon, for several interrelated reasons:

- the evidence that the wrong drivers don't work is increasingly clear and compelling;
- there are positive alternative solutions in play that do work and are also clear and compelling; and, most encouragingly
- it is almost inevitable that those most committed to reform, and most perplexed by the lack of progress, will figure it out because they are used to solving complex social problems. I expect, for example, that Bill and Melinda Gates, and key political and policy leaders in the US and Australia will be open to the arguments and evidence put forward in these pages.

In this paper I am only interested in drivers that

- evidently cause whole system improvements;
- are measurable in practice and in results; and
- for which a clear case can be made that strategy X produces result Y.

By contrast, an ineffective driver would be one that

- while sounding good actually does not produce the results it seeks;
- may make matters worse; and

■ on closer scrutiny can never have the impact it purports to produce.

In the rush to move forward, leaders, especially from countries that have not been progressing, tend to choose the wrong drivers. Such ineffective drivers fundamentally miss the target. There are four main ‘wrong driver’ culprits that I discuss with their matched pairs that refer to the more effective alternative. In all cases choosing a combination of the drivers makes matters significantly worse (or better). The culprits are

1. **accountability:** using test results, and teacher appraisal, to reward or punish teachers and schools vs capacity building;
2. **individual teacher and leadership quality:** promoting individual vs group solutions;
3. **technology:** investing in and assuming that the wonders of the digital world will carry the day vs instruction;
4. **fragmented strategies vs integrated or systemic strategies.**

Although the four ‘wrong’ components have a place in the reform constellation, they can never be successful drivers. It is, in other words, a mistake to lead with them. Countries that do lead with them (efforts such as are currently underway in the US and Australia, for example) will fail to achieve whole system reform. Even worse, chances are that such strategies will cause backward movement relative to other countries that are using the right drivers. As we consider each of the four problem strategies, it is worth noting in advance that none of the top-performing countries in the world led their reforms with these four current favourites (although elements of the four components eventually take their proper place in the reform agenda).

I need to be clear here. The four ‘wrong drivers’ are not forever wrong. They are just badly placed as lead drivers. The four ‘right drivers’ – capacity building, group work, pedagogy, and ‘systemness’ – are the anchors of whole system reform. You don’t have to give up your affinity to accountability, individual quality,

technology, and favored quality components of the reform package. Stated another way, I am not talking about presence or absence or even sequence, but rather **dominance**. Dominance is another word for saying what system leaders state and acknowledge as the anointed, explicitly articulated lead drivers. The encouraging news is that the judicious use of the four right drivers ends up accomplishing better the goals that those espousing the wrong drivers are seeking. And it does so in a fundamentally more powerful and sustainable manner.

The right drivers – capacity building, group work, instruction, and systemic solutions – are effective because they work directly on **changing the culture** of school systems (values, norms, skills, practices, relationships); by contrast the wrong drivers alter structure, procedures and other formal attributes of the system without reaching the internal substance of reform – and that is why they fail.

The glue that binds the effective drivers together is the underlying attitude, philosophy, and theory of action. The mindset that works for whole system reform is the one that inevitably generates individual and collective motivation and corresponding skills to transform the system.

The essence of this paper is that if you want to be successful at whole system reform, then base your dominant set of strategies on the four right drivers in combination. If you have a tendency to gravitate to one or more of the four wrong drivers you need to diminish their role proactively; know that the four underlying right drivers are what counts and make them prominent. The glue that binds the effective drivers together is the underlying attitude, philosophy, and theory of action. The mindset that works for whole system reform is the one that inevitably generates individual and collective motivation and corresponding skills to transform the system. It is okay to use the full constellation of eight drivers along the way, as

long as you make sure the less effective four play a decidedly second fiddle role to the right four.

This distinction is critical because the evidence is clear: the wrong four as drivers de-motivate the masses whose energy is required for success; the right four drivers do the opposite. Countries that are successful (increasingly on a sustained basis) have figured this out and will only get stronger. All systems need to shift toward the right constellation of drivers because this will give them success, and will result in global advances. Every country that gets better educationally becomes a better neighbour. The moral imperative in education is about the whole world advancing. Systems that embrace the four right drivers using the so-called wrong drivers in a supportive role can win at home as they win abroad.

Before turning to the four flawed drivers (and their more effective counterparts) we need to consider the national reforms currently being pursued in the United States and in Australia. These are big audacious efforts that I cannot do justice to in this brief paper but we can get a good appreciation of their profile and main elements.

The US and Australia

The US

The Obama administration and the Secretary of Education, Arne Duncan, have launched a massive reform effort that generally goes under the banner of 'race to the top'. The best accessible version is contained in *A Blueprint for Reform* (US Department of Education, 2010a). American aspirations include leading the world 'once again' in college completion by 2020. 'Our goal', says Obama, 'must be to have a great teacher in every classroom and a great principal in every school' (p 1). Four pillars are seen in such a system:

- new world class standards and corresponding assessments;
- a robust data system that tracks student achievement and teacher effectiveness;

- improving teacher and principal quality through recruitment, training and rewarding excellence; and
- turning around the 5000 worse-performing schools (out of a total of 100,000) in the country.

Put another way, the big drivers include: new world class standards; aligned assessments, and focused feedback including student performance and teacher effectiveness often tied to merit pay or similar rewards. For example 48 states, two territories and the District of Columbia have developed a new set of Common Core State Standards (CCSS) in English Language Arts (ELA), and in Mathematics from Kindergarten to Grade 12. These standards are positioned as rigorous, relevant to higher-order skills, informed by the standards in top-performing countries like Singapore, and as evidence- and research-based.

Two consortia have been funded by the Federal Government to develop new assessments for the CCSS set of standards. One group, the Partnership for Assessment for Readiness for College and Careers (PARCC) is developing 'summative' evaluations in the two K-12 strands (ELA and Mathematics) including 'through-course assessments' that will be administered three times during the school year (and a 4th time at the end of the year) for all students in Grades 3 through 8. The assessments will include performance-based higher-order skills. The whole apparatus will be heavily supported by technology of assessment and easy access to data with accompanying resources and tools. The system will be completed by 2015.

The second group is the Smarter Balanced Assessment Consortium (SBAC). Their mandate is

to strategically 'balance' summative, interim and formative assessment through an integrated system of standards, curriculum, assessment, instruction and teacher development, while providing accurate year-to-year indicators of students' progress toward college and career readiness.

(Center for K-12 Assessments for the Common Core State Standards, 2011).

They will integrate performance tasks, computer adaptive assessments (whereby teachers can access 40-65 questions per content area) for immediate online scoring and response, measurement of growth, and accountability reports. They too will complete their task by 2015.

Another part of the reform package in the US consists of the development of updated standards for teachers, such as the Interstate New Teacher Assessment and Support Consortium (INTASC) (Council of Chief State School Officers, 2011). Similar standards exist for administrators focusing on leadership.

Australia

Australia has remarkably similar ambitions and strategies. All education ministers, Commonwealth, State and Territory, agreed in late 2008 to the *Melbourne Declaration on Education and the Goals for Young Australians* (MCEETYA, 2008), which outlined new goals for schooling. This declaration identifies key strategies and initiatives that Australian governments will undertake to support the achievement of the educational goals. Those related to schooling are articulated through the *National Education Agreement* (COAGa, 2008). Four areas of reform have received particular priority and include

- developing a national framework of schooling, linking Australian government funding to state and territory outcomes for schooling;
- increasing school level transparency and accountability, to improve student and school performance;
- closing the gap in educational outcomes between Indigenous and non-Indigenous students; and
- developing and implementing a national curriculum across all learning areas from kindergarten to year 12.

In order to support these key reform priorities, National Partnerships have been established (COAG, 2008b), representing a new approach

to funding and working collaboratively across all school systems, aiming to

- address disadvantage in low socio-economic status school communities;
- provide a greater focus on literacy and numeracy, including building the evidence base of what works to improve literacy and numeracy outcomes;
- improve teacher quality, including leading work on national teacher workforce reform in relation to pre-service teacher education, teacher standards, teacher registration, professional standards for school leaders and performance management.

Three newly established key national agencies play a major role in this equation – the Australian Curriculum, Assessment and Reporting Authority, the Australian Institute for Teaching and School Leadership, and Education Services Australia. As in the US, the reform strategy is to drive reform by better standards, assessment, monitoring, intervention and development.

As in the US, the reform strategy is to drive reform by better standards, assessment, monitoring, intervention and development.

As one more important point, Australia has an additional whole system constraint – there are three publicly funded educational sectors:

- the public sector (what we would call the public education system in North America);
- the Independent Sector (private schools, which are funded by the public purse); and
- the Catholic sector (also funded publicly).

With this structure and tradition ‘systemness’ poses a further challenge.

I will say flat out, for reasons that will become clear in the ensuing pages, there is no way that these ambitious and admirable nationwide goals will be met with the strategies being used. No successful system in the world has ever led with these drivers. They cannot generate on a

large scale the kind of intrinsic motivational energy that will be required to transform these massive systems. The US and Australian aspirations sound great as goals but crumble from a **strategy or driver perspective**. At best they can tighten up an otherwise loose system and get temporary pockets of improvement, but can never establish the conditions for whole system reform. These wrong drivers are ineffective because they fail to get at changing the day-to-day **culture** of school systems. Let's take a closer look.

Focusing on accountability (vs capacity building)

It is understandable that politicians and their public go for 'rigorous and fair accountability' at all levels' especially if, as is the case with the US, they have invested heavily for 30 years with little or no progress to show for it (US Department of Education, 2010a). The same observation holds for Australia – 'greater accountability of schools' across the nation (Australian Government, 2010).

The US and Australian aspirations sound great as goals but crumble from a strategy or driver perspective. At best they can tighten up an otherwise loose system and get temporary pockets of improvement, but can never establish the conditions for whole system reform.

A focus on accountability uses standards, assessment, rewards and punishment as its core drivers. It assumes that educators will respond to these prods by putting in the effort to make the necessary changes. It assumes that educators have the capacity or will be motivated to develop the skills and competencies to get better results. It is true that in both cases there is money, and an investment in capacity building (but, as we shall see, it tends to be individualistic rather than collective, and is based on rewarding higher performers financially). Even the money is not sustainable

because the public will only support continuous spending if the investment is paying off, and the investments in question will not, cannot succeed on any convincing level. Strange as it sounds, leading with accountability is not the best way to get accountability, let alone whole system reform. The four right drivers actually produce deeper, more built-in accountability of action and results.

To be clear, it is not the presence of standards and assessment that is the problem, but rather the **attitude** (philosophy or theory of action) that underpins them, and their **dominance** (as when they become so heavily laden that they crush the system by their sheer weight). If the latter is based on the assumption that massive external pressure will generate intrinsic motivation it is patently false. Instead (and this will require combining the right elements of all four driver sets) what is required is to build the new skills, and generate deeper motivation. Change the underlying attitude toward respecting and building the profession and you get a totally different dynamic around the same standards and assessment tools. Furthermore, focusing on standards and assessments does not highlight adequately the **instructional improvements** that are the core driver in the equation. Put slightly differently it is the learning-instruction-assessment nexus that is at the heart of driving student achievement.

For whole system reform to occur, lead drivers, as I have said, must get at the motivation and competency development of the vast majority of educators. Accountability measures plus sticks and carrots do not and cannot, ever accomplish this feat. Higher, clearer standards, combined with correlated assessments are essential along the way, but they are not going to drive the system forward. Whole system success requires the commitment that comes from intrinsic motivation and improved technical competencies of groups of educators working together purposefully and relentlessly. Accountability in the form we are seeing in the US and Australia does not build widespread capacity, nor does it increase

intrinsic motivation. Do testing, but do less of it and, above all, position assessment **primarily as a strategy for improvement**, not as a measure of external accountability. Wrap this around with transparency of practice and results and you will get more accountability all round.

Playing down blatant accountability to get more real accountability is a hard argument to grasp, but we get some great insight from one of the findings in the McKinsey study of 20 strongly improving systems (Mourshed et al, 2010). In all of these systems the McKinsey group measured the number of interventions that could be classified as ‘accountability’ based, and the number that focused on ‘professional learning’ (capacity building). Accountability interventions included externally conducted performance assessments with consequences, school inspections and reviews and the like; capacity-building referred to investments in collaborative practices, coaching technical skill building and so on. What they found was this: in the improving systems in the developing countries (those going from awful to adequate) the interventions were split 50/50 – an equal proportion of accountability and capacity-building activities; in the good to great countries the percentages were 78 per cent professional learning, and 22 per cent accountability. In short, even in the worst cases (‘awful performance’) accountability was a co-equal driver, not a dominant one.

The net result of excessive testing is that, instead of teachers being swept up to ride waves of successful reform, they will be crushed by a veritable tsunami of standards and assessments. The US approach, as of now, requires that English Language Arts and Mathematics be assessed for all students in Grades 3 through 8, along with summative assessments four times a year. Even in sheer accountability terms there will be such a massive amount of data that teachers, let alone the public, will not be able to grasp what is happening. Moreover the current standards-assessment imposition is so great that it will end up squelching any possibility that the higher-order skills (which require engagement

and ingenuity) will be accomplished, even though some of these skills are in the set. What sets out as progressive for the 21st century ends up going backwards. Make no mistake about it, the higher-order skills – critical thinking and reasoning, problem solving, communication (including listening), collaboration, digitally-based learning, citizenship – will become the new average for the rest of this century. The four wrong drivers block any possibility of heading down this critical path.

In the final section of this paper I will address the question of how to get better accountability without loading it directly with negativity, but I can say here that high-stakes accountability will only motivate a small percentage of teachers and, even if motivated, only a minority will know what changes to make in instruction to get better results.

Nor will turning around the bottom 5 or 10 per cent, or enabling charter or special schools to start afresh, get us very far. It is the **whole system** that must get better, and in fairly short order – 6 or 7 years or so; 5 per cent here, 10 per cent there, do not add up. In fact not even most of these low-performing schools will improve, or stay improved, if the wider system is not on the move as well. Partial solutions get partial results.

In the meantime, I repeat that no system in the world has ever achieved whole system reform by leading with accountability. As the ‘right drivers’ progress (capacity building and team work for example) **transparency of results and practice** will be key to securing public commitment to education, and to elevating the status of the profession. This vertical accountability (transparency at the classroom, school, district, state levels) is essential for sustainable progress. However, it must be wrapped in a prevailing attitude of capacity building, engagement, and trust building – the latter producing greater lateral accountability among peers, which is absolutely critical for whole system reform.

Individual Quality (vs Group Quality)

This is a tricky one because it looks so rationally obvious – teacher and school leader quality are the two most critical factors; therefore improve them directly through incentives, teacher appraisal, development and punishment for those who lag behind. This logic is deceptively fatal for whole system reform.

The problem starts innocently enough, with the much cited finding about two students who start at the 50th percentile: Student A has very good teachers for three years in a row; Student B has poor teachers for this period of time. At the end of the third year, student A is at the 75th percentile, and student B at the 25th percentile – a difference of 50 percentile points or the equivalent of at least one full year ahead or behind. So, the wrong driver takes over and we get merit and performance pay for the top 15 per cent, tough measures for the bottom 10 per cent, and teacher evaluation with new effectiveness measures. You will appreciate here that the solution has compounded the problem – a kind of double jeopardy that combines wrong-headed accountability with individualistic application – drivers one and two in cahoots.

Better performing countries did not set out to have a very good teacher here and another good one there. They were successful because they developed the entire teaching profession

Teacher appraisal and feedback would seem to be a good idea (CCSSO, 2011; Gates, 2010; Jensen and Reichl, 2011). This strategy is justified on the basis that feedback improves performance. The logic is reinforced by the finding that focused feedback to students has the most powerful impact on student learning of all pedagogical practices (Hattie, 2009). It should be the same for adults. Note, however, that student feedback only works when it is embedded in a classroom culture that is supportive of learning. The same is true for

teachers. Teacher appraisal will not work unless it is embedded in a school culture of learning where teachers are motivated to learn from feedback. Hattie's findings are over-interpreted if you just take the literal notion that all good feedback is automatically beneficial. As he puts it, 'it is the willingness to seek negative evidence (seeking evidence where students are not doing well) to improve the teaching ... the keenness to see the effects on all students, and the openness to new experiences that makes the difference' (p. 181). This is a **cultural** phenomenon not a procedural one. The practice of integrating feedback into actions that result in improvement is embraced by teachers and their leaders essentially because their culture values it. That is why it works. Throw a good appraisal system in a bad culture and you get nothing but increased alienation. When the Grattan report says that their proposed appraisal system 'will require a change in culture' it is fundamentally correct (Jensen and Reichl, 2011). This innocent little phrase 'change in culture' is the Elephant in the room. This is the very Elephant that the four right drivers are dying to ride. Culture is the driver; good appraisal is the reinforcer, not the other way around.

The problem is that no nation has got better by focusing on individual teachers as the driver. Better performing countries did not set out to have a very good teacher here and another good one there, and so on. They were successful because they developed **the entire teaching profession** – raising the bar for all. Systems are successful as systems because 95 per cent or more of their teachers become damn good. How long do you think it will take the US, for example, to get to the 95 per cent+ level using the current strategies?

The fallacy – to which the US, with its 'rugged individual' traditions, is particularly susceptible – is that success does not come from ad hoc individuals beaver away but rather from strategies that leverage the group. We can use a revealing study from Carrie Leana (2011) a business professor at the University of Pittsburg. She starts with the well-known finding that the

patterns of interaction among teachers and between teachers and administrators when focused on student learning make a large measurable difference on student achievement and sustained improvement. This is called 'social capital', which she contrasts with 'individual capital' that is based on

the widespread belief in the power of teacher human capital to transform public education [which] is one of the cornerstones of current reform efforts.

(p 2)

This dependence on human capital to carry the day is, of course, our wrong driver.

Leana set out to test the relationship between the power of human and social capital. She and her team followed over 1,000 4th and 5th Grade teachers in a representative sample of 130 elementary schools across New York City. The human capital measures included teacher qualifications, experience and ability in the classroom. Social capital was measured in terms of the frequency and focus of conversations with peers that centered on instruction, and that was based on feelings of trust and closeness between teachers. She studied the impact on mathematics achievement over a one-year period.

Leana uncovered several interrelated themes directly related to my argument here. If a teacher's social capital was one standard deviation higher than the average, her students' mathematics scores increased by 5.7 per cent. It is of course the case that teachers with high ability outperform teachers with low ability, but that is not the big driver. Leana reports that teachers who were both more able (high human capital), and had stronger ties with their peers (high social capital) had the biggest gains in math achievement. She even found that low-ability teachers perform as well as teachers of average ability 'if they have strong social capital' in their school (p 10, italics in the original). In short, high social capital and high human capital must be combined, and of the two the former is more powerful.

Recall that human capital refers to the teacher's cumulative abilities, knowledge, and skills developed through formal education and on-the-job experience. Social capital is not a characteristic of the individual but instead resides in the relationships among teachers and between teachers and principals. Leana's findings mean that having bad working conditions (low social capital) makes good teachers less effective, and makes poor teachers get even worse. Her findings also mean that the goal is to develop in concert both high human and high social capital. More than that – high social capital is a powerful strategy to leverage human capital.

high social capital and high human capital must be combined, and of the two the former is more powerful.

Imagine that you would become a better teacher just by virtue of the fact that you are on the staff of a particular school in a particular district in a particular state or country. That is the power of social capital.

Even more disturbing for those riding the wrong drivers is the realisation that even if driver one (standards, assessment-based accountability) produces some increase in human capital, it will be swamped by the failure to pay equal attention to social capital. You do not have to choose one over the other, but make sure that strategies based on team work are more prominent.

The good news is that the right drivers in combination – capacity building and group development – generate greater success and greater accountability. Dylan Wiliam (2011) captures this phenomenon in his book *Embedded Formative Assessment*. He shows how five key strategies of formative assessment strengthen both instruction and achievement. These strategies

- clarify learning intentions and criteria for success;
- engineer effective learning experiences;

- provide feedback to learners;
- establish active learners as instructional resources for each other; and
- develop learners as the owners of their own learning.

This is really our instruction-achievement nexus. Simultaneously it builds capacity and addresses accountability. Student assessment data are positioned primarily as a strategy for instructional improvement and serve secondarily as external public accountability. The causal sequence is the right one – get more instructional improvement and you get more accountability. Everybody wins. For this to happen it requires new capacities across the entire profession.

By adding social capital-based strategies you get multiple benefits. For example, focused collaborative practices mobilise and customise knowledge in the system, enabling teachers to know what other teachers do and to learn from them. In addition to leveraging instructional capacity, purposeful collaboration serves as the most effective form of lateral accountability. When combined with transparency of results, the whole apparatus fosters both collective ownership of educational practice and accountability to the public. Finally, these actions represent the best route to developing a trusted and respected profession. This is what successful countries are doing. They are producing social not just human capital.

you actually cannot get whole system reform without peer power

In short, individual rewards and incentives and other investments in human capital do not motivate the masses. If you want to reach the goal faster you must invest in capacity building, and use the group to get there. There is heaps of evidence staring policy makers in the face that it is the collaborative group that accelerates performance, including squeezing out poor performers as teaching becomes less private and more collaborative. These results occur because

the day-to-day pressure and support is built into the work. It is social capital leveraging human capital that has the quality and speed essential for whole system reform.

Thus changing social capital is the powerful strategy. I am not saying rely on the group by itself. Rather the judicious mixture of high expectations, relentless but supportive leadership, good standards and assessment, investments in capacity building, transparency of results and practice is what produces better results, and better accountability. This is how Ontario, for example, improved literacy and numeracy across the whole system and went from 68 per cent high school graduation rate to 81 per cent in 6 years (for more on collective capacity building see Fullan, 2010a).

As with accountability there is a developmental sequence here. If the teaching force has low capacity more directive support will be required at the beginning; not heavy-handed accountability but direct development of teachers through professional learning of effective instructional practices. As teacher and leader capacity become stronger, peers become the greater driving force, as the McKinsey study found. By mobilising peers, leaders accelerate whole system reform (you actually cannot get whole system reform without peer power), and establish conditions for sustainability. Every high performing system studied by the McKinsey group combined policies to attract and develop a high quality teaching force along with strategies and incentives for leaders and peers to work together. Successful countries did not get that good just by attracting different people to the profession. They also and simultaneously changed the profession on the ground by building collaborative cultures focused on developing educator commitment and competence, thereby obtaining better outcomes for all.

Many leadership-driven solutions suffer from the same individualistic flaw. It is expected that attracting and developing new leaders will help change the system. New high-quality leadership academies are the result. The search

is on for high-performing principals – attract them, develop them, reward them. I want to be careful here. The best of these programs are valuable as part of the mix, but don't expect them to change the system, especially with the combination of drivers we are talking about. Look what is happening. The new leader is saddled with managing a highly charged and punitive accountability system, along with the management of an increasingly controversial performance management system. If the other pieces that we have been talking about do not work, and there is no evidence anywhere that they do work for whole system reform, saddling great new leaders with running a dysfunctional system cannot possibly do any good for the individuals or the systems they are expected to transform.

There are two excellent recent contributions to the debate about how to increase the quality of teachers and principals across the board. I use them here to indicate the necessary ingredients, but also to remind the reader what the essence of the solution needs to be. It needs to include an explicit strategy to develop the group as well as the individual. It is easy to miss this collective component because it is one step more complicated than dealing with individuals.

Allan Odden's *Human Capital in Education* gets most of it right but underplays the key factor of social capital (Odden, 2011). Ironically his book is peppered with examples of the power of collaborative work teams, but he fails to recognise them as social capital. The core issue for Odden, as I have been arguing, is the 'continuous improvement of instruction linked to personalized student learning'. He then systematically addresses the human capital system that will be required:

- recruiting and staffing top talent;
- measuring teacher performance;
- induction and professional development;
- new policies for licensure, tenure, evaluation, and dismissal;
- compensation;
- strategic talent management for principals; and more generally

- organising to implement strategic human capital management in education.

(Odden, 2011)

There are two problems. First, it is easy for system leaders to go about developing such a system without realising that the heart of the matter is **instructional improvement linked to student learning** – all teachers, all the time. The second shortcoming is the aforementioned need to single out collaborative cultures as vital for developing all teachers, vital for accelerating the pace and quality of reform, and vital for lateral and vertical accountability.

The other great contribution to this debate is the background report produced by OECD for the International Summit on the Teaching Profession, hosted by Arne Duncan and other state leaders in New York in March, 2011. The report is entitled, *Building a High-quality Teaching Profession: Lessons from Around the World* (OECD, 2011). As with Odden, the right lessons are there, but a new crucial one is added. With respect to the former there are solid chapters on 'recruitment and initial preparation of teachers'; 'teacher development, support, careers and employment conditions'; and 'teacher evaluation and compensation'. The new lesson is 'teacher engagement in education reform' which essentially concludes that you cannot get there without widespread teacher ownership.

Teacher ownership is certainly a tough nut to crack. If the quality of the teacher is the premier factor related to student learning and if you want whole system transformation then it must be virtually **all teachers** who own the reform. You simply cannot get around this – all the successful systems have recognised this one fact. In its section on 'achieving educational reform that works' the OECD report states it this way:

In moving beyond consultation to involvement the reform process becomes oriented towards transforming schools into learning organizations with teachers in the lead.

(OECD, 2011, p 52)

And don't make the mistake of thinking because you involve some teachers in key deliberations that you have involved the profession. Rather what works is the daily experience of all teachers – peers working with peers in a purposeful profession that is effective at what it does while it embraces public accountability. We are, after all, talking about changing the day-to-day culture of the teaching profession.

The holy grail of teacher quality is only a proxy for effective instruction. Once you dwell on instruction the whole system can be mobilised to that end.

Ownership is not just for commitment. The process of ownership, represented by the flip side of the wrong drivers, develops strong instructional expertise on an ongoing basis. Motivation and expertise go hand in hand. I hope it is also abundantly clear that the two wrong drivers discussed so far undermine widespread ownership and its twin powers of motivation and competence across the profession.

Policy makers in a hurry are prone to choose the wrong drivers. Thus, when they see good reports such as those by Odden and OECD, they are likely to fix on the wrong solutions and hence miss the heart of the matter. The essence of whole system success is **continuous instructional improvement** closely linked to student engagement and success, again for all students. The drivers that work motivate teachers to engage in instructional improvement with peers. Revealingly, the reverse causal sequence is just as crucial; that is, increasing instructional improvement causes motivation to increase – what we call 'the moral imperative realised' (Fullan, 2011). Success means greater efficacy and the latter breeds greater commitment.

The question of ownership and engagement is the crucial factor. The right drivers embed both of these for students and teachers. Similar extensions of policies and strategies aimed at generating ownership on the part of parents, communities, business leaders and the public at large will also be required. It is beyond the scope of this paper to take up these matters, but a high-quality, transparent education will go a long way in reassuring the public.

If you want the instructional practices-student engagement/achievement nexus to be the centre of attention do two things: name it as the focus, and use the group to get more of it. The holy grail of teacher quality is only a proxy for effective instruction. Once you dwell on instruction the whole system can be mobilised to that end. It won't be heavy handed accountability, teacher appraisal, rewards and incentives, and the like that will move big systems. Movement on this scale can only be realised through actual improvements in instructional practice. The latter, as I have said, is tightly connected to the intrinsic motivation of teachers and their peers to do the job well. Policies that focus on both human and social capital and do this with transparency of practice and results will create all the pressure and support that is needed for effective accountability.

In conclusion, I want to underscore what is said in OECD's (2011) Chapter 4, Teacher Engagement in Education Reform. If policy makers don't 'get' this one, I can guarantee you they will choose the wrong drivers every time in each of our pairs. If we let the wrong drivers have their way they will undercut intrinsic motivation, and group development. If accountability-driven standards and assessment do not kill you, individualistic appraisal will come along to make sure you are dead. The right drivers, by contrast, energise the group and the individuals therein.

Technology (vs instruction)

Ever since the first laptop emerged almost 40 years ago technology has been winning the race over pedagogy; that is, technology gets better and better, while instruction doesn't. The notion that having a laptop computer or hand-held device for every student will make her or him smarter, or even more knowledgeable is pedagogically vapid. Picasso once said that the trouble with computers is that they provide the answers.

Technologies' prodigious power leads many of us to rely heavily on linking the 'digital dude' to an endless knowledge source. The report *Digital Learning* now provides a good example of the overpromising that comes from using a driver that cannot get you there (Bush and Wise, 2010). It starts this way:

By unleashing the power of digital learning, America has the ability to realize that vision [a vision that maximizes every child's potential for learning ... today.

Not without smart pedagogy it won't. The Bush, Wise report acknowledges the importance of instruction, but I am afraid that the wrong driver – technology as solution – is the more seductive partner.

Fortunately there are some signs, and more importantly some developments that indicate that pedagogy is seeking the driver's seat. The main policy document from the US gets it right – *Learning Powered by Technology* (US Department of Education, 2010b). The essential idea is to get the right learning embedded in the technology – a task that many of us are working on these days. I know that harnessing technology is the goal of current policy documents but the means of so doing involves the flip side of the drivers that I have been critiquing in this paper.

The Bill and Melinda Gates Foundation again could become a strong catalyst for this new work; not their more high-profile work on Measuring Effective Teaching (MET), which will come in handy later (but please not now

as a driver), but their more fundamental work of fuelling the next generation of learners by co-designing, with teachers and students, high-quality digitally based material that will furnish dynamic learning experiences – complete with access to data and to flexible but high quality instructional practices that will, for example, enable the learning of literacy and mathematics at a deep and efficient level. All of this, of course, will be powered by latest and evolving technology, but for a change it will be in the service of instruction. There are other similar developments, including one we are working on to produce Hollywood-quality digital curriculum content that will engage and entertain students, orchestrated by teachers who will be experts in both technology and pedagogy.

I hate to sound like a broken twitter but no other successful country became good through using technology at the front end. Without pedagogy in the driver's seat there is growing evidence that technology is better at driving us to distraction, and that the digital world of the child is detached from the world of the school. As OECD's surveys carried out in 2008 show, frequency of use of computers at home is not paralleled by use at schools; most digital use is related to the internet or to entertainment; and school use for educational engagement and deep learning (for example of higher order skills) goes missing (OECD, 2010b).

There is no evidence that technology is a particularly good entry point for whole system reform

Teachers need to get grounded in instruction, so they can figure out with students how best to engage technology. There is no evidence that technology is a particularly good entry point for whole system reform, but it will be a dramatic accelerator if we can put instruction, and skilled motivated teachers and students in the lead. Once this instructional-digital powerhouse gets under way, students will motivate teachers as

much as the other way around. This is the new work that will be necessary to reverse the trend of technology racing ahead of pedagogy.

The good news (mostly) is that the further development of technology has a life of its own. It will get more and more powerful, cheaper and more available. In the latest work, learning and instruction become the driving forces, so that we will ride the technology wave instead of being at the mercy of a powerful but intrinsically aimless phenomenon.

Fragmented (vs systemic)

Along with cultural traditions of individualism come tendencies to focus on single rather than systemic solutions. Thus the US, for example, has a habit of breaking things into pieces – and what looks like a system is not, because the pieces are not well connected. This problem is aggravated when some of the pieces are the wrong ones to begin with. Standards over here, assessments over there, and teacher appraisal and incentives in still another box: what can be portrayed as a system (the pieces are there, and can be made to **sound** comprehensive) is not integrated as a coherent whole, and thus does not function ‘systemically’. Implementation then becomes a hodgepodge. Countries without systemic capacities have great front end, episodic fanfare but have a constitutional inability to put things together during implementation.

Systemic does not mean that the various elements can be described as linked. This is only systemic **in theory**. It is practice that counts. Thus systemic strategies both require and support on-the-ground improvement efforts in **every school and every district**. This is why the ‘right’ sides of drivers one, two and three are the winners. Capacity building, group work and deep pedagogy, accelerated by technology, are in effect processes that support, indeed require, all schools to engage in the improvement of practice. The natural definition of systemic means that all elements of the system are unavoidably interconnected and involved, day after day. In a systemic world evidence-based

learning really is the daily work. Systemic is experiential not theoretical. In other words the four wrong drivers are not ‘systemic’ by this definition.

Without a systemic mindset, countries fail to focus on the right combination with the right mindset. In the successful countries it is clear that there is an absolute belief that quality education for all is crucial to their future (OECD, 2011). These countries then approach the task with the knowledge that everyone must be part of the solution. They know that teachers are key to improvement and can only work effectively when they are supported. They make major, coordinated efforts to improve the quality of teachers through various forms of support: from recruitment to the profession at initial teacher education through the early years of teaching, continuous learning on the job, good working conditions including team development, and differentiated roles of leadership as the career evolves. The McKinsey group drew the same conclusion:

it's a system thing, not a single thing.

(Mourshed et al, 2010, p 37)

In the absence of a system mindset individual pieces, each of which contains half-truths, are pitted against each other as vested interests bash each other with proverbial baseball bats. No one wins; the system loses every time.

All of the successful systems have come to trust and respect teachers. I use the phrase ‘come to trust and respect’ advisedly because trust is as much an outcome of doing the right things as it is a starting point. For the US and Australia the issue of teacher trust and respect represents a huge ‘chicken and egg’ dilemma. If you don’t have trust how do you get it? Let me provide an odd-sounding answer from our motion leadership work (Fullan, 2010b). If you want to break the cycle of distrust you have to respect others ‘before they have earned the right to be respected’ ... and then do the things that build competencies and trust over time.

This dynamic, of committing to respect before it is well-established, is something that non-systemic oriented people don't get easily. When Finland and Singapore began their reforms 40 years ago they did not have a profession that warranted respect, but they set about to build such a system. This is essential for whole system reform. Unless the US and Australia back off low-trust strategies, and start engaging the profession in the solution (OECD's (2011), Chapter 4, Teacher Engagement in Education Reform) they will get neither the commitment nor the skills sufficient for whole system success. The funny thing about systemic implementation is that it ends up building greater accountability into the system among teachers and others than can be obtained by more overt accountability measures. This does not occur overnight but it can be achieved in reasonably brief timelines – half a dozen years as the McKinsey group found – if you employ the right combination of drivers. It is time for a fundamental shift in strategy.

Implications

My main purpose in this paper has been to shift policy makers' thinking away from big drivers that are counterproductive. Thus the first idea is to focus on the actual limitations of current levers – limitations that are fatal to the goal of whole system reform. I do not for a moment want to convey that everything about accountability, individualism, technology and given pieces of the reform packages is worthless. These elements have their place in a more fully developed system. My main point is that these four policy/strategy levers are miscast as drivers of whole system reform. Used alone or as the central drivers they certainly will not get us where we need to go and, very probably, will do more harm than good.

In the cases of the US and Australia one could argue that since their seemingly comprehensive reforms are very recent that it is unfair to judge them. They have not yet had a chance to have an impact. I hope I have made it clear that there is no way that the four 'wrong drivers'

can motivate the masses, which is required for whole system reform. At the same time, we have a growing number of examples that basing one's strategy on the alternative set of drivers that I have proposed actually does work, if you have the commitment and persistence to put them into place. These drivers work because they directly change the culture of teaching and learning. It is time for a different mindset and associated set of policies and strategies. The greater one's sense of urgency the more one should re-route whole system reform.

This is not the place to develop a detailed alternative plan, although the latter is well contained in the references to the successful systems including Ontario that I have been citing in this paper. Instead let me position the solution as four interrelated components.

The heart of the matter

The 'heart of the matter' consists of focusing on four systemically related big drivers that work.

1. The learning-instruction-assessment nexus
2. Social capital to build the profession
3. Pedagogy matches technology
4. Systemic synergy

My main purpose in this paper has been to shift policy makers' thinking away from big drivers that are counterproductive.

The first of these is about making sure that the centrepiece of action is based on learning and instruction. In this regard, relentless development of what we call 'capacity building' – to make learning more exciting, more engaging, and more linked to assessment feedback loops around the achievement of higher order skills (which I have called the new average) – is the main agenda. There is a lot going on in the world in this respect, but it has to be harnessed and made more widespread. Part and parcel of this work is the deep commitment to the moral purpose of raising the bar and closing the gap for all students.

Second, use the group to accomplish the new learning-instruction culture. More specifically, approach the solution as a **social capital** proposition to build the new teaching profession. This will require building collaborative cultures within and across schools. Within this approach there is a crucial role for key personnel and other human capital policies and strategies – those very components that have been spelled out well by Odden (2011) and OECD (2011). However, if development of individuals is not surrounded by a culture of developing social capital it will fail.

There is a choice and some countries have made it. Replace the juggernaut of wrong drivers with lead drivers that are known to work.

Third, go all out to power **new pedagogical innovations with technology**. As I noted, there are numbers of these developments currently under way that are aimed at the next generation of learners. What makes these advances crucial is that they combine so many elements needed for success: engagement; entertainment; ease of access to information and data; group work; humanity; social relevance; and so on. In a word they make education easier and more absorbing. Learning and life become more seamless.

Fourth, the set of good drivers must be **conceived and pursued as a coherent whole**. This is not as difficult as it seems. There are only a few key components. Focus on the right ones, and treat them as feeding on each other. They actually serve as mutually supportive and interactively corrective. The strengths of one complement the weakness of another, and vice versa (for example, transparency helps with accountability as it adds to capacity building); each driver is generative in serving two or more purposes simultaneously (for example, peer learning and accountability are promoted equally within the same strategy). Do not make the mistake of thinking because you have the

right pieces that you have a system. The four right drivers must be conceived and designed as working interactively. Recall that the main criterion of systemic reform is that **all schools and districts** are engaged in improvement efforts, while being aware that they are part of bigger phenomenon to change the world.

The drivers I am recommending create the very fundamentals that I started with in this paper – learning and teaching become driven by the individual and collective intrinsic motivation that has permanent staying power. This is what the successful world systems are doing, and if countries lagging behind do not change their ways the gap will become larger and larger. Societies that do not respond well will suffer. They will suffer internally in body and soul, and will suffer on the world stage. It is not far-fetched to link lack of progress over subsequent decades to societal disintegration in affected countries.

There is a choice and some countries have made it. Replace the juggernaut of wrong drivers with lead drivers that are known to work. It will be most difficult at the beginning because it will represent a way of thinking and action that many people will find foreign (although there is actually a great deal of support for the better drivers within the US and Australia). Feeling awkward at the beginning seems a small price to pay, compared to feeling miserable and worse through persistent failure.

Key leaders can make a huge difference at this critical juncture. Jettison blatant merit pay, reduce excessive testing, don't depend on teacher appraisal as a driver, and don't treat world-class standards as a panacea. Instead, make the instruction-assessment nexus the core driver, and back this up with a system that mobilises the masses to make the moral imperative a reality. Change the very culture of the teaching profession. Do so forcefully and you will find many allies. It is time to embrace, and relentlessly commit to the right drivers.

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About the Author

Michael Fullan is Professor Emeritus of the Ontario Institute for Studies in Education of the University of Toronto. Recognised as a worldwide authority on educational reform, Michael is engaged in training, consulting, and evaluating change projects around the world and his books have been published in many languages. Currently he is Special Advisor to the Premier and Minister of Education in Ontario. His book, *Leading in a Culture of Change* was awarded the 2002 Book of the Year Award by the National Staff Development Council. *Breakthrough* (co-authored with Peter Hill and Carmel Crévola) won the 2006 Book of the Year Award from the American Association of Colleges for Teacher Education. His previous paper for CSE (co-authored with Michael Barber, Tony Mackay and Vic Zbar) was Seminar Series 189, *Building Excellent Education Systems: From Conception to Implementation at Scale* (November, 2009).

About the Paper

Michael Fullan examines drivers typically chosen by leaders to accomplish whole system school reform, critiques the inadequacy of those drivers for achieving the intended outcomes, and offers an alternative set of drivers that have been proven to be more effective for accomplishing the desired goals. He argues that many systems not only fail to feature these components but choose drivers that actually make matters worse. He concludes that the most successful systems around the world are using drivers that lead to learning and teaching being based on individual and collective intrinsic motivation, which has permanent staying power. Fullan comments that if countries lagging behind – currently including the US and Australia – do not change their ways, the gap will become larger and larger.



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Senate Committee on Education Reform

Senate Bill 1 - School Accountability

Chair Farrow and members of the committee, thank you for the opportunity to speak with you about Senate Bill 1, and the ways that we can work together to improve student performance and create more opportunities for the state's children.

Chair Farrow, I would also like to thank you for opening up the process and providing us the opportunity to discuss this work with you and many others over the past several months. Having the ability to share in that conversation was very much appreciated by everyone around the table.

At the heart of the discussion around this bill, and at the heart of the discussion around this issue over the past several years, is the basic desire to help to improve the performance of all students no matter where they may be attending school. As many people will likely testify today we need to make sure that we have the best policies and practices in place and that we maintain and improve upon the positive steps that were taken during the last legislative session.

In terms of best practice, all students taking the same test allows for the greatest level of transparency and accountability as policy decisions are made now and in the future. We are pleased that Senate Bill 1, recognizes this fact and maintains this key policy feature.

Having quality, consistent student information is especially important in the Milwaukee context. As just one example, on average, 25% of the district's incoming ninth graders were not with an MPS school on the third-Friday count date of the previous year. At a number of our high schools, it's even higher – as many as 30% to 40% of incoming freshmen were not with the district at the beginning of their eighth grade year.

In addition, the best research available to date makes clear that “students who leave the voucher program and enroll in MPS are disproportionately disadvantaged relative to both their new public school peers and typical voucher students.¹” Given that data, having a single, common assessment is crucial as we welcome and take on the challenge of finding more

¹ Carlson, Deven, Cowen, Joshua M. and Fleming, David J. “Life After Vouchers: What Happens to Students Who Leave Private Schools for the Traditional Public Sector?”

solutions to support those students rather than simply sanctioning and potentially abandoning public schools. Toward that end we appreciate the more nuanced and practical approach that SB1 takes toward applying those solutions and improving student achievement.

As has been discussed of the past several months, the research shows that the right drivers to improve school performance build the capacity within a school and within a system to change the culture. They get at the heart of building the relationships, skills and practices needed to move students forward. Again we appreciate the approach of Senate Bill 1, in taking that into account.

We also know that if we are really serious about helping all of our students – the 82 percent living in poverty; the 86 percent who are students of color; the 20 percent with special education needs and the 9 percent who are English language learners – we need to continue to find ways to put the best teachers in front of them. As a state we don't have strong policies that do that right now.

If that positive work is to happen, tying sanctions to a system that labels institutions as "D" or "F" schools, could serve as a disincentive for attracting the very best educators, particularly when we know many measures of student performance are very closely correlated with family income.

Finally, in many ways, SB1 recognizes the unintended consequences of legislation that came before it. While it has received solid praise in some instances, many might believe that the state's current report card could use some refinement. However, there is nearly universal agreement that the current system is preferable to the chaos that would have come to states if not for the waiver from No Child Left Behind, and some of its off target sanctions.

In the Milwaukee context for example, while we are working to improve our attendance rates, we also know that a significant number of our schools are deducted points within the state report card under the definition of chronic absenteeism.

In fact, eighteen of our schools and the district as a whole would be out of the "fails to meet expectations" category were it not for the five point deduction in this area.

Absenteeism is a hugely significant issue and we are continuing efforts and examining new strategies to make sure that students are in their classrooms and learning, but again, turning to sanctions that do little if anything to get at the core policy problem does more harm than good.

There are a number of other items in the bill that deserve additional attention, and we would be happy to follow up with additional information, but given that this is likely to be a long day I would like to thank you for your time and would be happy to answer any questions.



What MPS is Doing Now To Improve Student Outcomes

Commitment Schools. The vision of the Commitment Schools Initiative is to transform underperforming schools into high-performing schools through the implementation of rigorous academic and behavioral interventions so students achieve greater college and career readiness. Fourteen schools are receiving the most intensive support, but all of the district's schools that received the lowest ratings on the most recent state report card are receiving additional instructional support, professional development and operational assistance.



GE Foundation Schools. The support of the GE Foundation, through a \$20.4 million grant, is creating model schools where best practices can be studied and replicated by other MPS schools. Initially focused on Common Core implementation, GE Foundation Schools are models for collaborative learning and cooperation. Several GE Foundation Schools, including Franklin Pierce Elementary, are making remarkable progress.

5-in-1 Collaborative. This unique collaborative brings the energy of MPS together with other major partners – Northwestern Mutual, City Year, Teach for America and Schools That Can Milwaukee – to pursue academic excellence at Carver Academy, a historically underperforming school. School culture is laser-focused on learning and improving attendance and behavior. Partners are bringing their expertise and their commitments to make Carver a model of success.

Milwaukee Succeeds. Milwaukee Public Schools works closely with Milwaukee Succeeds to identify opportunities for Milwaukee's children from pre-school through college. MPS is working with Milwaukee Succeeds on a pilot program focused on foundational reading skills for students and teacher coaching at Gwen T. Jackson and Clarke Street elementary schools. Early findings show encouraging results and promising growth in students participating in the program.



Parent Coordinators. Parents are a student's first and most important teachers. MPS added a parent coordinator position in every school to strengthen the bonds between families and schools and to partner with parents to improve student achievement.

School Support Teachers. Strong educators are a school's most important resource in improving student achievement. Each school now has a school support teacher to drive improved instruction by supporting school-based professional development and working to identify and grow excellence in teaching.

Other efforts to improve student achievement include:

- **Creating more high-performing schools.** Examples include the expansion of Golda Meir, the district's premier school for elementary gifted and talented students, to include a high school and adding additional seats to Reagan Preparatory High School, one of the top high schools in Wisconsin according to *U.S. News and World Report*.

- ▶ **Expanding successful and popular programs.** Examples include creating Howard Avenue Montessori and Lloyd Barbee Montessori schools to meet growing parental demand for Montessori programs; establishing the Rufus King Middle Years International Baccalaureate program; and designating a new elementary arts program at Kluge School.
- ▶ **College and Career Readiness.** MPS is now seen as a leader in college and career readiness efforts. The district established two College Access Centers to demystify the college going process for students and redesigned the school guidance counselor program so more students have access to support, and growing the highly successful Project Lead the Way Program. MPS has the largest urban Project Lead the Way program in the country.
- ▶ **Leadership Pipeline.** The district is providing a number of opportunities to more adequately prepare innovative, effective and energetic staff for leadership roles at the school and district levels. Various programs work to build capacity and provide support and development.
- ▶ **Educator Effectiveness.** This system strengthens teacher and school leader performance through a system of feedback, support and evaluation. The goal is to help educators grow their skills with a focus on improving student outcomes.





District Operational Plan and Strategic Objectives

These objectives are aligned with the district's strategic plan and supported through the budget process. These organizational-wide strategies help reinforce key efforts and initiatives and focus staff efforts and energy.

Goal I: Academic Achievement

1	Closing the Gap
2	Educating the Whole Child
3	Redefining the MPS Experience
4	Rethinking High Schools

Goal II: Student, Family and Community Engagement

5	Re-envisioning Partnerships
6	Communication & Outreach

Goal III: Efficient and Effective Operations

7	Workforce Development
8	Organizational Processes

The district has also made considerable progress reducing its OPEB – other post-employment benefits – liability. The independently commissioned 2009 McKinsey Report identified the OPEB liability as a significant financial challenge for MPS with a projected 2013 liability of \$3.78 billion. Actions by the Board of School Directors, including action prior to and independent of Act 10, have reduced the liability by 70 percent to \$1.2 billion. The board continues to actively pursue options to further reduce the liability.





Moving MPS Forward: Efforts To Improve Student Outcomes

Milwaukee Public Schools is the largest school district in Wisconsin with more than 77,000 students. MPS is committed to accelerating student achievement, building positive relationships between youth and adults and cultivating leadership at all levels. The district's commitment to improvement continues to show results:

- **More MPS students are meeting reading standards**
- **The MPS Class of 2014 earned \$31 million in scholarships, up \$7 million; and**
- **MPS is home to four of the state's top 15 high schools according to U.S. News and World Report**

The district continues to work hard to further improve outcomes for students. These efforts are aligned around three main areas: **Academic Achievement; Student, Family & Community Engagement;** and **Effective & Efficient Operations.** Two important areas, Regional Development and Strategic Objectives are the primary focus.

Regional Development and Program Expansion

Regional Development is designed to increase the number of high-performing seats throughout the district; re-establish and strengthen feeder patterns to create learning pathways for students and families; and improve capacity of quality community support activities through three key projects.

Pathways Projects

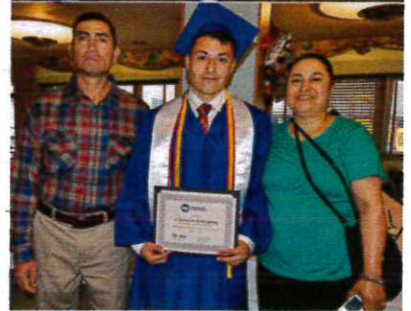
- Increase the number of high-performing seats
- Re-establish feeder patterns

Spotlight Projects

- Improve enrollment and performance by aligning and restoring specialty programs
- Contribute to feeder patterns

Community Cornerstone Projects

- Create, restore and expand non-classroom-based learning opportunities that benefit students and community





MILWAUKEE PUBLIC SCHOOLS

2014-15
At-a-Glance

Milwaukee Public Schools is committed to accelerating student achievement, building positive relationships between youth and adults and cultivating leadership at all levels. The district's commitment to improvement continues to show results:

- More MPS students are meeting reading standards
 - The MPS Class of 2014 earned \$31 million in scholarships, up \$7 million; and
 - MPS is home to 4 of the state's top 15 high schools according to *U.S. News and World Report*
- Learn more about MPS by visiting mpsmke.com/news.

SCHOOLS

There are 158 schools in MPS. They include:

43	K-5/K-6 elementary schools	<i>MPS offers neighborhood, specialty, charter and partnership schools including early childhood/Head Start sites.</i>
66	K-8 schools	
9	multi-grade (K-12, 6-12) schools	
6	middle schools	
19	high schools	
15	alternative schools	

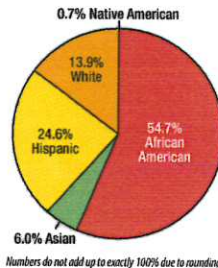
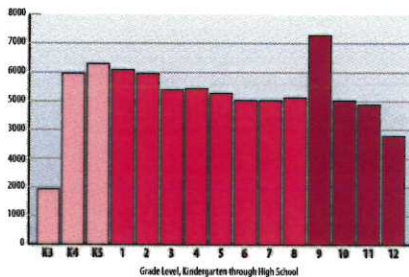
STAFF

The Fiscal Year 2015 budget supports 9,493 full-time equivalent (FTE) staff positions including:

238	principal and assistant principal positions
4,995	teacher positions
1,152	educational assistant positions
408	therapist, social worker, psychologist, nurse positions
406	clerical/secretarial positions
611	building engineers, boiler attendants, service helpers

ENROLLMENT + DEMOGRAPHICS

77,391 students (2014-15 data) including:



Further Breakdown (2014-15):

- Special Education 19.9%
- English Language Learners 9.2%
- Low Income (free or reduced lunch) (2013-14 data) 82.4%

GRADUATION RATES

(2012-13): 4-Year: 61%; 5-Year: 71%; 6-Year: 73%

ATTENDANCE AND MOBILITY

Attendance Rate for 2013-14: 89.9%

Mobility Rate for 2012-13: 14.7% of students moved to a new MPS school after the start of the school year

DISTRICT ACADEMIC PERFORMANCE

State test results – Nov. 2013, *Percentage proficient or advanced*

Reading	MPS: 15%; MPCP (Voucher program): 12%; State: 37%
Math	MPS: 19%; MPCP (Voucher program): 16%; State: 49%

- Reading proficiency for fall 2013 up two percentage points over fall 2009
- Reading and math proficiency up in both grades tested on National Assessment of Educational Progress

STUDENT OPINION

Our 2013-14 Climate Survey of students showed:

- 85% believe they are given challenging work
- 84% agree their classrooms are safe and orderly

BUDGET

Total budget: **\$1,174,038,185** (includes grant and Milw. Recreation funding)

School operations budget: **\$960,548,580**

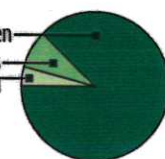
86% pays for school-based staff and supplies for educating children

8% pays for non-school based staff and services to support schools

6% pays for operations expenses

Per-student funding for comparison purposes:

\$9,921 (2012-13 data)



SCHOOL BOARD

MPS is governed by a 9-member Board of School Directors. One member is elected at large and 8 are elected from geographic districts and serve 4-year terms. The Board holds monthly public meetings. Current members and term expiration dates are:

Michael Bonds, <i>President</i> (District 3)	April 2015
Meagan Holman, <i>Vice President</i> (District 8)	April 2015
Mark Sain (District 1)	April 2015
Jeff Spence (District 2)	April 2015
Annie Woodward (District 4)	April 2017
Larry Miller, (District 5)	April 2017
Tatiana Joseph (District 6)	April 2017
Claire Zautke (District 7)	April 2017
Terrence Falk (At-Large)	April 2015

Jacqueline Mann, Director of Board Governance/Board Clerk
Bob DeGhingaro, CPA, Chief Accountability and Efficiency Officer

ADMINISTRATIVE LEADERSHIP

- Darrienne B. Driver, Ed.D., Superintendent
- Erbert Johnson, CPA, Chief of Staff
- Karen R. Jackson, Ph.D., Chief Human Capital Officer
- Ruth Maegli, Chief Innovation Officer / Interim Chief Academic Officer
- Michelle Nate, CPA, Chief Operations Officer
- Gerald Pace, Esq., Chief Financial Officer
- Keith Posley, Ed.D., Chief School Administration Officer
- Sue Saller, Executive Coordinator, Superintendent's Initiatives

MPS: 414.475.8393 • Superintendent: 414.475.8001, Fax 414.475.8585 • School Board: 414.475.8284 • Community Engagement: 414.475.8274



**MILWAUKEE
PUBLIC SCHOOLS**

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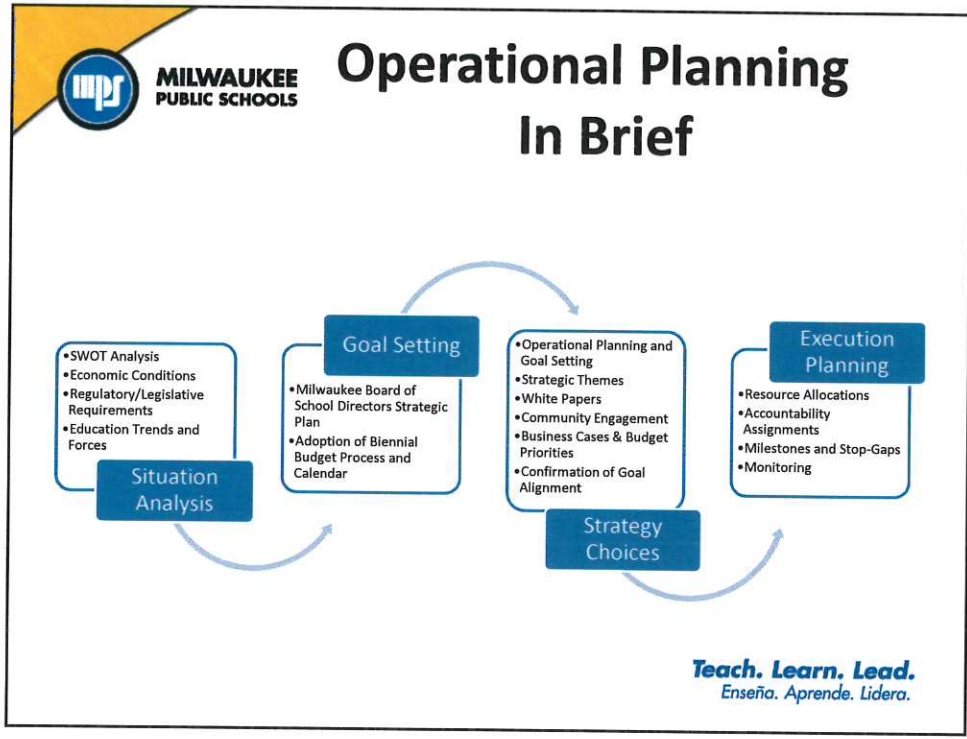


**MILWAUKEE
PUBLIC SCHOOLS**

FY16 & FY17 Biennial Budget Operational Planning

January 2015

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MILWAUKEE PUBLIC SCHOOLS

Operational Planning

Mission	Milwaukee Public Schools is a diverse district that welcomes all students, preparing them for success in higher education, post-educational opportunities, work, and citizenship.
Vision	Milwaukee Public Schools will be among the highest student growth school systems in the country. All district staff will be committed to providing an educational environment that is child-centered, supports achievement, and respects diversity. Schools will be safe, welcoming, well-maintained and accessible community centers meeting the needs of all. Relevant, rigorous and successful instructional programs will be recognized and replicated. The district and its schools will collaborate with students, families and community for the benefit of all.
Goals	<ul style="list-style-type: none"> Academic Achievement Student, Family & Community Engagement Effective & Efficient Operations

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MILWAUKEE PUBLIC SCHOOLS

Operational Planning

Strategic Themes	1. Closing the Gap
	2. Educating the Whole Child
	3. Rethinking High Schools
	4. Redefining the MPS Experience
	5. Re-envisioning Partnerships
	6. Community Outreach/ Communication
	7. Workforce Development
	8. Organizational Processes

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MILWAUKEE PUBLIC SCHOOLS

Academic Achievement

1. Closing the Gap
A. Ensuring Equity, Access and Opportunity
B. Implementing the District Improvement Plan
C. Redesigning Curriculum
D. Creating Supports for Low Performing Schools
2. Educating the Whole Child
A. Utilizing Case Management and Trauma Informed Care Strategies
B. Promoting Healthy Choices
C. Redefining Extended Learning Opportunities
D. Expanding Early Childhood Educational Opportunities

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**MILWAUKEE
PUBLIC SCHOOLS**

Academic Achievement


3. Rethinking High Schools

- A. Redesigning Leadership and Infrastructure
- B. Expanding Workforce Readiness Preparation
- C. Rewriting Promotional Standards
- D. Engaging Alumni Associations

4. Redefining the MPS Experience

- A. Expanding Fine Arts
- B. Expanding Athletic Programs
- C. Expanding Learning Journeys
- D. Strengthening Student Clubs, Associations and Organizations

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**MILWAUKEE
PUBLIC SCHOOLS**

Student, Family and Community Engagement

5. Re-envisioning Partnerships

- A. Reconstituting the MPS Foundation
- B. Developing Infrastructure to Cultivate Backbone Organizations
- C. Empowering Parents
- D. Visualizing Schools as Learning Communities (Systems Thinking)

6. Community Outreach/Communication

- A. Executing MPS Branding and Awareness Campaign
- B. Implementing MPS Customer Service Plan
- C. Developing Internal Communications Plan
- D. Developing External Communications Plan

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**MILWAUKEE
PUBLIC SCHOOLS**

Effective and Efficient Operations

7. Workforce Development

- A. Creating Career Pathways and Staffing Pipelines
- B. Promoting Employee Wellness
- C. Redefining Employee Compensation and Eval. Systems
- D. Strengthening Diversity

8. Organizational Processes

- A. Expanding Strong Academic Programs Through Regional Development Strategies
- B. Conducting Asset Mapping
- C. Creating Standard Operating Procedures & Decision Matrices
- D. Improving Technology Integration and Utilization

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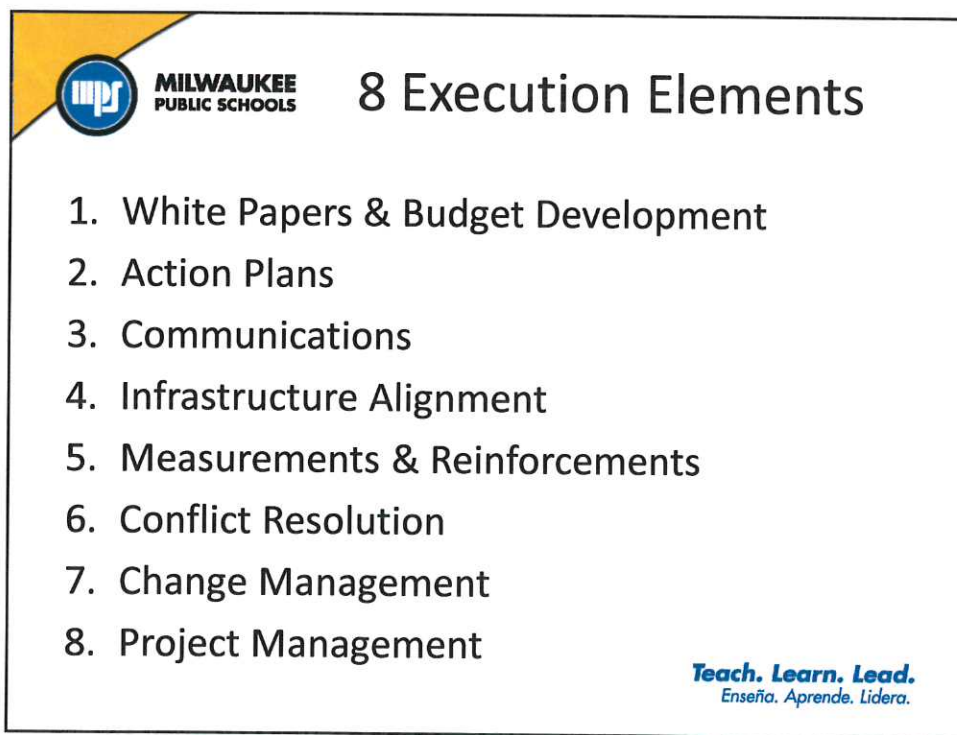
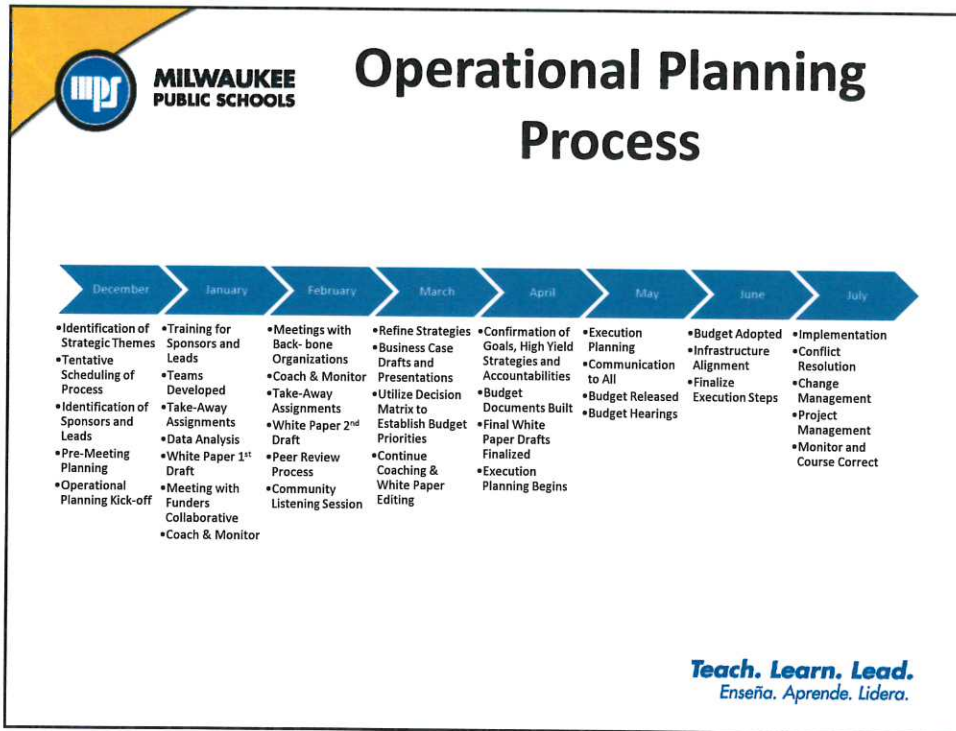


**MILWAUKEE
PUBLIC SCHOOLS**

White Papers

- A series of white papers, developed by district staff and other stakeholders, will inform FY16 and FY17 budget and operational decisions. These papers organize into eight “big idea” categories that align directly to one of the three district strategic plan goals. Each white paper will identify activities organized around common goals and measurable objectives.
- A sponsor and leader have been identified for each project. Each project leader will be supported by a project team made up of district, school and community stakeholders. Project teams should not have more than seven members. An operational planning support team also will serve as a resource to each project team throughout the white paper development.
- Each white paper will start with the big picture and lead readers to the proposed activities. The goal of each white paper is to lead the reader toward the conclusion that the proposed measurable objective and activities will best address district needs.

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**MILWAUKEE
PUBLIC SCHOOLS**

Building Success and the MPS Brand



Highest student growth school system in the country.

High Integrity


Long-Term Relationships

Highest Quality Work

Customer Service

Professionalism: People and Processes

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Change Management

Five Essential Elements for Success

1. Sincere belief in the intended purpose and goals of the planned changes
2. Knowledge and skills needed to perform new tasks or old task differently
3. Reinforcing accountability systems
4. Infrastructure to support task accomplishment and strategy execution
5. Role models among positional and thought leaders

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**MILWAUKEE
PUBLIC SCHOOLS**

FY16 & FY17 Biennial Budget Operational Planning

MPS Board of School Directors

Michael Bonds, Ph.D., President, District 3
Meagan Holman, Vice President, District 8
Mark Sain, District 1
Jeff Spence, District 2
Annie Woodward, District 4
Larry Miller, District 5
Tatiana Joseph, Ph.D., District 6
Claire Zautke, District 7
Terrence Falk, At-Large

Senior Team

Darienne B. Driver, Ed.D., Superintendent
Erbert Johnson, CPA, Chief of Staff
Karen R. Jackson, Ph.D., Chief Human Capital Officer
Ruth Maegli, Chief Innovation Officer and Acting Chief Academic Officer
Michelle Nate, CPA, Chief Operations Officer
Gerald Pace, Esq., Chief Financial Officer
Keith Posley, Ed.D., Chief School Administration Officer
Sue Saller, Executive Coordinator, Superintendent's Initiatives

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Pewaukee District Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

	District Max Score	State Max Score
Reading Achievement	83.7/100	66.4/100
Mathematics Achievement	46.7/50	36.7/50

Student Growth

	District Max Score	State Max Score
Reading Growth	73.1/100	62.4/100
Mathematics Growth	33.6/50	31.5/50
	39.5/50	30.9/50

Closing Gaps

	District Max Score	State Max Score
Reading Achievement Gaps	67.3/100	66.3/100
Mathematics Achievement Gaps	33.1/50	17.0/25
Graduation Rate Gaps	34.2/50	16.3/25
	NA/NA	33.0/50

On-Track and Postsecondary Readiness

	District Max Score	State Max Score
Graduation Rate	92.6/100	85.3/100
Attendance Rate	39.1/40	36.0/40
3rd Grade Reading Achievement	38.1/40	37.2/40
8th Grade Mathematics Achievement	3.8/5	2.8/5
ACT Participation and Performance	4.4/5	3.5/5
	7.2/10	5.8/10

Student Engagement Indicators

Indicator	Goal	Result
Test Participation Lowest Group Rate	≥95%	Goal met: no deduction
Absenteeism Rate	<13%	Goal met: no deduction
Dropout Rate	<6%	Goal met: no deduction

Total Deductions: 0

District Information

Grades	K4-12
Locale	Suburb
Enrollment	2,803

Race/Ethnicity

American Indian or Alaska Native	0.7%
Asian or Pacific Islander	9.0%
Black not Hispanic	2.6%
Hispanic	5.9%
White not Hispanic	81.8%

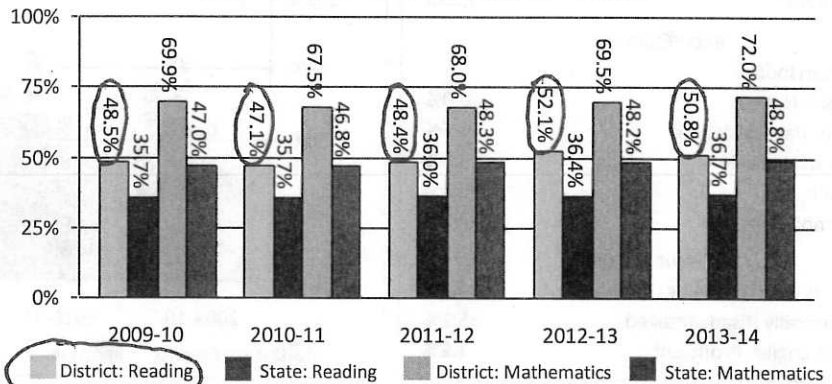
Student Groups

Students with Disabilities	7.1%
Economically Disadvantaged	12.3%
Limited English Proficient	1.4%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.



Dodgeville

District Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	District Max Score	State Max Score
Student Achievement	74.0/100	66.4/100
Reading Achievement	33.0/50	29.8/50
Mathematics Achievement	41.0/50	36.7/50
Student Growth	62.9/100	62.4/100
Reading Growth	30.5/50	31.5/50
Mathematics Growth	32.4/50	30.9/50
Closing Gaps	65.4/100	66.3/100
Reading Achievement Gaps	16.3/25	17.0/25
Mathematics Achievement Gaps	15.2/25	16.3/25
Graduation Rate Gaps	33.9/50	33.0/50
On-Track and Postsecondary Readiness	88.8/100	85.3/100
Graduation Rate	37.6/40	36.0/40
Attendance Rate	37.8/40	37.2/40
3rd Grade Reading Achievement	2.9/5	2.8/5
8th Grade Mathematics Achievement	3.7/5	3.5/5
ACT Participation and Performance	6.8/10	5.8/10

Student Engagement Indicators

Indicator	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

District Information

Grades	K4-12
Locale	Town
Enrollment	1,283

Race/Ethnicity

American Indian or Alaska Native	0.0%
Asian or Pacific Islander	1.6%
Black not Hispanic	3.0%
Hispanic	2.7%
White not Hispanic	92.7%

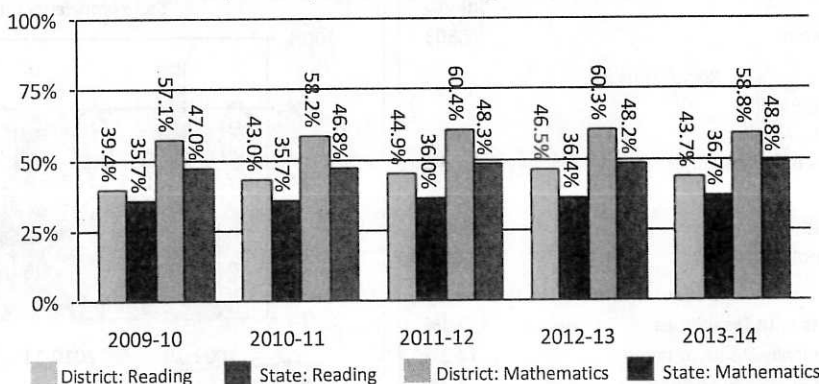
Student Groups

Students with Disabilities	11.8%
Economically Disadvantaged	35.1%
Limited English Proficient	1.2%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.



Alma

District Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

	District Max Score	State Max Score
Reading Achievement	61.5/100	66.4/100
Mathematics Achievement	33.1/50	36.7/50

Student Growth

	District Max Score	State Max Score
Reading Growth	71.2/100	62.4/100
Mathematics Growth	38.0/50	31.5/50

Closing Gaps

	District Max Score	State Max Score
Reading Achievement Gaps	63.8/100	66.3/100
Mathematics Achievement Gaps	30.9/50	17.0/25
Graduation Rate Gaps	32.9/50	16.3/25
	NA/NA	33.0/50

On-Track and Postsecondary Readiness

	District Max Score	State Max Score
Graduation Rate	86.0/100	85.3/100
Attendance Rate	38.4/40	36.0/40
3rd Grade Reading Achievement	37.5/40	37.2/40
8th Grade Reading Achievement	2.2/5	2.8/5
8th Grade Mathematics Achievement	3.3/5	3.5/5
ACT Participation and Performance	4.6/10	5.8/10

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)
Absenteeism Rate (goal <13%)
Dropout Rate (goal <6%)

Total Deductions: 0

Goal met: no deduction
Goal met: no deduction
Goal met: no deduction

District Information

Grades	K4-12
Locale	Rural
Enrollment	252

Race/Ethnicity

American Indian or Alaska Native	1.6%
Asian or Pacific Islander	0.4%
Black not Hispanic	0.8%
Hispanic	0.8%
White not Hispanic	96.4%

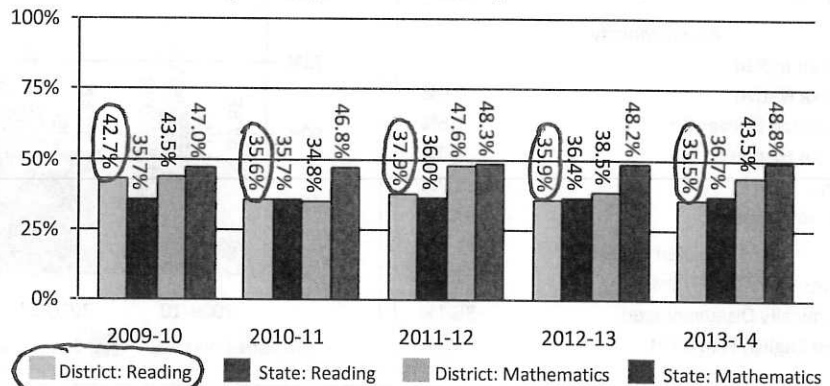
Student Groups

Students with Disabilities	15.9%
Economically Disadvantaged	34.9%
Limited English Proficient	0.0%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.



Dodgeville

District Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

Reading Achievement
Mathematics Achievement

District Score	Max Score	State Score	Max Score
74.0	100	66.4	100
33.0	50	29.8	50
41.0	50	36.7	50

Student Growth

Reading Growth
Mathematics Growth

District Score	Max Score	State Score	Max Score
62.9	100	62.4	100
30.5	50	31.5	50
32.4	50	30.9	50

Closing Gaps

Reading Achievement Gaps
Mathematics Achievement Gaps
Graduation Rate Gaps

District Score	Max Score	State Score	Max Score
65.4	100	66.3	100
16.3	25	17.0	25
15.2	25	16.3	25
33.9	50	33.0	50

On-Track and Postsecondary Readiness

Graduation Rate
Attendance Rate
3rd Grade Reading Achievement
8th Grade Mathematics Achievement
ACT Participation and Performance

District Score	Max Score	State Score	Max Score
88.8	100	85.3	100
37.6	40	36.0	40
37.8	40	37.2	40
2.9	5	2.8	5
3.7	5	3.5	5
6.8	10	5.8	10

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)
Absenteeism Rate (goal <13%)
Dropout Rate (goal <6%)

Total Deductions: 0

Goal met: no deduction
Goal met: no deduction
Goal met: no deduction

District Information

Grades: K4-12
Locale: Town
Enrollment: 1,283

Race/Ethnicity

American Indian or Alaska Native: 0.0%
Asian or Pacific Islander: 1.6%
Black not Hispanic: 3.0%
Hispanic: 2.7%
White not Hispanic: 92.7%

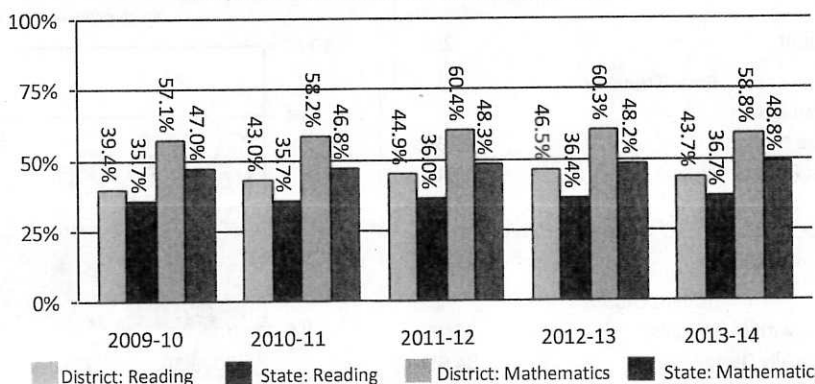
Student Groups

Students with Disabilities: 11.8%
Economically Disadvantaged: 35.1%
Limited English Proficient: 1.2%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.



Milwaukee

District Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Fails to Meet Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

	District Max Score	State Max Score
Reading Achievement	37.1/100	66.4/100
Mathematics Achievement	20.7/50	36.7/50

Student Growth

	District Max Score	State Max Score
Reading Growth	55.7/100	62.4/100
Mathematics Growth	30.5/50	31.5/50
	25.2/50	30.9/50

Closing Gaps

	District Max Score	State Max Score
Reading Achievement Gaps	63.0/100	66.3/100
Mathematics Achievement Gaps	17.0/25	17.0/25
Graduation Rate Gaps	15.9/25	16.3/25
	30.1/50	33.0/50

On-Track and Postsecondary Readiness

	District Max Score	State Max Score
Graduation Rate	68.7/100	85.3/100
Attendance Rate	27.2/40	36.0/40
3rd Grade Reading Achievement	35.3/40	37.2/40
8th Grade Mathematics Achievement	1.6/5	2.8/5
ACT Participation and Performance	1.8/5	3.5/5
	2.8/10	5.8/10

Student Engagement Indicators

Indicator	Goal	Result
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction	
Absenteeism Rate (goal <13%)	Goal not met: -5	
Dropout Rate (goal <6%)	Goal met: no deduction	

Total Deductions: -5

District Information

Grades	K3-12
Locale	City
Enrollment	78,516

Race/Ethnicity

American Indian or Alaska Native	0.8%
Asian or Pacific Islander	5.7%
Black not Hispanic	55.7%
Hispanic	24.1%
White not Hispanic	13.7%

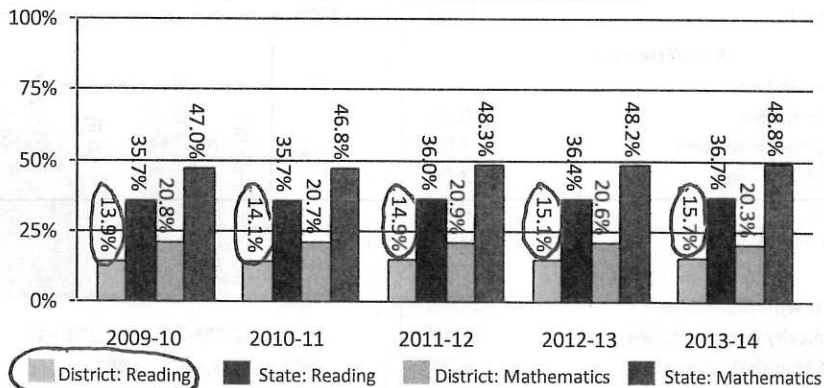
Student Groups

Students with Disabilities	20.6%
Economically Disadvantaged	82.7%
Limited English Proficient	9.5%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.



Dodgeville

District Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

	District Score	State Max Score
Reading Achievement	74.0/100	66.4/100
Mathematics Achievement	33.0/50	29.8/50
	41.0/50	36.7/50

Student Growth

	District Score	State Max Score
Reading Growth	62.9/100	62.4/100
Mathematics Growth	30.5/50	31.5/50
	32.4/50	30.9/50

Closing Gaps

	District Score	State Max Score
Reading Achievement Gaps	65.4/100	66.3/100
Mathematics Achievement Gaps	16.3/25	17.0/25
Graduation Rate Gaps	15.2/25	16.3/25
	33.9/50	33.0/50

On-Track and Postsecondary Readiness

	District Score	State Max Score
Graduation Rate	88.8/100	85.3/100
Attendance Rate	37.6/40	36.0/40
3rd Grade Reading Achievement	37.8/40	37.2/40
8th Grade Reading Achievement	2.9/5	2.8/5
8th Grade Mathematics Achievement	3.7/5	3.5/5
ACT Participation and Performance	6.8/10	5.8/10

Student Engagement Indicators

Indicator	Goal	Result
Test Participation Lowest Group Rate	≥95%	Goal met: no deduction
Absenteeism Rate	<13%	Goal met: no deduction
Dropout Rate	<6%	Goal met: no deduction

Total Deductions: 0

District Information

Grades	K4-12
Locale	Town
Enrollment	1,283

Race/Ethnicity

American Indian or Alaska Native	0.0%
Asian or Pacific Islander	1.6%
Black not Hispanic	3.0%
Hispanic	2.7%
White not Hispanic	92.7%

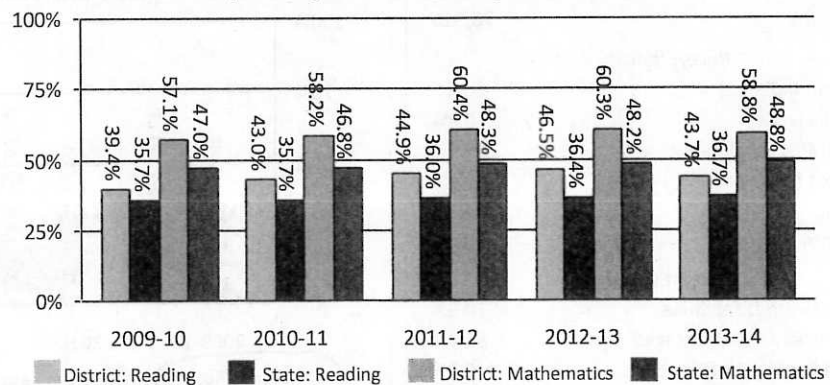
Student Groups

Students with Disabilities	11.8%
Economically Disadvantaged	35.1%
Limited English Proficient	1.2%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.



River Falls

District Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Exceeds Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

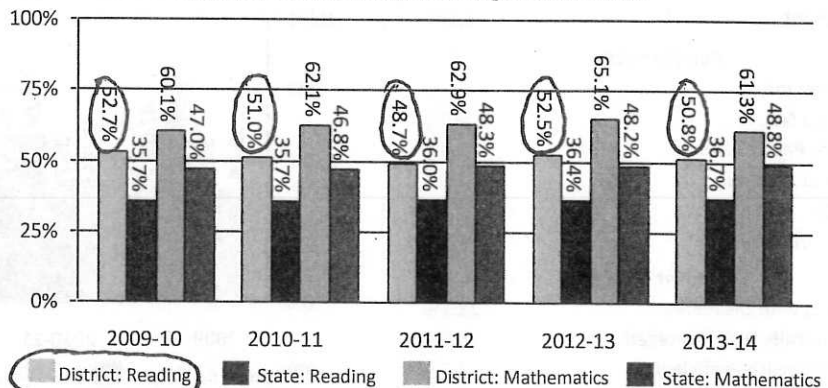
Priority Areas	District Max Score	State Max Score
Student Achievement	79.4/100	66.4/100
Reading Achievement	36.7/50	29.8/50
Mathematics Achievement	42.7/50	36.7/50
Student Growth	63.1/100	62.4/100
Reading Growth	31.6/50	31.5/50
Mathematics Growth	31.5/50	30.9/50
Closing Gaps	78.0/100	66.3/100
Reading Achievement Gaps	17.4/25	17.0/25
Mathematics Achievement Gaps	15.0/25	16.3/25
Graduation Rate Gaps	45.6/50	33.0/50
On-Track and Postsecondary Readiness	89.9/100	85.3/100
Graduation Rate	39.0/40	36.0/40
Attendance Rate	37.2/40	37.2/40
3rd Grade Reading Achievement	3.4/5	2.8/5
8th Grade Mathematics Achievement	4.1/5	3.5/5
ACT Participation and Performance	6.2/10	5.8/10

Student Engagement Indicators	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

District Information

Grades	K4-12
Locale	Town
Enrollment	3,222
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	1.1%
Asian or Pacific Islander	2.3%
Black not Hispanic	3.0%
Hispanic	1.3%
White not Hispanic	92.3%
<i>Student Groups</i>	
Students with Disabilities	10.8%
Economically Disadvantaged	20.2%
Limited English Proficient	1.2%

Wisconsin Student Assessment System Percent Proficient and Advanced
 Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.
 State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.



Dodgeville

District Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

	District Score	Max Score	State Score	Max Score
Student Achievement	74.0/100	100	66.4/100	100
Reading Achievement	33.0/50	50	29.8/50	50
Mathematics Achievement	41.0/50	50	36.7/50	50

Student Growth

Student Growth	62.9/100	100	62.4/100	100
Reading Growth	30.5/50	50	31.5/50	50
Mathematics Growth	32.4/50	50	30.9/50	50

Closing Gaps

Closing Gaps	65.4/100	100	66.3/100	100
Reading Achievement Gaps	16.3/25	25	17.0/25	25
Mathematics Achievement Gaps	15.2/25	25	16.3/25	25
Graduation Rate Gaps	33.9/50	50	33.0/50	50

On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness	88.8/100	100	85.3/100	100
Graduation Rate	37.6/40	40	36.0/40	40
Attendance Rate	37.8/40	40	37.2/40	40
3rd Grade Reading Achievement	2.9/5	5	2.8/5	5
8th Grade Mathematics Achievement	3.7/5	5	3.5/5	5
ACT Participation and Performance	6.8/10	10	5.8/10	10

Student Engagement Indicators

Indicator	Goal	Result
Test Participation Lowest Group Rate	goal ≥95%	Goal met: no deduction
Absenteeism Rate	goal <13%	Goal met: no deduction
Dropout Rate	goal <6%	Goal met: no deduction

Total Deductions: 0

District Information

Grades	K4-12
Locale	Town
Enrollment	1,283

Race/Ethnicity

American Indian or Alaska Native	0.0%
Asian or Pacific Islander	1.6%
Black not Hispanic	3.0%
Hispanic	2.7%
White not Hispanic	92.7%

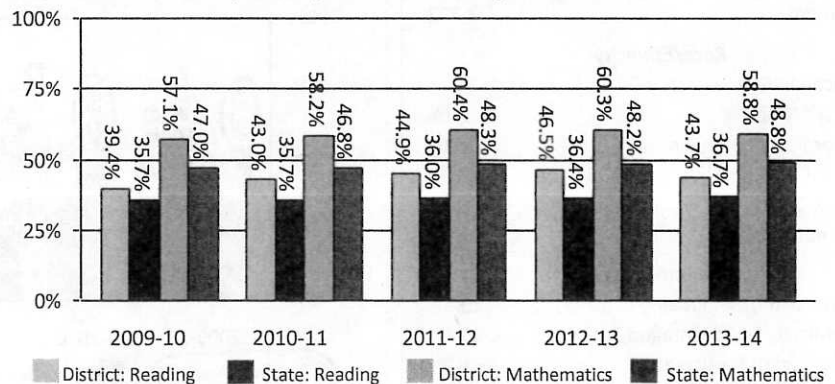
Student Groups

Students with Disabilities	11.8%
Economically Disadvantaged	35.1%
Limited English Proficient	1.2%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.



Whitewater Unified District Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

	District Max Score	State Max Score
Student Achievement	63.2/100	66.4/100
Reading Achievement	27.3/50	29.8/50
Mathematics Achievement	35.9/50	36.7/50

Student Growth

Reading Growth	32.9/50	31.5/50
Mathematics Growth	34.4/50	30.9/50

Closing Gaps

Reading Achievement Gaps	17.0/25	17.0/25
Mathematics Achievement Gaps	17.9/25	16.3/25
Graduation Rate Gaps	33.5/50	33.0/50

On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness	85.6/100	85.3/100
Graduation Rate	35.7/40	36.0/40
Attendance Rate	37.8/40	37.2/40
3rd Grade Reading Achievement	2.5/5	2.8/5
8th Grade Mathematics Achievement	3.7/5	3.5/5
ACT Participation and Performance	5.9/10	5.8/10

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)	Goal not met: -5
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

Total Deductions: -5

District Information

Grades	K4-12
Locale	Town
Enrollment	1,943

Race/Ethnicity

American Indian or Alaska Native	0.5%
Asian or Pacific Islander	3.0%
Black not Hispanic	4.0%
Hispanic	25.3%
White not Hispanic	67.2%

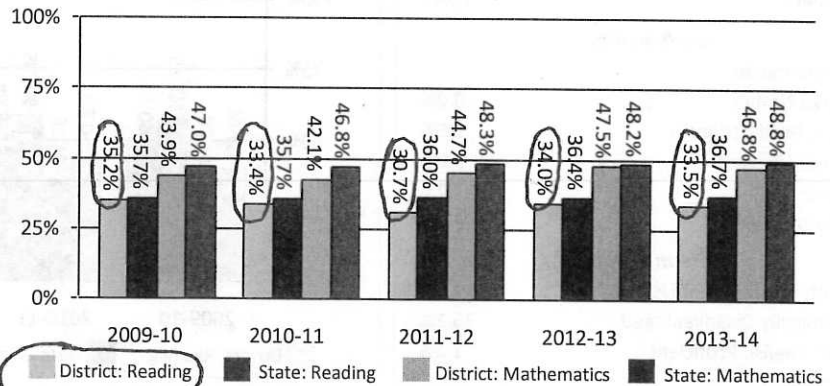
Student Groups

Students with Disabilities	17.1%
Economically Disadvantaged	44.8%
Limited English Proficient	15.6%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.



Dodgeville

District Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Meets Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas	District Max Score	State Max Score
Student Achievement	74.0/100	66.4/100
Reading Achievement	33.0/50	29.8/50
Mathematics Achievement	41.0/50	36.7/50
Student Growth	62.9/100	62.4/100
Reading Growth	30.5/50	31.5/50
Mathematics Growth	32.4/50	30.9/50
Closing Gaps	65.4/100	66.3/100
Reading Achievement Gaps	16.3/25	17.0/25
Mathematics Achievement Gaps	15.2/25	16.3/25
Graduation Rate Gaps	33.9/50	33.0/50
On-Track and Postsecondary Readiness	88.8/100	85.3/100
Graduation Rate	37.6/40	36.0/40
Attendance Rate	37.8/40	37.2/40
3rd Grade Reading Achievement	2.9/5	2.8/5
8th Grade Mathematics Achievement	3.7/5	3.5/5
ACT Participation and Performance	6.8/10	5.8/10

Student Engagement Indicators	Total Deductions: 0
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction
Absenteeism Rate (goal <13%)	Goal met: no deduction
Dropout Rate (goal <6%)	Goal met: no deduction

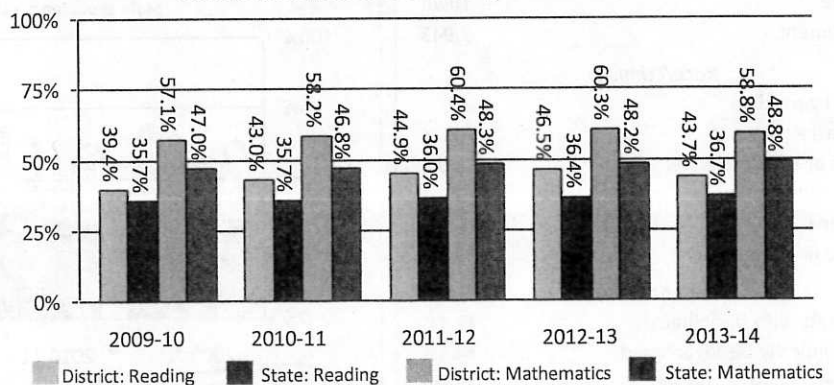
District Information

Grades	K4-12
Locale	Town
Enrollment	1,283
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	0.0%
Asian or Pacific Islander	1.6%
Black not Hispanic	3.0%
Hispanic	2.7%
White not Hispanic	92.7%
<i>Student Groups</i>	
Students with Disabilities	11.8%
Economically Disadvantaged	35.1%
Limited English Proficient	1.2%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SWD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for districts that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all districts. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.

To: Senate Hearing Committee on SB 1
From: Women Committed to an Informed Community
Date: January 27, 2015

Re: Senate Bill 1

The School Accountability Bill has many unclear areas. We seek clarification on the following concerns.

1. What are the five performance areas you refer to in the Bill?
2. What are the State's Model Academic Standards?
3. Why can't all the directives suggested pertaining to the improvement of low performing schools be implemented with the Common Core standards in place? i.e. differentiated instruction to meet individual pupil needs, provide academic and behavioral support, provide early intervention, and provide additional learning time
4. What would be considered an extenuating circumstance that would cause the PCAB to reverse their ruling on a chronically low performing school?
5. When a school district complies with the improvement plan and continues to be a low performing school, what is the next step?
6. Will a private school's state aid be withheld if they continue to be low performing?
7. Many families lack internet access. Will there be other ways for them to get information about their educational options?
8. In the community the schools provide needed resources for the residents, polling sites, Boys & Girls Clubs after school meals etc. what will happen to these resources?

I have been attending symposiums held by the North Shore School Districts, Brown Deer, Nicolet, Glendale-River Hills, Mequon etc. Children coming from the Milwaukee City Schools are entering the schools in these districts. The staff in these districts is facing the same concerns as their cohorts in the city. The mobility of the student does not allow staff ample time to assess and implement a plan to help improve the performance of the student.

We all know that repetition of anything makes you better at what you are attempting. When a child through no fault of their own is moved from one place to another many times during a school year and enrolled in a different school each time that child does not have the opportunity to get the practice and support he or she needs.

On January 15, 2015 the Common Council Steering and Rules Committee was faced with a room full of staff from low performing schools asking to be allowed to continue operating their schools. The Council focused on four schools that are very low performing. Two of the schools have been in operation as a voucher for more than twelve years before it became a charter. (See DPI report card attachments for these schools) These schools continue to not meet expectations. At the Assembly Hearing on AB1 Dr. Bonds and Dr. Driver spoke of plans to try and improve the low performing schools in the MPS system. Dr. Bonds mentioned his impending collaboration with the umbrella agency monitoring these city low performing school. Other individuals from districts around the state offered their strategies to help improve the academic performance of the children in their low performing schools. This Bill is a reminder of forty-five years ago when legislation was passed to improve the educational plight of children in the city. Children were to be bussed into and out of their community to integrate the school systems. The African Americans children were the ones shouldering the biggest responsibility for the bussing. They were bussed out but other students were not bussed in. We are, again, looking at dismantling schools that these children attend. We are allowing privately owned business schools operators to come into certain areas and open up schools that provide inferior education for the children all in the name of choice. This is a red flag. The children are called human capital at various meetings. There is money attached to the children and very little if anything has to be provided by individuals or businesses to get the money.

It appears that elected officials have no idea as to why so many schools are low performing. Job security, community and family structure provides the stability for children so that they are not moved around and have an opportunity to get the help they need to improve themselves as well as the school they attend.

Unfortunately, SB 1 as written will only serve to make things worse. How do you see this Bill curtailing student mobility and increase stability?

Overall Accountability Score and Rating



Fails to Meet Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

Reading Achievement
Mathematics Achievement

School Max Score	9-12 State Score	9-12 Max
26.6/100	69.1/100	
15.3/50	33.3/50	
11.4/50	35.8/50	

Student Growth

Reading Growth
Mathematics Growth

School Max Score	9-12 State Max
NA/NA	NA/NA
NA/NA	NA/NA

Closing Gaps

Reading Achievement Gaps
Mathematics Achievement Gaps
Graduation Rate Gaps

School Max Score	9-12 State Max
NA/NA	67.5/100
NA/NA	17.5/25
NA/NA	17.0/25
NA/NA	33.0/50

On-Track and Postsecondary Readiness

Graduation Rate (when available)
Attendance Rate (when graduation not available)
3rd Grade Reading Achievement
8th Grade Mathematics Achievement
ACT Participation and Performance

School Max Score	9-12 State Max
82.0/100	83.8/100
NA/NA	NA/NA
82.0/100	72.2/80
NA/NA	NA/NA
NA/NA	NA/NA
NA/NA	11.6/20

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)
Absenteeism Rate (goal <13%)
Dropout Rate (goal <6%)

Total Deductions: -5

Goal met: no deduction
Goal not met: -5
Goal met: no deduction

School Information

Grades: 9-12
School Type: Public High School
Enrollment: 200

Race/Ethnicity

American Indian or Alaska Native: 0.0%
Asian or Pacific Islander: 0.0%
Black not Hispanic: 98.5%
Hispanic: 0.5%
White not Hispanic: 1.0%

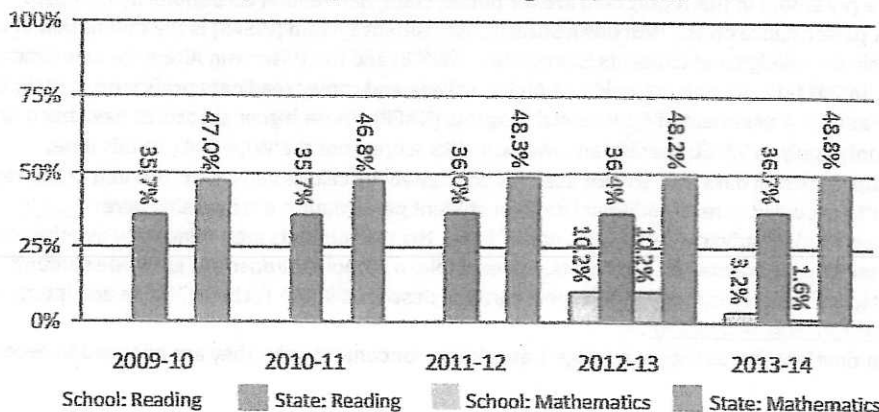
Student Groups

Students with Disabilities: 8.0%
Economically Disadvantaged: 97.5%
Limited English Proficient: 0.0%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SWD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.

This report serves for both school and district accountability purposes for this school.

Priority Areas

- **Student Achievement** measures the level of knowledge and skills among students in the school, compared to state and national standards. It includes a composite of reading and mathematics performance by the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the school.
- **Student Growth** describes how much student knowledge of reading and mathematics in the school changes from year to year. It uses a point system that gives positive credit for students progressing toward higher performance levels, and negative credit for students declining below proficiency.
- **Closing Gaps** provides a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges districts that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.
- **On-Track and Postsecondary Readiness** indicates the success of students in the district in achieving educational milestones that predict postsecondary success. It includes the graduation rate and the attendance rate, as applicable to the district. It also includes measures of third-grade reading and eighth-grade mathematics achievement, and ACT participation and performance, as applicable to the district.

Student Engagement Indicators

Student Engagement Indicators are measures outside the four Priority Areas that affect student success or the soundness of the report card. Each indicator has a goal, and schools that fail to meet that goal receive a point deduction from their Overall Accountability Score. Goals were set by looking at statewide data and establishing thresholds that identify schools contributing the most to lowering Wisconsin's overall performance in the areas below.

- **Test Participation Rate:** Every school has a goal of 95% participation in the Wisconsin Student Assessment System (WSAS). The school's performance is measured by the participation rate of the lowest-participating student group. If this rate is less than 95%, but at least 85%, five points are deducted from the school's overall score; if this rate is less than 85%, 10 points are deducted.
- **Absenteeism Rate:** This indicator describes the proportion of students in the school who attend school less than 84.1% of the time. If the absenteeism rate in the school is 13% or more, five points are deducted. The absenteeism rate is different from the attendance rate because it measures students who are absent from school a certain amount of time, not how often students are present in school.
- **Dropout Rate:** The goal for all middle and high schools is to have a dropout rate of less than 6%. A school not meeting the goal has five points deducted from its score. Note that dropout rate is not the opposite of graduation rate. A dropout rate includes any student who leaves school in grades 7-12 without expecting to earn a high school diploma, while a graduation rate counts students who earn a high school diploma within a certain time (four or six years) after starting ninth grade.

Notes on this School Report Card

- The data presented in this report card are for public, state, and federal accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of this report. WSAS data include results for both the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Starting in 2011-12, schools are held to a higher college and career readiness proficiency benchmark by aligning the cut scores of the WKCE to those of the National Assessment of Educational Progress (NAEP). These higher cut scores have been retroactively applied to show trends. The higher cut scores only apply to WKCE Reading and Mathematics scores, not the WAA-SwD, at this time.
- Some supplemental data that are not used for accountability calculations are presented in this report card for informational purposes in order to provide context. Additional data on student performance are available here: <http://wisedash.dpi.wi.gov/>.
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks on public report cards.
- NA is used when data are Not Applicable. For example, a school that does not graduate students will have NA listed for graduation results.
- The analytical processes used in this report card are described in the Technical Guide and Interpretive Guide: <http://reportcards.dpi.wi.gov/>.
- State comparison scores shown on page 1 are shown for context only. They are not used to determine this school's score or rating.

Wisconsin State Senate

January 27, 2015

Submit to Public Record

Sen. Paul Farrow, Chair
Committee on Education Reform and Government Operations

Subject: Senate Bill 1 (2015)
Public Hearing - January 27, 2015

Dear Sen. Farrow:

I request that Senate Bill-1 be destroyed.

It is appalling for this bill to be discussed with no public hearing held in cities outside of Madison. Further it is appalling for this bill to be considered without a public hearing being held in Milwaukee. After all, let's be honest, Milwaukee is the target of this legislation. This is a blatant effort to remove traditional public schools from any Wisconsin cities with sizable African American student bodies.

As a lifelong resident of Milwaukee and a graduate of the Milwaukee Public Schools, this bill potentially destroys my personal history and that of any of the many thousands of proud, successful MPS graduates.

Yes, the proponents of this legislation and those who helped write it, use the guise "underserved children need a quality education" and SB-1 will provide it. That is so far from the truth. This legislation creates two separate school systems. One for traditional public and some charter schools, the other for Private Choice schools. Further, this legislation will create two separate, unequal school systems with separate, appointed governing boards, basically rendering our local democratically elected school boards "useless", with no authority.

This legislation contains a lot of vague, ambiguous language, without detail information. However, for one that can read very well, I have many questions to ask you, the committee.

1. Charter Schools, Independent Charter Schools, Public Schools and Choice Schools are used almost interchangeably in SB-1. Please define these schools types. What happened to Voucher Schools?
2. Chronically Failing Schools and School Districts
If the PCAB must notify the school board or operator of failing schools, that means the PCAB has ultimate monitoring authority, not the State Department of Public Instruction. This nullifies the authority of a duly, democratically elected official.
 - a) What are the "exceptional circumstances" by which a chronically failing school or school district can appeal their identification as a chronically failing school?

3. Improvement plan and interventions

The *school board* of a failing school district or independent charter school must submit an improvement plan to the PCAB that employs a curriculum aligned with the state's model academic standards. Again, DPI is circumvented as authority over school districts.

- a) Please define "state's model academic standards". Doesn't Wisconsin have to use the Common Core standards or is another academic standard being developed as part of this legislation.
- b) PCAB can place demands on these schools.
Of serious concern is **item a**: implement or modify any requirements required to be in a school district plan. These requirements are not defined. **item b**: expanding school hours. Parents are ignored in this decision as well. Must students change schools if the expanded hours are not conducive to the family?
- c) Make personnel changes. This appears to be a sneaky way of firing the teachers.
- d) Monitor the school district's finances. What about the finances of the independent charter school? Is the independent charter school exempt from this sanction?
- e) An independent charter school that is chronically failing and in their penultimate year of their contract term, may not be renewed. Does this mean they could get approval to continue operation?

In summary on this section, the extent of DPI's responsibility is to withhold funds from a school district that does not comply with sanctions outlined above. Again, failing independent charter schools are not specified as having their funds withheld, although they may be identified as chronically failing. This is a huge inequity, and the students continue to suffer.

There is nothing in this section that provides concrete direction on the real issues of students that cause them to be low performing (jobs, lack of structure in the home, homelessness, special needs, health care, extreme poverty).

4. Chronically Failing Choice Schools

Please define a Choice School.

This legislation creates yet another governing board, Choice Accountability Board, that is not democratically elected, circumventing our elected DPI Superintendent and his authority. Further, this legislation ties the CAB to the DOA. Who is the DOA? Are they part of DPI?

- a) Basically, the CAB can choose to not identify a Choice school as chronically failing due to *exceptional circumstances*. What are considered exceptional circumstances?
- b) When a Choice School is chronically failing, they may not accept new students. This is their only punishment. Current students can continue attending the failing school. Do they continue to receive pay for these students?

5. Educational Options

This bill directs each school board to annually post on its Internet site educational options available to children residing in the school district who are between the ages of 3 and 18.

Which of the many types of schools is meant by "school board" in this directive? If traditional public schools is the type of school that must pay for the advertising and public relations for private schools - by all of your other labels; I suggest you get ready for the lawsuits.

Charter and Voucher schools have purposely targeted low income, students on free/reduced lunch programs to populate their schools, labeling the students as “human capital”, or financial assets. This is modern twenty-first century version of slavery of our African American children. Although these schools state they are non-profit, but they use building ownership, software ownership, testing software ownership, food service and other methods that keep the funds flowing back to the **corporate owner**. In many cases, as recently identified in several City of Milwaukee charter schools, this practice causes financial instability for the school. This practice is called – SELF DEALING. Please refer to attached article published by The Columbus Dispatch newspaper on January 21, 2015.

This hearing is a waste of all our time. I give you committee members as much credit as anyone. You clearly know that school buildings, teachers and types of schools do not drive student performance, especially in low income, extreme poverty districts.

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\$1 million judgment against charter school operator

By: Catherine Candisky

The Columbus Dispatch - January 21, 2015 01:00 PM

Comments: 0

410

149

780

A federal judge in Missouri ordered Imagine Schools, one of the nation's largest charter-school operators, to pay nearly \$1 million for forcing a lucrative lease agreement on a school it operated.

Under the complex deal, Imagine Schools negotiated the pricey lease with SchoolHouse Finance and presented it to the school board of the Renaissance Academy for Math and Science for approval. Imagine Schools owns SchoolHouse Finance and directly benefited by the agreement.

"This clearly constituted self-dealing," U.S. District Judge Judge Nanette K. Laughrey wrote in a blistering 29-page ruling.

Sound familiar? The Dispatch in October reported about a North Side charter school spending more than half of the tax dollars it receives on rent in a very similar lease deal with Imagine Schools and SchoolHouse Finance. The board of the Imagine Columbus Primary Academy asked Imagine to renegotiate the lease but that has not happened.

Other Ohio charter-school operators use similar lease deals, and while apparently legal, supporters and opponents complained that they wasted tax dollars and lawmakers pledged to take a look.

"Legislators who are working on charter school reforms should make prevention of these types of abuses a top priority," said ProgressOhio Executive Director Sandy Theis.

Charter schools are privately operated with public tax dollars and many contract with management companies to handle day-to-day operations.

ProgressOhio recommended placing a cap on state money used for rent, requiring the Ohio Board of Education to sign-off on leases, requiring charter-school boards to have independent attorneys and financial officers and other changes.

In the Missouri case, the school board of the now-closed Kansas City school sued its former management company, claiming it had manipulated the board and failed to act in the school's best interest.

"While the Renaissance Board theoretically had authority to act independently on some limited issues, it was in fact a captive of Imagine Schools by both design and by operation," Laughrey wrote. "While this changed over time with the assistance of the sponsor, the University of Missouri, intervention came too late to save the school, which operated consistently with too few expenditures for instruction and low student performance."

JAMES FORTIER - Not on SBI - OPPOSING THE BILL

Background

Retired teacher who is product of 12 yrs of parochial school

- Taught at religious school
- Public School
- Family of educators - Parents 1925, me wife daughter.
- Glad to see improvements over A B I
- Support - use of same test of doc all students and testing of all public funded students.
- can't support bill
- Accountability Boards
 - loss of local control
 - makes no sense to have 2 separate boards - will have different standards making it hard to compare relative success of schools
 - no sense to put PCP Board in DOA
 - ~~puts control~~ takes control away from elected official and gives to a political appointee.
 - Appointees - 4 by gov, 2 by majority party
 - all very partisan - need less partisanship
 - why add a layer of bureaucracy?
- Where is funding for improvement?
 - bill talks about cutting funds to failing schools
 - they need additional funding
 - instead funding has been cut.
- ~~Present~~ Present
 - limitations of standardized tests
 - diff to measure character, citizenship, determination
 - ability to work collaboratively
 - some of best things that happen in schools
 - scores will reflect poverty, family problem, lack of parental delegation, ESL
 - problem of opting out
- Accountability Bills part of ^{MFC} conservative movement to privatize our public schools and turn ~~them over~~ our children over to companies whose goal is profit and who are responsible to shareholders to make a profit rather than nurturing and caring for children
- public schools cornerstone of democracy
- ~~Term~~ terminology changes - low performing schools to failing schools

Senator Farrow and members of the Senate Education Reform and Government Operations Committee: Thank you for this opportunity to provide you with some of my thoughts and concerns around Senate Bill (SB) 1. My name is Mark Flaten and I am the Principal of The Green Bay West High School (WHS).

Over the past 5 years at WHS we have worked tirelessly to improve the opportunities and outcomes for ALL of the students we serve. Currently WHS has about 925 students. I say currently because of the 20%+ mobility rate of our students. So far this year we have welcomed in approximately 150 new students while saying goodbye to about 140. In addition to serving a highly transient student population, approximately 75% of our students are living in poverty while approximately 25% of our population has an Individualized Education Plan due to their special learning needs. Just under 50% of our students are Caucasian, while our Black, Asian, and Hispanic students make up about 42% of our population, 8% of our students are American Indian. While some may think we have the right mix for disaster, we say we have the perfect mix for truly authentic learning.

To accomplish our school mission and vision, we have modified many of our approaches to teaching along with bringing on several new programs. Today I would like to briefly highlight just three of these programs and modifications that would have never been possible without the support, direction, and resources of our local school board.

Four years ago WHS became just the 13th high school in the state of Wisconsin to become an International Baccalaureate (IB) Diploma Programme (DP) school. This rigorous, college preparatory, internationally minded approach to learning has provided our staff with a fresh outlook on how we approach our day-to-day and long-term operations. Since going through this rigorous authorization journey, the number of students that we have who graduate from WHS with college credit through just our AP and IB DP has increased fourfold, along with our number of students graduating with college scholarships while the amount of scholarship money they've earned has nearly tripled.

Believing so much in the IB approach to learning, we've also begun the journey of becoming an IB Middle Years Programme (MYP) school so that our students in Green Bay can experience the full K-12 IB learning experience.

Two years ago, our district, the Green Bay Area Public School District (GBAPSD), in collaboration with the Brown County Home Builders Association, NeighborWorks Green Bay, Habitat for Humanity, and our local technical college (Northeast Wisconsin Technical College - NWTC) created our home construction program. This program allows students to learn important home construction skills as they rehabilitate or construct new homes that improve the value of our community, learn important employability skills, and also earn college credits.

Another innovative program new to WHS this year is one you might have visited or heard of due to Governor Walker's two recent visits. Our Bay Link Manufacturing

(BLM) program is the result of collaboration between the Northeast WI Manufacturing Alliance, NWTC, and the GBAPSD. This state of the art manufacturing and machine shop provides our students with the start to finish experience of working in a "real-life" machine and fabrication shop. Students in this program also have the opportunity to earn college credits.

Through the hard work and modification to our educational approaches and programming over the past 4 years our graduation rates have increased by 17%. Not only did we raise our academic standards during a time that our percentage of students living in poverty increased, we also increased our graduation rates for every student subgroup we serve, Black, Hispanic, Asian, White, American Indian, Students with disabilities, students without disabilities, economically disadvantaged, non economically disadvantaged, limited English proficiency, English proficient, from the 2009-2010 school year to the 2012-2013 school year.

Despite all of our improvements and academic gains, WHS is still considered a low performing school, or a school that meets few expectations. If some, including those elected officials who have visited WHS have their way, we would be labeled a failing school. My questions for you to consider before taking action on SB 1 are simple: Why is it that our number of community partnerships has grown in the past 4 years? How come our local community recently gave us more than \$400,000 for our BLM program? How come our number of scholarships and the amount of scholarship money our students are receiving has nearly tripled in 4 years? How come our graduation rates have increased by 17% in 4 years? Why is it that all of these success indicators point towards a thriving school environment that supports students academically, socially, and emotionally while our current educational accountability system says that we are a failing school?

The students, parents, community, and staff of WHS are AMAZING; we give our all to meet our students where they are at and move them forward. For some, we become their adoptive family, meeting their basic human needs through our Cat Clawset and other community driven donations. However, our current and proposed accountability systems continue to miss the mark on recognizing that not all students are created equal or need the same supports to be successful. As you move on with your SB 1 discussions, please consider reaching out to educational practitioners and leaders so that we can get our educational accountability system in order to truly improve student learning in our great state of Wisconsin.



West Hi | Green Bay Area Public School Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Meets Few Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

	School Score	Max Score	9-12 State	9-12 Max
Student Achievement	53.4/100		69.1/100	
Reading Achievement	26.8/50		33.3/50	
Mathematics Achievement	26.7/50		35.8/50	

Student Growth

	School Score	Max Score	9-12 State	9-12 Max
Student Growth	NA/NA		NA/NA	
Reading Growth	NA/NA		NA/NA	
Mathematics Growth	NA/NA		NA/NA	

Closing Gaps

	School Score	Max Score	9-12 State	9-12 Max
Closing Gaps	68.7/100		67.5/100	
Reading Achievement Gaps	17.0/25		17.5/25	
Mathematics Achievement Gaps	14.8/25		17.0/25	
Graduation Rate Gaps	36.9/50		33.0/50	

On-Track and Postsecondary Readiness

	School Score	Max Score	9-12 State	9-12 Max
On-Track and Postsecondary Readiness	72.9/100		83.5/100	
Graduation Rate (when available)	64.7/80		71.9/80	
Attendance Rate (when graduation not available)	NA/NA		NA/NA	
3rd Grade Reading Achievement	NA/NA		NA/NA	
8th Grade Mathematics Achievement	NA/NA		NA/NA	
ACT Participation and Performance	8.2/20		11.6/20	

Student Engagement Indicators

Indicator	Goal	Result
Test Participation Lowest Group Rate (goal ≥95%)	Goal met: no deduction	
Absenteeism Rate (goal <13%)	Goal not met: -5	
Dropout Rate (goal <6%)	Goal met: no deduction	

Total Deductions: -5

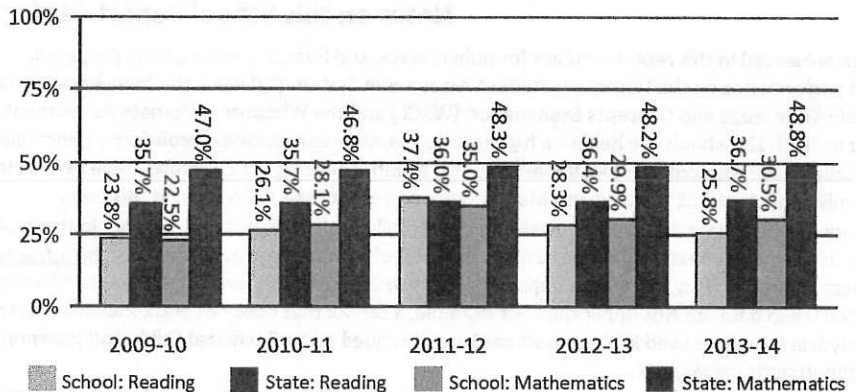
School Information

Grades	9-12
School Type	Public High School
Enrollment	951
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	7.5%
Asian or Pacific Islander	14.4%
Black not Hispanic	15.0%
Hispanic	13.6%
White not Hispanic	49.5%
<i>Student Groups</i>	
Students with Disabilities	21.7%
Economically Disadvantaged	70.3%
Limited English Proficient	8.1%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.

West Hi | Green Bay Area Public School Report Card | 2013-14 | Notes

Priority Areas

- **Student Achievement** measures the level of knowledge and skills among students in the school, compared to state and national standards. It includes a composite of reading and mathematics performance by the “all students” group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the school.
- **Student Growth** describes how much student knowledge of reading and mathematics in the school changes from year to year. It uses a point system that gives positive credit for students progressing toward higher performance levels, and negative credit for students declining below proficiency.
- **Closing Gaps** provides a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges districts that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.
- **On-Track and Postsecondary Readiness** indicates the success of students in the district in achieving educational milestones that predict postsecondary success. It includes the graduation rate and the attendance rate, as applicable to the district. It also includes measures of third-grade reading and eighth-grade mathematics achievement, and ACT participation and performance, as applicable to the district.

Student Engagement Indicators

Student Engagement Indicators are measures outside the four Priority Areas that affect student success or the soundness of the report card. Each indicator has a goal, and schools that fail to meet that goal receive a point deduction from their Overall Accountability Score. Goals were set by looking at statewide data and establishing thresholds that identify schools contributing the most to lowering Wisconsin’s overall performance in the areas below.

- **Test Participation Rate:** Every school has a goal of 95% participation in the Wisconsin Student Assessment System (WSAS). The school’s performance is measured by the participation rate of the lowest-participating student group. If this rate is less than 95%, but at least 85%, five points are deducted from the school’s overall score; if this rate is less than 85%, 10 points are deducted.
- **Absenteeism Rate:** This indicator describes the proportion of students in the school who attend school less than 84.1% of the time. If the absenteeism rate in the school is 13% or more, five points are deducted. The absenteeism rate is different from the attendance rate because it measures students who are absent from school a certain amount of time, not how often students are present in school.
- **Dropout Rate:** The goal for all middle and high schools is to have a dropout rate of less than 6%. A school not meeting the goal has five points deducted from its score. Note that dropout rate is not the opposite of graduation rate. A dropout rate includes any student who leaves school in grades 7-12 without expecting to earn a high school diploma, while a graduation rate counts students who earn a high school diploma within a certain time (four or six years) after starting ninth grade.

Notes on this School Report Card

- The data presented in this report card are for public, state, and federal accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of this report. WSAS data include results for both the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Starting in 2011-12, schools are held to a higher college and career readiness proficiency benchmark by aligning the cut scores of the WKCE to those of the National Assessment of Educational Progress (NAEP). These higher cut scores have been retroactively applied to show trends. The higher cut scores only apply to WKCE Reading and Mathematics scores, not the WAA-SwD, at this time.
- Some supplemental data that are not used for accountability calculations are presented in this report card for informational purposes in order to provide context. Additional data on student performance are available here: <http://wisedash.dpi.wi.gov/>.
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks on public report cards.
- NA is used when data are Not Applicable. For example, a school that does not graduate students will have NA listed for graduation results.
- The analytical processes used in this report card are described in the Technical Guide and Interpretive Guide: <http://reportcards.dpi.wi.gov/>.
- State comparison scores shown on page 1 are shown for context only. They are not used to determine this school’s score or rating.

West Hi | Green Bay Area Public

School Report Card Detail | 2013-14 | Student Achievement

Student Achievement

What is the purpose of this Priority Area?

The purpose of this Priority Area is to indicate how the level of knowledge and skills for students in the school compares against state and national standards.

What is being measured?

This measure is a composite of reading and mathematics performance-level profiles for the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades. The score is based on how a school's students are distributed across the four WSAS performance levels, and it takes three years worth of test data into account.

What can the report card data tell us?

Beyond a school-wide score for Student Achievement, the report card shows the distribution of students across the four WSAS performance levels for the most recent three years.

Readers can use these data to compare this school against the state average and to see if the data reveal any short-term trends. Schools can use this information to help develop overall achievement goals to guide improvement efforts.

These data are also broken out by groups of students. Readers can evaluate the impact of group performance on overall school performance. They can identify particular groups of students who are having trouble or doing well.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: <http://reportcards.dpi.wi.gov/>

Is the Priority Area score calculated for all students, for subgroups, or both?

The Student Achievement score is based on the "all students" group, not student subgroups.

West Hi | Green Bay Area Public**School Report Card Detail | 2013-14 | Student Achievement****Student Achievement****Total Score: 53.4/100****Reading Achievement Score: 26.8/50**

Performance Level	Points Multiplier	2011-12			2012-13			2013-14		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	6	3.4%	9	6	3.3%	9	7	3.7%	10.5
Proficient	1.0	61	34.1%	61	46	25.0%	46	42	22.1%	42
Basic	0.5	73	40.8%	36.5	84	45.7%	42	86	45.3%	43
Minimal Performance	0.0	39	21.8%	0	48	26.1%	0	55	28.9%	0
Total Tested	-	179	100.0%	106.5	184	100.0%	97	190	100.0%	95.5

Mathematics Achievement Score: 26.7/50

Performance Level	Points Multiplier	2011-12			2012-13			2013-14		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	11	6.0%	16.5	9	4.8%	13.5	5	2.6%	7.5
Proficient	1.0	53	29.0%	53	47	25.1%	47	53	27.9%	53
Basic	0.5	67	36.6%	33.5	82	43.9%	41	71	37.4%	35.5
Minimal Performance	0.0	52	28.4%	0	49	26.2%	0	61	32.1%	0
Total Tested	-	183	100.0%	103	187	100.0%	101.5	190	100.0%	96

Notes

- Details on student achievement calculations can be found at <http://reportcards.dpi.wi.gov/>.
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students in all tested grades in the school.
- This report shows student performance in mathematics and reading in English.
- Points displayed in the tables above are weighted so that higher performance levels, larger numbers of students, and more recent years contribute more to the score for the Priority Area.
- Performance levels have been retroactively adjusted to align WKCE (but not WAA-SwD) results with National Assessment of Educational Progress (NAEP) college and career readiness benchmarks.



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School Report Card Detail | 2013-14 | Student Achievement

Student Achievement

Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Achievement scores used in the accountability system.

Reading Supplemental Data

Group	2011-12					2012-13					2013-14				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State	379,355	6.3%	31.3%	38.3%	24.2%	378,906	5.8%	32.1%	39.5%	22.6%	377,896	6.5%	31.9%	37.9%	23.7%
All Students: School	179	3.4%	34.1%	40.8%	21.8%	184	3.3%	25.0%	45.7%	26.1%	190	3.7%	22.1%	45.3%	28.9%
American Indian or Alaska Native	7	*	*	*	*	12	*	*	*	*	12	*	*	*	*
Asian or Pacific Islander	33	0.0%	12.1%	39.4%	48.5%	25	0.0%	28.0%	44.0%	28.0%	23	0.0%	17.4%	30.4%	52.2%
Black not Hispanic	21	0.0%	9.5%	52.4%	38.1%	15	*	*	*	*	21	0.0%	4.8%	47.6%	47.6%
Hispanic	20	0.0%	25.0%	45.0%	30.0%	23	0.0%	30.4%	43.5%	26.1%	30	3.3%	10.0%	40.0%	46.7%
White not Hispanic	98	6.1%	50.0%	36.7%	7.1%	109	4.6%	25.7%	45.9%	23.9%	104	5.8%	28.8%	48.1%	17.3%
Students with Disabilities	39	12.8%	15.4%	30.8%	41.0%	32	3.1%	6.3%	18.8%	71.9%	38	2.6%	2.6%	31.6%	63.2%
Economically Disadvantaged	116	3.4%	26.7%	41.4%	28.4%	108	0.9%	19.4%	41.7%	38.0%	125	4.8%	15.2%	41.6%	38.4%
Limited English Proficient	35	0.0%	5.7%	40.0%	54.3%	26	0.0%	3.8%	50.0%	46.2%	30	0.0%	10.0%	30.0%	60.0%

Mathematics Supplemental Data

Group	2011-12					2012-13					2013-14				
	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance	Total Tested	Percent Advanced	Percent Proficient	Percent Basic	Percent Minimal Performance
All Students: State	379,734	11.5%	39.0%	35.6%	13.9%	378,898	11.9%	38.7%	35.6%	13.9%	377,886	12.0%	39.1%	34.6%	14.2%
All Students: School	183	6.0%	29.0%	36.6%	28.4%	187	4.8%	25.1%	43.9%	26.2%	190	2.6%	27.9%	37.4%	32.1%
American Indian or Alaska Native	7	*	*	*	*	12	*	*	*	*	12	*	*	*	*
Asian or Pacific Islander	35	2.9%	17.1%	31.4%	48.6%	26	3.8%	23.1%	57.7%	15.4%	23	0.0%	17.4%	39.1%	43.5%
Black not Hispanic	23	0.0%	8.7%	43.5%	47.8%	15	*	*	*	*	21	0.0%	9.5%	38.1%	52.4%
Hispanic	20	5.0%	20.0%	40.0%	35.0%	24	0.0%	12.5%	58.3%	29.2%	30	3.3%	13.3%	33.3%	50.0%
White not Hispanic	98	9.2%	41.8%	35.7%	13.3%	110	6.4%	30.9%	35.5%	27.3%	104	3.8%	38.5%	38.5%	19.2%
Students with Disabilities	39	7.7%	12.8%	20.5%	59.0%	34	0.0%	11.8%	5.9%	82.4%	38	0.0%	2.6%	21.1%	76.3%
Economically Disadvantaged	120	2.5%	20.8%	39.2%	37.5%	111	0.0%	18.0%	47.7%	34.2%	125	2.4%	19.2%	36.0%	42.4%
Limited English Proficient	39	0.0%	2.6%	43.6%	53.8%	27	0.0%	3.7%	59.3%	37.0%	30	0.0%	13.3%	26.7%	60.0%

Notes

- Performance levels have been retroactively adjusted to align WKCE (not WAA-SwD) results with new college and career readiness benchmarks based on National Assessment of Educational Progress (NAEP) performance levels.

Student Growth

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give schools a measure that summarizes how rapidly their students are gaining knowledge and skills from year to year. In contrast to Student Achievement, which is based on the levels of proficiency students have attained, Student Growth focuses on the pace of improvement in students' performance. Student Growth treats all improvement, regardless of a student's starting point, as a positive.

What is being measured?

This measure is based on a point system that rewards schools for students' progress toward higher performance levels from wherever they started. The point system also deducts points for students regressing toward performance below the proficient level.

The measure most rewards schools showing rapid upward movement and having many students who are progressing. Also, the measure rewards schools that are already doing well and are maintaining the high performance of their students.

What can the data tell us?

Measuring growth is an important complement to student achievement when assessing school performance. How well students are learning is reflected both by their level of attainment and by their rate of improvement. In some cases, a school's performance in Student Achievement could be quite different than its performance in Student Growth.

The report card also provides Student Growth data for groups of students. Readers can determine the impact of groups' growth performance on overall school growth performance. They can identify particular groups of students that are having trouble improving or that are improving rapidly.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See <http://reportcards.dpi.wi.gov/>.

Is the Priority Area score calculated for all students, for student groups, or both?

The Student Growth score is based on the "all students" group, not student subgroups.



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School Report Card Detail | 2013-14 | Student Growth

Student Growth

Total Score: NA/NA

Growing Toward a Higher Level:

The bold/green cells show the count and percent of students who are on a trajectory to gain at least one performance level over the next three years. These students contribute to a higher Student Growth score. Students maintaining the advanced level also result in a higher score.

Reading Growth Score: NA/NA

Reading Growth Score is based on the students tested in consecutive grades in fall 2012 and fall 2013.

Declining Below Proficient:

The italicized/red cells show the count and percent of students who are on a trajectory to decline to the Minimal Performance or Basic level within the next year. These students result in a lower Student Growth score.

Count and Percent of Students Growing or Declining in Performance Level

Starting Level		Three-Year Growth/Decline Trajectory			
		Minimal Performance	Basic	Proficient	Advanced
Minimal Performance	NA	NA	NA	NA	NA
	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA
	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA
	NA	NA	NA	NA	NA
Advanced	NA	NA	NA	NA	NA
	NA	NA	NA	NA	NA

Notes:

- Details on student growth calculations can be found at <http://reportcards.dpi.wi.gov/>.
- Student Growth is calculated separately for reading and mathematics.
- Student Growth can only be calculated for students who take the Wisconsin Knowledge and Concepts Examinations (WKCE) in two consecutive years.
- Student Growth does not include students who take the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD) because that assessment does not allow for similar growth calculations.
- Performance levels have been retroactively adjusted to align WKCE reading and mathematics results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels.
- High schools do not have Student Growth scores because they do not have two consecutive tested grades as required for growth calculations.

Mathematics Growth Score: NA/NA

Mathematics Growth Score is based on the students tested in consecutive grades in fall 2012 and fall 2013.

Count and Percent of Students Growing or Declining in Performance Level

Starting Level		Three-Year Growth/Decline Trajectory			
		Minimal Performance	Basic	Proficient	Advanced
Minimal Performance	NA	NA	NA	NA	NA
	NA	NA	NA	NA	NA
Basic	NA	NA	NA	NA	NA
	NA	NA	NA	NA	NA
Proficient	NA	NA	NA	NA	NA
	NA	NA	NA	NA	NA
Advanced	NA	NA	NA	NA	NA
	NA	NA	NA	NA	NA



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School Report Card Detail | 2013-14 | Student Growth

Student Growth

Supplemental Data

Student Growth Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the Student Growth scores used in the accountability system.

Group	Reading					Mathematics				
	Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient		Students with Growth Data	Growing Toward Higher Level		Declining Below Proficient	
	Count	Count	Percent	Count	Percent	Count	Count	Percent	Count	Percent
All Students: State	262,906	70,078	26.7%	<i>20,681</i>	<i>7.9%</i>	263,238	57,208	21.7%	<i>22,814</i>	<i>8.7%</i>
All Students: School	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Black not Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
White not Hispanic	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Economically Disadvantaged	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Limited English Proficient	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Data in this table are based on students tested in consecutive grades in fall 2012 and fall 2013.
- "Growing Toward Higher Level" means students starting below Advanced and growing on a trajectory toward a higher level over the next three years. They are represented in the bold/green cells in the tables on this page and page seven.
- "Declining Below Proficient" means students starting at or above Proficient and on a trajectory to decline below Proficient within the next year. They are represented in the italicized/red cells in the tables on this page and page seven.
- Growing Toward Higher Level Count and Declining Below Proficient Count will not sum to Students with Growth Data because students who are not growing toward a higher level or declining below proficient are not shown.
- High schools do not have student growth scores because they do not have two consecutive tested grades as required for growth calculations.



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School Report Card Detail | 2013-14 | Closing Gaps

Closing Gaps

What is the purpose of this Priority Area?

The purpose of this Priority Area is to provide a measure that reflects the statewide goal of having all students improve, while narrowing the achievement and graduation gaps between groups of students. This measure acknowledges schools that raise the performance of traditionally lagging student groups, contributing to the closure of statewide gaps.

What is being measured?

The growth in the proficiency rate of economically disadvantaged students, English language learners, and students with disabilities is compared against the growth in the state rate for each traditionally higher scoring comparison group. A supergroup is a group of 20 or more students that is comprised of at least two of the three target groups when those groups alone have fewer than 20 students. Supergroups allow more schools with small group sizes to be included in the accountability system. Black students, Hispanic students, Asian or Pacific Islander students, and American Indian or Alaska Native students are compared to White students statewide.

School Target Group Point-Based Proficiency Rates					State Comparison Group Point-Based Proficiency Rates					Rate of Change		Difference in Rate of Change		
Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points		School Target Group	State Comparison Group
Example School Target Group	0.351	0.480	0.593	0.452	0.678	Example State Comparison Group	0.793	0.811	0.825	0.846	0.846	0.201	0.050	0.151

The above is an example of the type of tables that are shown for this school on the next page. Schools are awarded points for raising test scores and/or graduation rates of target groups.

The chart to the right demonstrates how groups are compared. There is a trend line for both groups, measuring the rate of change in point-based proficiency.

If the target group's line (circles) is steeper than the comparison group's line, then the difference in rate of change (the rightmost column in the table) is higher. A large, positive difference in rate of change numbers indicates progress in closing gaps, resulting in a higher Closing Gaps score.

What can the data tell us?

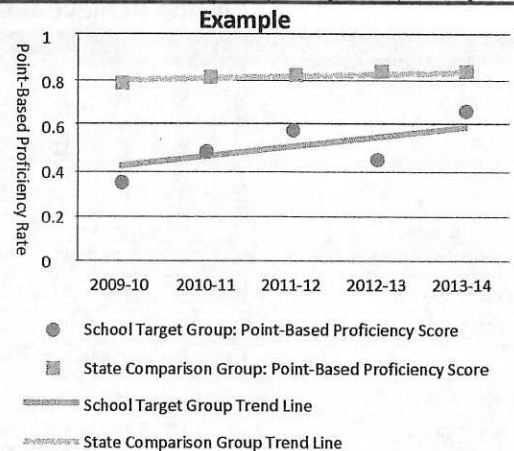
This Priority Area shows whether the school is succeeding in helping lagging groups catch up. Closing Gaps scores can help explain whether factors affecting improved teaching and learning are affecting all groups equally.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: <http://reportcards.dpi.wi.gov/>.

Is the Priority Area score calculated for all students, for student groups, or both?

The Closing Gaps score is based on student subgroups, not the "all students" group.





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School Report Card Detail | 2013-14 | Closing Gaps

Closing Gaps

Total Score: 68.7/100

Closing Achievement Gaps - Reading | Score: 17.0/25

School Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates					Rate of Change		Difference in Rate of Change	
Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	School Target Group		State Comparison Group
American Indian or Alaska Native	NA	NA	NA	NA	NA	White not Hispanic	0.642	0.649	0.648	0.657	0.658	NA	0.004	NA
Asian or Pacific Islander	0.242	0.319	0.318	0.500	0.326							0.037		0.033
Black not Hispanic	NA	NA	NA	NA	NA							NA		NA
Hispanic	NA	0.460	0.475	0.522	0.350							-0.032		-0.036
Students with Disabilities	0.231	0.197	0.500	0.203	0.224	Students without Disabilities	0.622	0.628	0.626	0.634	0.634	0.000	0.003	-0.003
Economically Disadvantaged	0.379	0.377	0.526	0.417	0.432	Not Economically Disadvantaged	0.687	0.696	0.698	0.705	0.710	0.014	0.006	0.008
Limited English Proficient	0.191	0.280	0.257	0.288	0.250	English Proficient	0.595	0.601	0.600	0.610	0.609	0.012	0.004	0.008
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Closing Achievement Gaps - Mathematics | Score: 14.8/25

School Target Group Point-Based Proficiency Rates						State Comparison Group Point-Based Proficiency Rates					Rate of Change		Difference in Rate of Change	
Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	Group	2009-10 Points	2010-11 Points	2011-12 Points	2012-13 Points	2013-14 Points	School Target Group		State Comparison Group
American Indian or Alaska Native	NA	NA	NA	NA	NA	White not Hispanic	0.771	0.775	0.789	0.793	0.797	NA	0.007	NA
Asian or Pacific Islander	0.405	0.431	0.371	0.577	0.370							0.009		0.002
Black not Hispanic	NA	NA	NA	NA	NA							NA		NA
Hispanic	NA	0.440	0.475	0.417	0.350							-0.033		-0.040
Students with Disabilities	0.218	0.242	0.346	0.147	0.132	Students without Disabilities	0.752	0.753	0.765	0.767	0.769	-0.026	0.005	-0.031
Economically Disadvantaged	0.395	0.373	0.442	0.419	0.408	Not Economically Disadvantaged	0.814	0.823	0.838	0.844	0.851	0.007	0.010	-0.003
Limited English Proficient	0.312	0.329	0.244	0.333	0.267	English Proficient	0.718	0.720	0.733	0.736	0.738	-0.010	0.006	-0.016
"All 3" Supergroup	NA	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on closing gaps calculations can be found at <http://reportcards.dpi.wi.gov/>.
- See "Notes - This Page and Prior Page" on page 11 for further details.
- See "About Supergroups" on page 11 for a definition and descriptions of supergroups.



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School Report Card Detail | 2013-14 | Closing Gaps

Closing Gaps

Total Score: 68.7/100

Closing Graduation Gaps | Score: 36.9/50

School Target Group Graduation Rates					State Comparison Group Graduation Rates				Rate of Change		Difference in Rate of Change	
Group	2009-10 Graduation Rate	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	Group	2009-10 Graduation Rate	2010-11 Graduation Rate	2011-12 Graduation Rate	2012-13 Graduation Rate	School Target Group		State Comparison Group
American Indian or Alaska Native	NA	NA	NA	NA	White not Hispanic	0.908	0.915	0.923	0.925	NA	0.006	NA
Asian or Pacific Islander	0.797	0.830	0.894	0.868						0.030		0.024
Black not Hispanic	0.467	0.556	0.550	0.694						0.070		0.064
Hispanic	NA	NA	NA	NA						NA		NA
Students with Disabilities	0.574	0.582	0.673	0.755	Students without Disabilities	0.889	0.901	0.904	0.905	0.062	0.005	0.057
Economically Disadvantaged	0.605	0.631	0.747	0.774	Not Economically Disadvantaged	0.907	0.921	0.931	0.932	0.062	0.008	0.054
Limited English Proficient	0.656	0.750	0.674	0.853	English Proficient	0.865	0.879	0.885	0.887	0.048	0.007	0.041
"All 3" Supergroup	NA	NA	NA	NA	Not in "All 3" Supergroup	NA	NA	NA	NA	NA	NA	NA
"SwD-ECD" Supergroup	NA	NA	NA	NA	Not in "SwD-ECD" Supergroup	NA	NA	NA	NA	NA	NA	NA
"SwD-LEP" Supergroup	NA	NA	NA	NA	Not in "SwD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA
"ECD-LEP" Supergroup	NA	NA	NA	NA	Not in "ECD-LEP" Supergroup	NA	NA	NA	NA	NA	NA	NA

Notes - This Page and Prior Page

- Details on Closing Gaps calculations can be found at <http://reportcards.dpi.wi.gov/>.
- Closing Graduation Gaps is based on the four-year cohort graduation rate only. Closing Graduation Gaps will be based on both four-year and six-year cohort graduation rates when sufficient six-year graduation rate data become available.
- Closing Graduation Gaps is based on graduation data from prior years because current year data is not yet available. For example, 2013-14 report cards use 2010-11 through 2012-13 graduation data.
- Point-based proficiency rate is calculated by multiplying the number of advanced students by 1.5, proficient students by 1.0, basic students by 0.5 and minimal performance students by 0.0.
- Count of students for achievement calculations can be found in the Achievement Priority Area of the Report Card.
- If the group's average point-based proficiency rate or graduation rate is greater than or equal to 0.9, the rate of change is adjusted to be equal to the highest rate of change observed for that group at any school in the state. This will be indicated on the report card by the symbol "!". This is to ensure that schools with very high achievement are not penalized with low Closing Gaps scores for small increases in gaps.

About Supergroups

Supergroups are a way to look at closing gaps among groups of students that would ordinarily be too small to include. A supergroup is made up of all the students that belong to any of the groups in the supergroup:

- "All 3" Supergroup: students with disabilities and economically disadvantaged and limited English proficient students.
- "SwD-ECD" Supergroup: students with disabilities and economically disadvantaged students.
- "SwD-LEP" Supergroup: students with disabilities and limited English proficient students.
- "ECD-LEP" Supergroup: economically disadvantaged and limited English proficient students.

A supergroup is used to evaluate Closing Gaps only when there are fewer than 20 students in each of the individual groups within the supergroup, but more than 20 students in the supergroup. For example, if a school had fewer than 20 students with disabilities and fewer than 20 economically disadvantaged students, but more than 20 students when those groups are combined, the "SwD-ECD" supergroup would be used to evaluate Closing Gaps. Students are not double counted in a supergroup. In the example above, an economically disadvantaged student with a disability is only counted once in the supergroup.

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School Report Card Detail | 2013-14 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

What is the purpose of this Priority Area?

The purpose of this Priority Area is to give schools an indication of how successfully students are achieving educational milestones that predict postsecondary readiness for college and career.

What is being measured?

This Priority Area has two parts. The first part is either a graduation rate, for schools that graduate students, or an attendance rate for other schools. The second is a set of measures that include third-grade reading achievement, eighth-grade mathematics achievement, and ACT participation and performance, as applicable to the school. The scores for these two parts are added to produce the Priority Area score.

What can the data tell us?

Graduation rates measure a key education milestone. For schools that do not graduate students, attendance rates are used as a substitute indicator.

Third-grade reading ability is linked to high school performance, graduation, and college enrollment for Wisconsin students. Eighth-grade mathematics ability predicts success in high school mathematics. These are important metrics for schools to monitor.

The ACT exam is a widely used and trusted measure of readiness for college coursework. ACT results can help schools understand how well they are preparing students for credit-bearing coursework in college.

In the future, other indicators may be incorporated into this Priority Area as we find better ways to measure whether students are on the right trajectory for college and career readiness.

What goes into the calculation of the Priority Area score?

The data used to calculate a Priority Area score can be found on the following pages. Some supplemental data are also included to provide context. The accompanying Technical Guide explains how to calculate accountability scores, including worksheets that allow users to calculate these scores. See: <http://reportcards.dpi.wi.gov/>

Is the Priority Area score calculated for all students, for student groups, or both?

The On-Track and Postsecondary Readiness score is based on the "all students" group for Graduation, ACT Participation and Performance, Third-Grade Reading Achievement, and Eighth-Grade Mathematics Achievement, and based on the average of the "all students" group and the student subgroup with the lowest rate for Attendance.



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School Report Card Detail | 2013-14 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness

Total Score: 72.9/100

2012-13 Attendance Score: NA/NA

Group	Enrollment	Attended Days	Possible Days	Rate
All Students	1,064	154,773.0	170,012.0	91.0%
Lowest Group: American Indian Students	76	9,411.5	11,238.0	83.7%

2012-13 Graduation Score: 64.7/80

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
All Students	248	207	83.5%	265	208	78.5%

On-Track and Postsecondary Readiness Supplemental Data

Group performance is provided for informational purposes only and is not used to determine the On-Track and Postsecondary Readiness scores used in the accountability system.

Group	Four-Year Cohort Graduation Rate			Six-Year Cohort Graduation Rate		
	Students in Cohort	Graduates	Rate	Students in Cohort	Graduates	Rate
American Indian or Alaska Native	15	*	*	19	*	*
Asian or Pacific Islander	38	33	86.8%	47	39	83.0%
Black not Hispanic	36	25	69.4%	36	26	72.2%
Hispanic	28	25	89.3%	14	*	*
White not Hispanic	131	114	87.0%	149	120	80.5%
Students with Disabilities	49	37	75.5%	54	35	64.8%
Economically Disadvantaged	159	123	77.4%	154	107	69.5%
Limited English Proficient	34	29	85.3%	37	32	86.5%

2012-13 ACT Participation and Performance Score: 8.2/20

Group	Enrolled	Tested		Met Reading Benchmark		Met English Benchmark		Met Mathematics Benchmark		Met Science Benchmark	
	Students	Students	Percent	Students	Percent	Students	Percent	Students	Percent	Students	Percent
12th Graders	264	111	42.0%	41	36.9%	58	52.3%	42	37.8%	39	35.1%

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at <http://reportcards.dpi.wi.gov/>.
- Schools that graduate students (high schools) earn a Graduation Score. Other schools earn an Attendance Score.
- Expected maximum dropout rate and expected maximum absenteeism rate were set based on an analysis of recent statewide data that determined a cut point to focus on schools contributing heavily to lowering Wisconsin's overall performance.
- Only schools with a 12th grade will earn an ACT Participation and Performance score.
- Only four-year and five-year cohort graduation rates are available for 2011-12 accountability. The six-year cohort rate will replace the five-year cohort rate for 2012-13 accountability and will be used going forward.

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School Report Card Detail | 2013-14 | On-Track and Postsecondary Readiness

On-Track and Postsecondary Readiness**Total Score: 72.9/100****2013-14 3rd Grade Reading Achievement Score: NA/NA**

Performance Level	Points Multiplier	2011-12			2012-13			2013-14		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	1	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	0.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Minimal Performance	0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

2013-14 8th Grade Mathematics Achievement Score: NA/NA

Performance Level	Points Multiplier	2011-12			2012-13			2013-14		
		Students		Points	Students		Points	Students		Points
		Count	Percent		Count	Percent		Count	Percent	
Advanced	1.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Proficient	1	NA	NA	NA	NA	NA	NA	NA	NA	NA
Basic	0.5	NA	NA	NA	NA	NA	NA	NA	NA	NA
Minimal Performance	0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Total Tested	-	NA	NA	NA	NA	NA	NA	NA	NA	NA

Notes

- Details on On-Track and Postsecondary Readiness calculations can be found at <http://reportcards.dpi.wi.gov/>.
- 3rd Grade Reading and 8th Grade Mathematics Scores are determined in the same way as for the Student Achievement Priority Area except that if there are fewer than 20 students in the most recent year, then the most recent two years of data are combined so that the cell size requirement is met.
- Student achievement is based on Wisconsin Student Assessment System (WSAS) results for full academic year (FAY) students.
- Points displayed in the tables above are weighted so that higher performance levels, larger numbers of students, and more recent years contribute more to the score for the Priority Area.
- Performance levels have been retroactively adjusted to align WKCE results with National Assessment of Educational Progress (NAEP) college and career readiness benchmarks.



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School Report Card Detail | 2013-14 | Student Engagement Indicators

Student Engagement Indicators

Goals Met: 2/3

Both one-year and three-year rates are considered for Test Participation, Absenteeism, and Dropout rates. If either the one-year or three-year rate meets the goal then no points are deducted. The three-year rate is based on two years of data when three years are not available.

Indicator	Goal	One-Year School Rate	Three-Year School Rate	Points Deducted
Test Participation Lowest Group Rate	95% or Greater	95.0%	93.3%	0
Absenteeism Rate	Less than 13%	18.8%	19.2%	-5
Dropout Rate	Less than 6%	4.9%	4.7%	0

Student Engagement Indicators Data

The lowest group test participation rate in the table below is used to determine whether the school met the Test Participation Rate goal. For a school to meet the participation goal, it must meet either the current-year goal or the three-year goal. To meet the one-year goal, each subgroup must have a one-year participation rate of at least 95% in both mathematics and reading. To meet the three-year goal, each subgroup must have a three-year participation rate of at least 95% in both mathematics and reading. Group performance for Absenteeism Rate and Dropout Rate is provided below for informational purposes only and is not used to determine whether these goals have been met.

Group	Test Participation Rate								Absenteeism Rate				Dropout Rate			
	One Year				Three Year				One Year		Three Year		One Year		Three Year	
	Reading Students	Reading Rate	Mathematics Students	Mathematics Rate	Reading Students	Reading Rate	Mathematics Students	Mathematics Rate	Students	Rate	Students	Rate	Students	Rate	Students	Rate
American Indian or Alaska Native	20	95.0%	20	95.0%	NA	NA	NA	NA	69	39.1%	196	42.9%	68	10.3%	210	11.0%
Asian or Pacific Islander	27	100.0%	27	100.0%	95	97.9%	95	100.0%	142	14.8%	470	15.1%	145	1.4%	478	1.9%
Black not Hispanic	33	100.0%	33	100.0%	105	93.3%	105	99.0%	153	33.3%	409	32.5%	140	10.7%	375	10.4%
Hispanic	37	100.0%	37	100.0%	92	98.9%	92	100.0%	127	18.9%	330	22.4%	121	5.0%	320	4.4%
White not Hispanic	114	99.1%	114	99.1%	364	98.6%	364	98.9%	526	12.9%	1,615	13.5%	520	3.7%	1,618	3.5%
Students with Disabilities	50	98.0%	50	98.0%	149	94.0%	149	97.3%	234	25.2%	682	29.5%	221	5.0%	661	5.1%
Economically Disadvantaged	158	99.4%	158	99.4%	481	97.1%	481	99.2%	711	25.6%	2,020	26.1%	687	6.3%	1,962	5.8%
Limited English Proficient	36	100.0%	36	100.0%	120	95.0%	120	99.2%	142	16.9%	489	18.6%	145	4.1%	488	4.3%

Notes

- Details on Student Engagement Indicator calculations can be found at <http://reportcards.dpi.wi.gov/>.
- All schools are expected to meet Student Engagement Indicator goals in these three areas. The overall accountability score is reduced by five points if Absenteeism Rate and Dropout Rate goals are not met. The overall accountability score is reduced by five points if the Test Participation Rate (for lowest group) is below 95%, and reduced by 10 points if below 85%.
- Test Participation Rate (for lowest group) is rounded to the nearest whole number before comparison with the goal. Absenteeism Rate and Dropout Rate are not rounded.
- Test Participation Rate is based on both the Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Absenteeism Rate is the percent of students who are chronically absent (absent at least 16% of the time).

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School Report Card Detail | 2013-14 | Assessment Trends

School Results: Wisconsin Student Assessment System

The data below are provided for informational purposes only and are not used to calculate a school's Accountability Score. The data below include both WKCE (Wisconsin Knowledge and Concepts Examinations) and WAA-SwD (Wisconsin Alternate Assessment for Students with Disabilities) results.

Performance levels have been retroactively adjusted to align WKCE reading and mathematics results with college and career readiness benchmarks based on the National Assessment of Educational Progress (NAEP) performance levels. Performance levels for WAA-SwD have not been adjusted.

Reading										
Grade	2009-10		2010-11		2011-12		2012-13		2013-14	
	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced
3	0	NA	0	NA	0	NA	0	NA	0	NA
4	0	NA	0	NA	0	NA	0	NA	0	NA
5	0	NA	0	NA	0	NA	0	NA	0	NA
6	0	NA	0	NA	0	NA	0	NA	0	NA
7	0	NA	0	NA	0	NA	0	NA	0	NA
8	0	NA	0	NA	0	NA	0	NA	0	NA
10	193	23.8%	199	26.1%	179	37.4%	184	28.3%	190	25.8%

Mathematics										
Grade	2009-10		2010-11		2011-12		2012-13		2013-14	
	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced	Students Tested	Proficient and Advanced
3	0	NA	0	NA	0	NA	0	NA	0	NA
4	0	NA	0	NA	0	NA	0	NA	0	NA
5	0	NA	0	NA	0	NA	0	NA	0	NA
6	0	NA	0	NA	0	NA	0	NA	0	NA
7	0	NA	0	NA	0	NA	0	NA	0	NA
8	0	NA	0	NA	0	NA	0	NA	0	NA
10	200	22.5%	199	28.1%	183	35.0%	187	29.9%	190	30.5%

State Results: National Assessment of Educational Progress 2013

The National Assessment of Educational Progress (NAEP) is administered to 4th and 8th grade students every two years in a representative sample of schools nationwide. These data are provided for informational purposes only and are not used to calculate a district's Accountability Score.

Group	4th Grade Percent Proficient and Advanced		8th Grade Percent Proficient and Advanced	
	Mathematics	Reading	Mathematics	Reading
Wisconsin	47%	35%	40%	36%
Nation	41%	34%	34%	34%

West Hi | Green Bay Area Public**School Report Card Detail | 2013-14 | Annual Measurable Objectives****Annual Measurable Objectives**

The U.S. Department of Education requires Annual Measurable Objectives (AMOs) for all students and student groups for reading proficiency, mathematics proficiency, high school graduation rate, and attendance rate. The data below are provided for informational purposes and are not used to calculate a school's Accountability Score.

Reading Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Met Target
	2013-14			2012-13 and 2013-14 Average				
	Students Tested	Proficient and Advanced	Percent	Students Tested	Proficient and Advanced	Percent		
All Students	190	49	25.8%	374	101	27.0%	42.7%	No
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	23	4	17.4%	48	11	22.9%	40.1%	No
Black not Hispanic	21	1	4.8%	NA	NA	NA	31.2%	No
Hispanic	30	4	13.3%	53	11	20.7%	33.5%	No
White not Hispanic	104	36	34.6%	213	69	32.4%	45.8%	No
Students with Disabilities	38	2	5.3%	70	5	7.2%	31.8%	No
Economically Disadvantaged	125	25	20.0%	233	47	20.2%	34.8%	No
Limited English Proficient	30	3	10.0%	56	4	7.1%	29.7%	No

Mathematics Proficiency

Group	WSAS Proficient or Advanced						AMO Target	Met Target
	2013-14			2012-13 and 2013-14 Average				
	Students Tested	Proficient and Advanced	Percent	Students Tested	Proficient and Advanced	Percent		
All Students	190	58	30.5%	377	114	30.2%	56.0%	No
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	23	4	17.4%	49	11	22.4%	56.8%	No
Black not Hispanic	21	2	9.5%	NA	NA	NA	41.4%	No
Hispanic	30	5	16.7%	54	8	14.8%	46.2%	No
White not Hispanic	104	44	42.3%	214	85	39.7%	59.5%	No
Students with Disabilities	38	1	2.6%	72	5	6.9%	43.0%	No
Economically Disadvantaged	125	27	21.6%	236	47	19.9%	47.4%	No
Limited English Proficient	30	4	13.3%	57	5	8.8%	44.7%	No

Notes

- Under Met Target, "Yes-CI" stands for Yes - Confidence Interval, meaning the group met its AMO target within a 95 percent confidence interval.
- Two-year average is only calculated when both years meet the group size requirement.



West Hi | Green Bay Area Public

School Report Card Detail | 2013-14 | Annual Measurable Objectives

Annual Measurable Objectives

Attendance Rate

Group	2012-13					Improvement Target	AMO Goal	Met Goal
	Enrollment	Attended Days	Possible Days	Rate	Improvement			
All Students	NA	NA	NA	NA	NA	NA	NA	NA
American Indian or Alaska Native	NA	NA	NA	NA	NA	Not applicable - attendance target for All Students group only.		
Asian or Pacific Islander	NA	NA	NA	NA	NA			
Black not Hispanic	NA	NA	NA	NA	NA			
Hispanic	NA	NA	NA	NA	NA			
White not Hispanic	NA	NA	NA	NA	NA			
Students with Disabilities	NA	NA	NA	NA	NA			
Economically Disadvantaged	NA	NA	NA	NA	NA			
Limited English Proficient	NA	NA	NA	NA	NA			

Graduation Rate

Group	Four-Year Cohort Rate								Six-Year Cohort Rate							Met Target	
	2012-13			2011-12 and 2012-13			Improvement		2012-13			2011-12 and 2012-13			Improvement		
	Students in Cohort	Graduates	Percent	Students in Cohort	Graduates	Percent	Change	Target	Students in Cohort	Graduates	Percent	Students in Cohort	Graduates	Percent	Change		Target
All Students	248	207	83.5%	500	405	81.0%	4.9%	2.0%	265	208	78.5%	527	403	76.5%	4.1%	5.0%	Yes
American Indian or Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Asian or Pacific Islander	38	33	86.8%	85	75	88.2%	-2.6%	NA	47	39	83.0%	104	86	82.7%	0.5%	5.0%	Yes
Black not Hispanic	36	25	69.4%	56	36	64.3%	14.4%	2.0%	36	26	72.2%	62	41	66.1%	14.5%	5.0%	Yes
Hispanic	28	25	89.3%	52	40	76.9%	26.8%	NA	NA	NA	NA	NA	NA	NA	NA	NA	Yes
White not Hispanic	131	114	87.0%	270	232	85.9%	2.1%	NA	149	120	80.5%	296	235	79.4%	2.3%	5.0%	Yes
Students with Disabilities	49	37	75.5%	98	70	71.4%	8.2%	2.0%	54	35	64.8%	121	78	64.5%	0.6%	5.0%	Yes
Economically Disadvantaged	159	123	77.4%	305	232	76.1%	2.7%	2.0%	154	107	69.5%	306	210	68.6%	1.7%	5.0%	Yes
Limited English Proficient	34	29	85.3%	77	58	75.3%	17.9%	NA	37	32	86.5%	64	51	79.7%	16.1%	NA	Yes

- Notes**
- The attendance rate goals for the All Students group are an attendance rate of at least 85% or at least 0.1% improvement. If either goal is met, then the AMO is met.
 - The Graduation Rate Annual Measurable Objective (AMO) is based on four goals: 1) Four-year cohort graduation rate goal of 85% (most recent year or combination of two most recent years); 2) Four-year cohort graduation rate improvement target; and 3) Six-year cohort graduation rate goal of 85% (most recent year or combination of two most recent years); and 4) Six-year cohort graduation rate improvement target. If any one of these goals is met, then the AMO is met.
 - The Attendance Rate AMO is only applied when the Graduation Rate AMO is not applicable.
 - NA indicates that the student group is too small to receive an AMO determination.
 - For more information about Annual Measurable Objectives see: <http://oea.dpi.wi.gov/acct/amo>.



West Hi | Green Bay Area Public School Report Card | 2012-13 | Summary

Overall Accountability Score and Rating



Meets Few Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

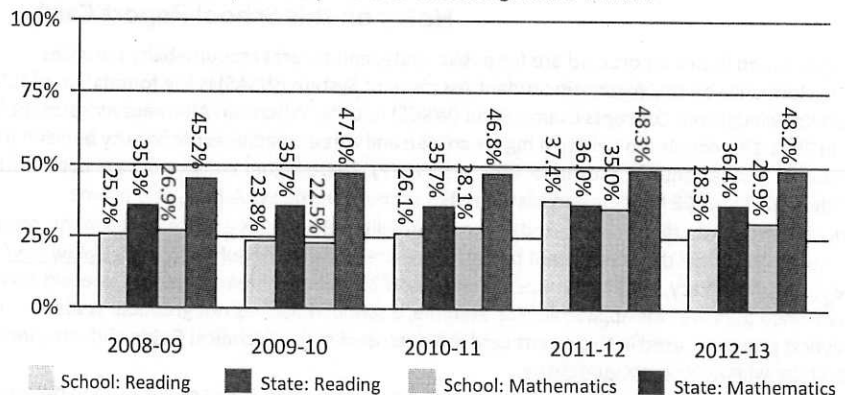
Priority Areas	School Max Score	9-12 State Max	9-12
Student Achievement	54.1/100	67.5/100	
Reading Achievement	26.9/50	32.2/50	
Mathematics Achievement	27.2/50	35.3/50	
Student Growth	NA/NA	NA/NA	
Reading Growth	NA/NA	NA/NA	
Mathematics Growth	NA/NA	NA/NA	
Closing Gaps	69.7/100	67.1/100	
Reading Achievement Gaps	18.7/25	16.5/25	
Mathematics Achievement Gaps	16.0/25	16.9/25	
Graduation Rate Gaps	35.0/50	33.7/50	
On-Track and Postsecondary Readiness	69.7/100	83.0/100	
Graduation Rate (when available)	61.2/80	71.6/80	
Attendance Rate (when graduation not available)	NA/NA	NA/NA	
3rd Grade Reading Achievement	NA/NA	NA/NA	
8th Grade Mathematics Achievement	NA/NA	NA/NA	
ACT Participation and Performance	8.5/20	11.4/20	

Student Engagement Indicators	Total Deductions: -10
Test Participation Lowest Group Rate (goal ≥95%)	Goal not met: -5
Absenteeism Rate (goal <13%)	Goal not met: -5
Dropout Rate (goal <6%)	Goal met: no deduction

School Information

Grades	9-12
School Type	Public High School
Enrollment	959
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	7.0%
Asian or Pacific Islander	14.5%
Black not Hispanic	13.6%
Hispanic	12.3%
White not Hispanic	52.7%
<i>Student Groups</i>	
Students with Disabilities	21.3%
Economically Disadvantaged	66.1%
Limited English Proficient	10.0%

Wisconsin Student Assessment System Percent Proficient and Advanced
Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.
State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at http://acct.dpi.wi.gov/acct_accountability.

West Hi | Green Bay Area Public School Report Card | 2012-13 | Notes

Priority Areas

- **Student Achievement** measures the level of knowledge and skills among students in the school, compared to state and national standards. It includes a composite of reading and mathematics performance by the "all students" group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the school.
- **Student Growth** describes how much student knowledge of reading and mathematics in the school changes from year to year. It uses a point system that gives positive credit for students progressing toward higher performance levels, and negative credit for students declining below proficiency.
- **Closing Gaps** shows how the performance of student groups experiencing statewide gaps in achievement and graduation is improving in the school. It recognizes the importance of having all students improve, while focusing on the need to close gaps by lifting lower-performing groups. Specific race/ethnicity groups, students with disabilities, economically disadvantaged students, and English language learners are compared against their complementary groups at the state level.
- **On-Track and Postsecondary Readiness** indicates the success of students in the school in achieving educational milestones that predict postsecondary success. It includes the graduation rate for schools that graduate students, or the attendance rate for other schools. It also includes measures of third-grade reading and eighth-grade mathematics achievement, and ACT participation and performance, as applicable to the school.

Student Engagement Indicators

Student Engagement Indicators are measures outside the four Priority Areas that affect student success or the soundness of the report card. Each indicator has a goal, and schools that fail to meet that goal receive a point deduction from their Overall Accountability Score. Goals were set by looking at statewide data and establishing thresholds that identify schools contributing the most to lowering Wisconsin's overall performance in the areas below.

- **Test Participation Rate:** Every school has a goal of 95 percent participation in the Wisconsin Student Assessment System (WSAS). The school's performance is measured by the participation rate of the lowest-participating student group. If this rate is less than 95 percent, but at least 85 percent, five points are deducted from the school's overall score; if this rate is less than 85 percent, 10 points are deducted.
- **Absenteeism Rate:** This indicator describes the proportion of students in the school who attend school less than 84.1 percent of the time. If the absenteeism rate in the school is 13 percent or more, five points are deducted. The absenteeism rate is different from the attendance rate because it measures students who are absent from school a certain amount of time, not how often students are present in school.
- **Dropout Rate:** The goal for all middle and high schools is to have a dropout rate of less than six percent. A school not meeting the goal has five points deducted from its score. Note that dropout rate is not the opposite of graduation rate. A dropout rate includes any student who leaves school in grades 7-12 without expecting to earn a high school diploma, while a graduation rate counts students who earn a high school diploma within a certain time (four or six years) after starting ninth grade.

Notes on this School Report Card

- The data presented in this report card are for public, state, and federal accountability purposes.
- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of this report. WSAS data include results for both the Wisconsin Knowledge and Concepts Examination (WKCE) and the Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD).
- Starting in 2011-12, schools are held to a higher college and career readiness proficiency benchmark by aligning the cut scores of the WKCE to those of the National Assessment of Educational Progress (NAEP). These higher cut scores have been retroactively applied to show trends. The higher cut scores only apply to WKCE Reading and Mathematics scores, not the WAA-SwD, at this time.
- Some supplemental data that are not used for accountability calculations are presented in this report card for informational purposes in order to provide context. Additional data on student performance are available here: <http://winss.dpi.wi.gov/>.
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks on public report cards.
- NA is used when data are Not Applicable. For example, a school that does not graduate students will have NA listed for graduation results.
- The analytical processes used in this report card are described in the Technical Guide and Interpretive Guide: http://acct.dpi.wi.gov/acct_accountability.
- State comparison scores shown on page 1 are shown for context only. They are not used to determine this school's score or rating.
- In the future, the School Report Card will be web-based and will allow readers to click on features for more supplementary data.



West Hi | Green Bay Area Public School Report Card | 2011-12 | Summary

Overall Accountability Score and Rating



**Fails to Meet
Expectations**

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

	School Score	Max Score	9-12 State	9-12 Max
Reading Achievement	51.6/100	66.5/100	25.3/50	32.0/50
Mathematics Achievement	26.3/50	34.5/50		

Student Growth

	School	Max	9-12 State	9-12 Max
Reading Growth	NA/NA	NA/NA	NA/NA	NA/NA
Mathematics Growth	NA/NA	NA/NA	NA/NA	NA/NA

Closing Gaps

	School	Max	9-12 State	9-12 Max
Reading Achievement Gaps	68.1/100	68.4/100	17.1/25	17.5/25
Mathematics Achievement Gaps	16.8/25	16.8/25		
Graduation Rate Gaps	34.2/50	34.1/50		

On-Track and Postsecondary Readiness

	School	Max	9-12 State	9-12 Max
Graduation Rate (when available)	67.3/100	82.3/100	58.6/80	70.9/80
Attendance Rate (when graduation not available)	NA/NA	NA/NA	NA/NA	NA/NA
3rd Grade Reading Achievement	NA/NA	NA/NA	NA/NA	NA/NA
8th Grade Mathematics Achievement	NA/NA	NA/NA	NA/NA	NA/NA
ACT Participation and Performance	8.7/20	11.4/20		

Student Engagement Indicators

Indicator	Goal	Result
Test Participation Lowest Group Rate	≥95%	Goal not met: -5
Absenteeism Rate	<13%	Goal not met: -5
Dropout Rate	<6%	Goal met: no deduction

Total Deductions: -10

School Information

Grades	9-12
School Type	Public High School
Enrollment	991

Race/Ethnicity

American Indian or Alaska Native	6.8%
Asian or Pacific Islander	15.9%
Black not Hispanic	12.1%
Hispanic	11.1%
White not Hispanic	54.1%

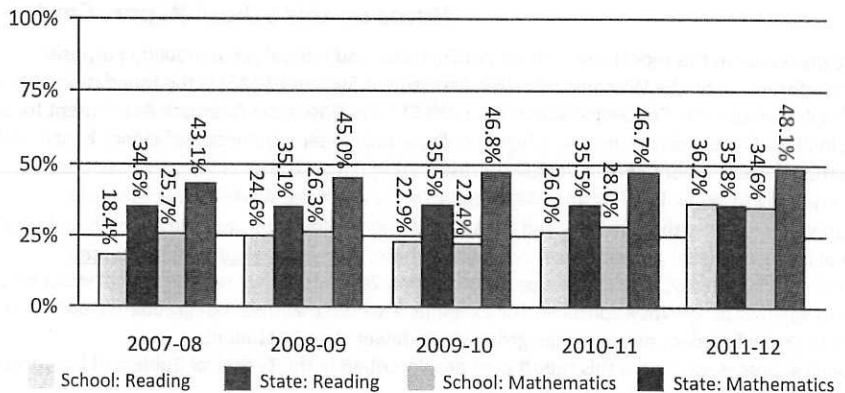
Student Groups

Students with Disabilities	21.9%
Economically Disadvantaged	58.7%
Limited English Proficient	14.9%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all priority area scores, to ensure that Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://dpi.wi.gov/oea/acct/accountability.html>.

West Hi | Green Bay Area Public School Report Card | 2011-12 | Notes

Priority Areas

- **Student Achievement** measures the level of knowledge and skills among students in the school, compared to state and national standards. It includes a composite of reading and mathematics performance by the “all students” group in the Wisconsin Student Assessment System (WSAS) for all tested grades in the school.
- **Student Growth** describes how much student knowledge of reading and mathematics in the school changes from year to year. It uses a point system that gives positive credit for students progressing toward higher performance levels, and negative credit for students declining below proficiency.
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Student Engagement Indicators

Student Engagement Indicators are measures outside the four priority areas that affect student success or the soundness of the index. Each indicator has a goal, and schools that fail to meet that goal receive a point deduction from their overall score. Goals were set by looking at statewide data and establishing thresholds that identify schools contributing the most to lowering Wisconsin’s overall performance in the areas below.

- **Test Participation Rate:** Every school has a goal of 95 percent participation in the Wisconsin Student Assessment System (WSAS). The school’s performance is measured by the participation rate of the lowest-participating student group. If this rate is less than 95 percent, but at least 85 percent, five points are deducted from the school’s overall score; if this rate is less than 85 percent, 10 points are deducted.
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Notes on this School Report Card

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- Starting in 2011-12, schools are held to a higher college and career readiness proficiency benchmark by aligning the cut scores of the WKCE to those of the National Assessment of Educational Progress (NAEP). These higher cut scores have been retroactively applied to show trends. The higher cut scores only apply to WKCE Reading and Mathematics scores, not the WAA-SwD, at this time.
- Some supplemental data that are not used for accountability calculations are presented here for informational purposes in order to provide context. Additional data on student performance are available here: <http://dpi.wi.gov/sig/index.html>.
- To protect student privacy, data for groups of fewer than 20 students are replaced by asterisks on public report cards.
- NA is used when data are Not Applicable. For example, a school that does not graduate students will have NA listed for graduation results.
- * is used to protect student privacy when groups have fewer than 20 students.
- The analytical processes used in this report card are described in the Technical Guide and Interpretive Guide: <http://dpi.wi.gov/oea/acct/accountability.html>.
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- In the future, the School Report Card will be web-based and will allow readers to click on features for more supplementary data.

Senator Farrow and members of the Senate Education Reform and Government Operations Committee: Thank you for the opportunity to share some thoughts, ideas and concerns today about Senate Bill 1.

I am Mike Blecha, a member of the Green Bay Area School Board. Last week I concluded my term as president of the Wisconsin Association of School Boards, but I remain a member of WASB's Board of Directors and Executive Committee as immediate past president.

I first want to commend you, Senator Farrow, for listening to educational leaders as you developed SB1, first in a session at the State Capitol, then at a follow up meeting in Green Bay. Both my superintendent, Dr. Michelle Langenfeld, and I found you receptive to our comments about school accountability and how it impacts public education.

Because you took the time to listen to educators, I feel that SB1 is a marked improvement over AB1.

There are several provisions in your bill that we can endorse: First, we agree that all students who receive public money – students in public schools and students

who receive a voucher to attend a private or religious school – should take the same state test. Testing experts say that is the only fair and equitable way to make comparisons.

Second, we agree that the current report card categories are far preferable to the Assembly bill that calls for A-F letter grades. A-F letter grades simply reflect a community's socio-economic makeup and the failure of society to address the scourge of increasing childhood poverty. Letter grades do not provide parents a clear and accurate picture of the learning that is going on inside a school.

Superintendent Langenfeld will testify later on how those grades can demonize a community, its schools, parents, and students and have not been effective in other states.

We feel strongly about how damaging those letter grades would be and urge you to resist placing them in a final version of a compromise bill with the Assembly.

Those of us in public education welcome accountability and increased support for struggling schools – and not demonizing them and potentially turning them over to

independent charter schools, thus taking their control and operation out of the hands of locally elected school boards.

Thank you for not including those draconian measures in your bill.

We do have concerns about the proposal in SB1 to create two state-level boards to oversee accountability systems. I note that Governor Walker stated that he didn't feel this level of bureaucracy is necessary.

We strongly feel that the task of improving schools and ensuring that all students are successful should remain in the hands of locally elected school boards. Because we live and work in our communities, we know what is best for our students and families.

Let me give you several examples of how in Green Bay our school board has created multiple pathways for students to succeed.

Fort Howard Elementary School, with 260 students, has one of the highest poverty rates in our school district, with 95 percent of the students qualifying for free and

reduced meals. Twenty-nine of its students are homeless.

Two years ago Fort Howard was identified by the state as a Title I Priority School because of low academic achievement. As part of the correction plan, we assigned a veteran principal to that school and reorganized the teaching staff. In the past two years, Fort Howard students have shown dramatic increases in reading and mathematics growth and in closing the achievement gap.

You will be hearing from that principal, DeAnn Lehman, on how that was accomplished.

You also will be hearing from Mark Flaten, principal of Green Bay West High School --- another high poverty school that could be falsely labeled as a failing school.

Mark will tell you about the incredible partnership West has with industry and our technical college that has led to a manufacturing lab operating within the school. He'll also tell you about the school's growing International Baccalaureate program, part of our district's K-12 IB program, one of only two such programs in the state.

Those programs, and many others too numerous to mention here today, were approved by a locally elected school board, and not mandated by an outside agency or review board.

Thank you again for your work on accountability, and we look forward to continuing our partnership in ensuring that all students receive a quality education.

We invite all committee members to visit Green Bay and view firsthand the work our staffs are doing on behalf of our students at Fort Howard, West High and other schools.

Members of the Senate Education Reform and Government Operations Committee: I appreciate this opportunity to share my experience with you. My name is DeAnn Lehman, I am the principal at Fort Howard Elementary School, in Green Bay. Our school has been identified as a "Priority" school by the state.

I am extremely proud to be able to be part of the Fort Howard school community. We are focusing on the WHOLE child meaning that we are meeting the social /emotional and basic needs, as well as, our goal to improve the academic outcomes and futures of our capable students. Many of our students come in behind and even with accelerated growth over a short period of time do not meet up to the states expectations. Our support of student success is focused on measuring steady gains. Which include the use of data to make educated decisions ensuring student and school growth.

Let's start with a powerful parent and student message to set the stage.

First, from a parent's perspective, "I don't want to send my student to this school, everyone tells me it is a failing school. They say, I need to look online and to find another school for my child." After two months of being at Fort Howard, the same parent came in to talk to me. Her perspective shifted significantly. She shared, "Oh, I am so glad that my two children are attending Fort Howard and that I did not listen to all of my friends. You and your staff are always there for my children, I have never experienced my children enjoying learning and making as many gains as they are now. They are so proud to come home and talk about the goals and how their teachers are always there for them and believe that they can learn. Thank you!"

Now from a student's perspective -

"Mom, I really like this school. My teachers care about me and they actually help me learn and to understand what I do not know. My other school, the teachers just let me alone and did not push me or help me to learn more."

The Fort Howard story - Three years ago, we were identified as a "Priority" school, by the state of Wisconsin. With this label came expectations and requirements for our school. Yes, there was additional funding that allowed us to implement many of the requirements. We were required to partner with a state approved Turnaround partner, add 300 hrs to our current school year and to demonstrate growth within four years. The first year we chose our partner, which was West Ed., worked with our school district and local school board to allow staff members who wanted to stay, stay and those who did not to be reassigned. In the end, 80% of the present staff, are new to Fort Howard as well as myself, as the administrator. We have made gains from our 2012- 2013 report card to our 2013 - 2014 state report card. We moved from a "Fails to Meet Expectations" 49.7 to a "Meets Few Expectations" 57.0, showing growth

in "Closing the Gap" from 44.4 to 61.5 and "Student Growth" from 44.3 to 56.7. We are proud to see how the great work by the students and staff is paying off.

(show the pie chart)

We took a close look at the amount of time that students are in school. This calculation was based off of a 180 day calendar and a 6 hour student day. The 180 days accounts for ONLY 10% of a students life over the 180 days.

Many ask what makes you different, what have you done to change the school experience and data? Here are a few examples.

*Using research we focused on preventing the ever haunting "summer slide." Students received a mailing every two weeks that contained three books, two math activities and a personal letter from their teacher.

*We have honored site visits from five different schools, all of whom scored at "Meets Expectations" or higher on the state report card. They came to see what we are doing and the Professional Development that is taking place.

*Without our additional funding, we would not be able to make this happen. Our school district would not have the funding to support the additional hours, Turnaround partner or the intensive Professional Development for our staff.

We are changing the image of Fort Howard not only within the building, but within the district, the community and the state.

DESPITE all of this GREAT work, we still are slapped with a label or with a letter grade. We face the backlash of many unintended consequences from the label or grade. I would like to share what the staff hears, still to this day.

"Oh, I am sorry that you have to work at Fort Howard. You can always get out during staffing time."

"You need to get out of that school, they are failing and you will lose your job, if you stay there."

"Why would you want to work somewhere where everyone is criticizing what you are doing and don't believe in all you do. There are easier places for you to work."

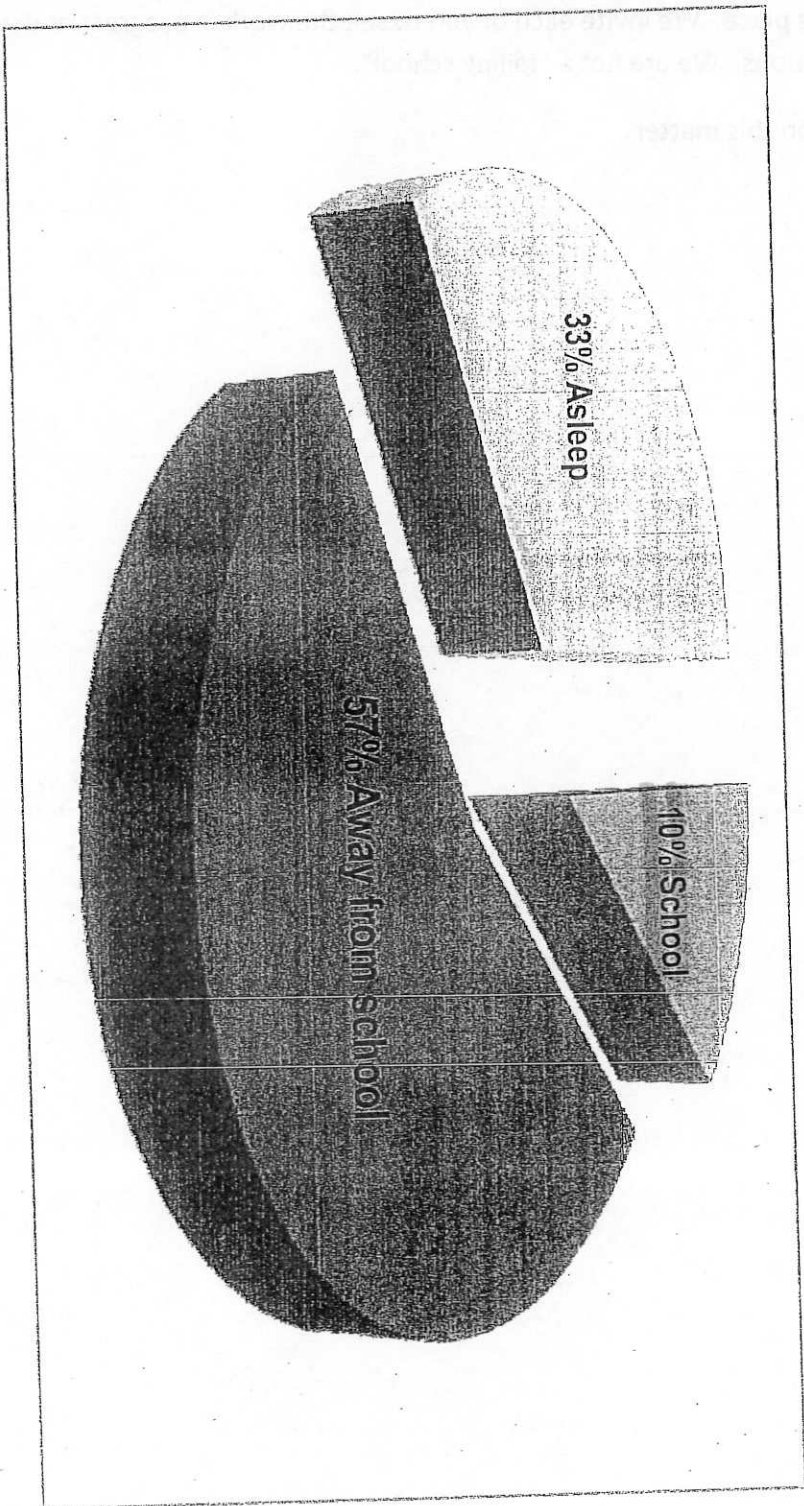
"Why do you care so much?"

Having to defend the great work that we are doing and the passion in these dedicated teachers, breaks my heart. This is a tough yet rewarding career, without having to defend our belief in

our students, to those who have not stepped foot into the building to see what is the real work and learning that is taking place. We invite each of you to see the work in progress and we would welcome any questions. We are not a "failing school".

Thank you for your time on this matter.

It's a Matter of Time



This is an average for students age 5 -18, based on 6 hours of instruction 180 days per year.



Fort Howard EI | Green Bay Area Public School Report Card | 2013-14 | Summary

Overall Accountability Score and Rating



Meets Few Expectations

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

Reading Achievement	9.3/50	28.8/50
Mathematics Achievement	20.8/50	38.1/50

Student Growth

Reading Growth	32.3/50	34.2/50
Mathematics Growth	24.4/50	33.6/50

Closing Gaps

Reading Achievement Gaps	33.5/50	34.0/50
Mathematics Achievement Gaps	28.0/50	32.9/50
Graduation Rate Gaps	NA/NA	NA/NA

On-Track and Postsecondary Readiness

Graduation Rate (when available)	NA/NA	NA/NA
Attendance Rate (when graduation not available)	75.7/80	75.4/80
3rd Grade Reading Achievement	4.1/20	11.5/20
8th Grade Mathematics Achievement	NA/NA	NA/NA
ACT Participation and Performance	NA/NA	NA/NA

School Score	Max Score	K-5 State	K-5 Max
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30.1/100 **66.8/100**

9.3/50 28.8/50

20.8/50 38.1/50

56.7/100 **67.8/100**

32.3/50 34.2/50

24.4/50 33.6/50

61.5/100 **66.9/100**

33.5/50 34.0/50

28.0/50 32.9/50

NA/NA NA/NA

79.8/100 **86.9/100**

NA/NA NA/NA

75.7/80 75.4/80

4.1/20 11.5/20

NA/NA NA/NA

NA/NA NA/NA

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)
Absenteeism Rate (goal <13%)
Dropout Rate (goal <6%)

Total Deductions: 0

Goal met: no deduction
Goal met: no deduction
Goal met: no deduction

School Information

Grades	K4-5
School Type	Elementary School
Enrollment	274

Race/Ethnicity

American Indian or Alaska Native	8.4%
Asian or Pacific Islander	5.5%
Black not Hispanic	15.7%
Hispanic	54.4%
White not Hispanic	16.1%

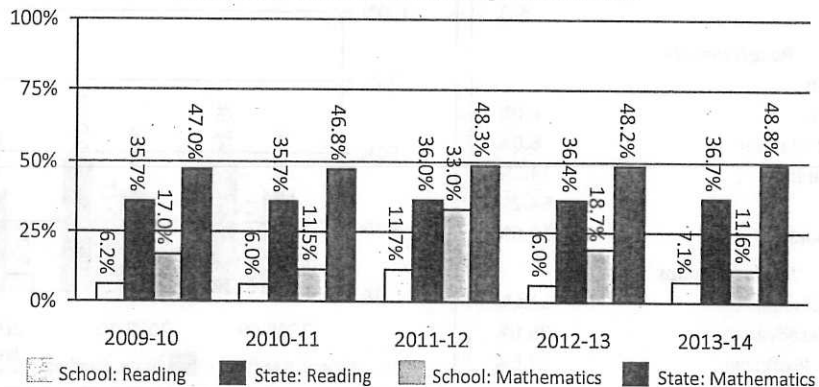
Student Groups

Students with Disabilities	18.6%
Economically Disadvantaged	94.9%
Limited English Proficient	48.9%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at <http://reportcards.dpi.wi.gov/>.



Fort Howard El | Green Bay Area Public School Report Card | 2012-13 | Summary

Overall Accountability Score and Rating



**Fails to Meet
Expectations**

Overall Accountability Ratings	Score
Significantly Exceeds Expectations	83-100
Exceeds Expectations	73-82.9
Meets Expectations	63-72.9
Meets Few Expectations	53-62.9
Fails to Meet Expectations	0-52.9

Priority Areas

Student Achievement

	School Score	Max Score	K-5 State	K-5 Max
Student Achievement	32.1/100	66.5/100		
Reading Achievement	9.8/50	28.7/50		
Mathematics Achievement	22.3/50	37.8/50		

Student Growth

Reading Growth	25.6/50	33.4/50
Mathematics Growth	18.7/50	32.3/50

Closing Gaps

Reading Achievement Gaps	21.7/50	33.2/50
Mathematics Achievement Gaps	22.7/50	32.4/50
Graduation Rate Gaps	NA/NA	NA/NA

On-Track and Postsecondary Readiness

Graduation Rate (when available)	NA/NA	NA/NA
Attendance Rate (when graduation not available)	73.8/80	75.6/80
3rd Grade Reading Achievement	4.0/20	11.5/20
8th Grade Mathematics Achievement	NA/NA	NA/NA
ACT Participation and Performance	NA/NA	NA/NA

Student Engagement Indicators

Test Participation Lowest Group Rate (goal ≥95%)
Absenteeism Rate (goal <13%)
Dropout Rate (goal <6%)

Total Deductions: 0

Goal met: no deduction
Goal met: no deduction
Goal met: no deduction

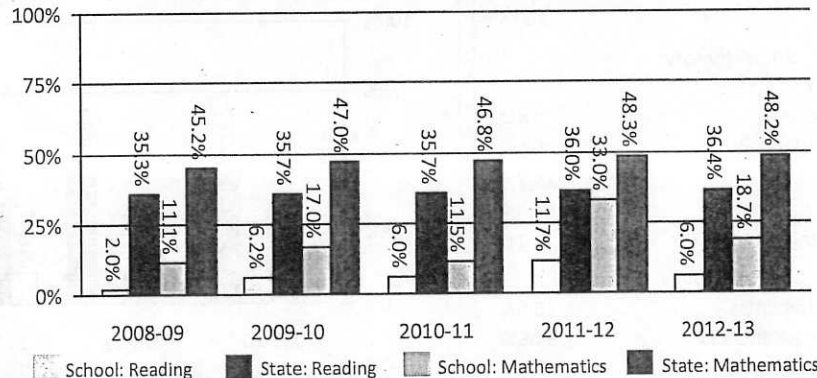
School Information

Grades	K4-5
School Type	Elementary School
Enrollment	301
<i>Race/Ethnicity</i>	
American Indian or Alaska Native	6.0%
Asian or Pacific Islander	6.0%
Black not Hispanic	14.3%
Hispanic	54.2%
White not Hispanic	19.6%
<i>Student Groups</i>	
Students with Disabilities	13.6%
Economically Disadvantaged	95.0%
Limited English Proficient	47.5%

Wisconsin Student Assessment System Percent Proficient and Advanced

Includes Wisconsin Knowledge and Concepts Examination (WKCE) and Wisconsin Alternate Assessment for Students with Disabilities (WAA-SwD). WKCE college and career readiness benchmarks based on National Assessment of Educational Progress.

State proficiency rate is for all tested grades: 3-8 and 10



Notes: Overall Accountability Score is an average of Priority Area Scores, minus Student Engagement Indicator deductions. The average is weighted differently for schools that cannot be measured with all Priority Area Scores, to ensure that the Overall Accountability Score can be compared fairly for all schools. Accountability Ratings do not apply to Priority Area Scores. Details can be found at http://acct.dpi.wi.gov/acct_accountability.

Amy Foote - Green Bay, WI

Howe Elementary School Parent

I'd like to thank Senator Farrow and members of the Senate Education Reform and Government Operations Committee for the opportunity to share my thoughts about Senate Bill 1.

My name is Amy Foote. I am a mother of three children. Two of my children currently attend Howe Elementary School on Green Bay's near East side. My daughter is in 5th grade and my son is in 3rd. We have been a part of Howe school since my daughter started kindergarten six years ago. I am very involved in the school. Most students think I'm a teacher because I'm at school so much. I volunteer in the school a few times a week, helping out in my kids rooms, doing reading groups with students, popping popcorn, coaching basketball, leading the PTO, on the Positive Behavior Intervention and Support committee and helping with random things as needed. So I think it's fair to say I understand the fabric of my children's school.

Nine years ago my husband and I moved back to Green Bay. We chose to move into the Howe school neighborhood because we value diversity. Howe is 94% free or reduced lunch, 34% limited language proficient, 22% students with disabilities, and 80% students of color. Our lives have been greatly enriched by our

culturally and economically diverse relationships and we desired the same for our children. We want our children to grow up in an environment that reflects the real-world around us. Our children have lived that out at Howe.

However, I am required to defend our community and school on a regular basis. When I'm asked where my children go to school, my response is often met by uncomfortable non-verbals and a patronizing comment.

An under-resourced community and school does not mean that it is a bad community or school. It means that it is just that, under-resourced and often mis-understood. I'm thrilled that Senate Bill 1 is not placing more labels on our community that don't represent what is really going on inside the walls of our schools.

When we were looking at Howe years ago a group of parents whose children attended Howe told me Howe School is the best kept secret in Green Bay and if people knew how amazing this school is they would be choicing into it left & right. Six years later and a failing school label I feel the same way.

We have had nothing but an amazing and satisfying experience at Howe school. Excellent teachers work to overcome all the challenges that an under-resourced community has to face outside

the walls of the school. Our challenges include poverty, homelessness, high student turnover, and chaotic living, to name a few.

I get the privilege to see, first-hand, highly qualified and committed teachers use ALL the tools in their tool belt on a regular basis. They learn about and adapt to their ever-changing classroom dynamics. They give kids the best environment possible for learning.

A Reading Specialist at Howe shared a story with me recently about one of her students who has made over a year's worth of gains in their reading in only a few short months. A child that has made those type of gains is not a failing student. A teacher that has helped a child make those gains is not a failing teacher. Sadly, both of them would be labeled failing despite the significant gains due to a lack of grade-level performance.

I am asking you to resist placing A-F letter grades on schools in the final version of the compromise bill with the Assembly. Those labels make it much more difficult to communicate the real stories being written inside the walls of our school. Thank you for your time.

Senator Farrow and members of the Senate Education Reform and Government Operations Committee, thank you for the opportunity to speak to you about SB1.



GREEN BAY AREA
PUBLIC SCHOOL DISTRICT
All learning. All growing.

I am Michelle Langenfeld, the Superintendent of Schools and Learning in the Green Bay Area Public Schools where each day I have the honor and privilege to serve a richly diverse student population of more than 21,000 students - with more than 4,000 English Language Learners, more than 12,000 students receiving free or reduced lunch and almost 900 children who are identified as homeless as defined by McKinney Vento. Our district also has a very mobile population. Last year, 2,811 students moved in and out of our district. That's more students than the total student enrollment number of 82% (348 of 424) of Wisconsin school districts. And yet, in spite of these odds, on our recent state report card, our district "met expectations."

Today you have heard the personal stories from two of our principals and a parent. I am sure that you agree that their stories support the need for a system of school accountability that accurately and fairly reflects the interventions, innovative programs, community partnerships and progress our students are making.

When I initially read Senate Bill 1, I was relieved to see that the Senate version is far less punitive than Assembly Bill 1. SB1 does not include punitive letter grades or the take away local control of elected school boards. Thank you for recognizing that the parents in the state of Wisconsin are very capable of understanding our current report card. In addition, thank you for recognizing that assigning a letter grade of C, D or F to a school not only provides very limited subjective information for parents based on a test score but also stigmatizes struggling students and families, demoralizes staff and even diminishes property values in a community. Finally, thank you for recognizing that schools assigned a punitive letter grade may be held accountable for things out of their control, such as poverty.

In preparation for today, I examined school accountability systems across the country. I was particularly interested in those states where students are achieving at the high levels. What I found is that some school accountability systems recognize the impact of mobility when defining their accountability measures.

Our data show that mobility plays a very significant role in our district's graduation rates. We have found that students who enroll as freshman and stay through their senior year, will graduate at an average rate of more than 95%. We make every effort to ensure that all students who enter our doors graduate college, career and community ready.

To that end, we ask that consideration be given to mobility either as part of the multiple measures calculation of a school's performance, more specifically 4 year graduation rates, or at the very least, included as an exceptional circumstance as defined in the bill.

For your review, I have included data showing what graduation rates for a 4-year cohort of students vs. the current graduation data certified by the state reflecting all students. You can clearly see that there is a significant difference. For example, West High School's 4 -

year cohort graduation rate in 2013 was 97.3% as compared to the state's certified graduation rate for West at 83.9%.

4-YR Cohort Graduation Rate	
School	2012-2013
East	91.20%
Preble	96.40%
Southwest	97.10%
West	97.30%
State Graduation Rate – all students (Certified)	
School	2012-2013
East	79.20%
Preble	85.40%
Southwest	85.50%
West	83.90%

In addition to mobility, I ask that consideration be given to providing resource and support to those schools that are the state's lowest performing schools. Across the country, states that are investing in interventions and providing support and resource are seeing significant student achievement gains. Minnesota, for example, has implemented "Regional Centers for Excellence" that provide a cohesive and focused system approach to supports for a school and district.

Finally, in closing, please know that we are not sitting by waiting for students to fail. We are engaging in bold innovative opportunities with our community partners as we work to create multiple pathways to ensure success for every student. Recognizing that we have hundreds of children who come to us each year with zero number recognition, zero letter recognition and sadly have never held a pencil or crayon, we have reached out to our community for help. We are partnering with the United Way, the Chamber and the Greater Green Bay Community Foundation to align our resources in a cradle to career effort intended to measurably improve the safety, health and education of children. To date more than \$1.4 million has been donated in an effort called Achieve Brown County where our motto is "A commitment from to each of us from all of us."

We support the key components of SB1 and ask that consideration be given to include a measure recognizing mobility, support and resources for the lowest performing schools and a school accountability report card that is fair and accurately reflects the quality of a school – not just the school's demographic composition. In doing so, you will be creating a strong school accountability system, focused on success for every child that will surely move the state of Wisconsin forward.

Thank you

Jan. 27
1 Hearing

Committee Copy: To be made part of the
official record.

Article X SECTION 3 of the WI Constitution says: "The legislature shall provide by law for the establishment of district schools, which shall be as nearly uniform as practicable; and such schools shall be free and without charge for tuition to all children between the ages of 4 and 20 years; and no sectarian instruction shall be allowed therein."

This is education for all paid for by all. It recognizes the existence of the common good and puts the government in its service. Our Constitution honors the public trust.

Gov. Walker spent Sunday in Palm Springs wallowing in the privilege extended by the billionaire Koch brothers. They don't believe in the common good or public education. The 1980 platform of the Libertarian party, on which David Koch ran for Vice President said:

- "We advocate the complete separation of education and government. Government ownership, operation, regulation, and subsidy of schools and colleges should be ended.
- "We condemn compulsory education laws ... and we call for the immediate repeal of such laws."

This is education for the few and the privileged. Everyone else, including the child with special needs, is excluded. Corporate education by exclusion denies the existence of a common good, steals from the public trust, violates our Constitution and threatens our democracy. It is profoundly un-American. You worship it.

The Libertarians lost big in 1980. The Kochs couldn't win the White House, so they created a movement instead. The Tea Party, the American Legislative Exchange Council (ALEC), Americans for Prosperity, the American Federation for Children, the Bradley Foundation have spent millions to overtake the Republican Party and the public conversation. That is the conversation we are having here today.

16 current and former Republican Senators are either active or past members of ALEC – Senators Darling, Ellis, Farrow, Fitzgerald, Grothman, Harsdorf, Kedzie, Lasee, Lazich, Moulton, Nass, Wanggard, Vukmir and Zipperer. The damage they have done and continue to do threatens our democracy more than any foreign terrorist could ever hope to.

Your corporate masters have waited long enough. After all the money they've given you, they expect you to do as you're told. In 2011, you slashed public school funding. In 2013, at roughly 3 a.m., you pushed through an unparalleled expansion of school vouchers throughout Wisconsin.

State Superintendent Tony Evers said "This vote has created a separate, unaccountable statewide system of religious and private voucher schools funded with public dollars. This pre-dawn action has not had one second of public testimony, there have been no public hearings, and no public fiscal analysis has been done."

Here's the list of 67 schools statewide now registered to participate. Every single one of them is a religious school – every single one. You are using the public trust to teach and promote religion in blatant violation of our Constitution. Corporatocracy isn't enough; you want theocracy too. Perhaps ISIS and the Taliban can advise you on that.

Nearly 26,000 Milwaukee students now use vouchers to attend more than 100 private schools. Those schools collect more than \$150 million a year. Your corporate sponsors lust after what remains, so your work is not done.

You must now disempower and delegitimize those annoying local school boards, and while you're at it, the people who elected them. So, you promulgate the lie that public education has failed. You spread the myth of accountability. You blather about punishment and consequences. You lay the groundwork for SB1.

SB1 is as transparent as it is dishonest. Private schools for the privileged will be overseen by a board of political appointees, with no required qualifications and accountable to no one. If the private schools are inadequate, they can keep the kids they already have, and continue to collect taxpayer money without any improvement. After 3 years stealing from the public trust, they can simply reapply as a new school of choice. How nice for them.

Public schools will also be overseen by a board of political appointees, with no required qualifications and accountable to no one. But, public school districts

must submit a 5 step improvement program that mandates new curriculum, academic and behavioral supports, diagnostic assessments, individualized instruction, and additional learning time. What a surprise! You do know what public schools need. You just don't want them to have it; there's no funding in this bill. Your cynicism is mind-blowing and offensive, and it gets worse. If the unqualified political appointees don't like the plan, they can rewrite it. If they're still unhappy, they can withhold state aid because, after all, if your fiscal lynching hasn't killed public education yet, then you've got to tighten the noose.

In Milwaukee, the total amount of money stolen from the public trust will soon exceed \$1.7 billion. Add that to the heist that you and Gov. Walker pulled off in 2011, and my public school math tells me you have already embezzled 3.5 billion and counting from the public trust. That is grand larceny. And, your corporate masters are drooling.

Yours will be a shameful legacy. 51% of public school children now live in poverty. Your corporate masters are largely responsible for that. You and they are accountable for embezzling the public trust, and the public school districts you are starving will certainly die.

Corporate education by exclusion will then provide for the few and the privileged at public expense. Somewhere in the wreckage of our communities, there will be legions of poor and special needs children wondering why they can't go to school any more.

But, on your to-do list, you and your campaign donors will cross off "destroy public education". You will move on to selling our state parks and conservancies to the highest bidding developer, privatizing our roads, and monetizing and rationing our water. Those were also planks in the 1980 Koch platform.

I will close with the conversation we are not having here today.

Question: Why aren't you asking front line practitioners what their public schools need in order to meet the challenges of poverty, untreated illness, substandard or no housing, and lack of family-supporting wages? Answer: Because you want them to fail.

Question: How do we deal with 50% of teachers dropping out of the profession within 5 years? Answer: Change the licensing requirement so that anyone who's had a life can teach. When failure is your goal, it doesn't matter who teaches, does it?

Question: Why are you ignoring research that says since accountability measures began, the racial achievement gap that had been shrinking has either stayed the same or widened? Answer: Because widening that gap serves your ugly, immoral purpose.

You know, there actually are better choices, more in keeping with the once-honored office you hold. You could take a deep breath, and remember the Constitution you swore to support. You could look into the trusting faces of the 860,000 Wisconsin children who love their public schools, into the eyes of their parents whose money you are plundering, and start asking the right questions on their behalf. You could show some respect for the common good, for the hallowed idea of community, for we the people. You could honor our democracy and our history. You could stop burglarizing the public trust. Now, that would be real reform.

In a true democracy, free public education for all is the only moral alternative. Corporate education by exclusion is immoral.

I retired after 28 years in Milwaukee's program for the deaf and hard of hearing. I see clearly what you are doing, and I am enraged. I speak for a future where government works for we the people, not for corporations; where legislators don't embezzle the public trust, they safeguard it; where dishonesty and greed are not the rule, but the exception; where oaths to uphold the Constitution are honored, not violated; and where children once again are community treasure, not corporate cash cows.

Sheila Plotkin
McFarland, WI

67

Wisconsin Parental Choice Program

Schools Registered to Participate by City

2014-15 School Year

Appleton

***Fox Valley Lutheran High School**
5300 North Meade Street
Appleton, WI 54913
Administrator: Paul Hartwig
(920) 739-4441
Grades: 9-12

Saint Francis Xavier Catholic School System Inc.

101 East Northland Avenue,
2626 North Oneida Street,
1810 North McDonald Street,
1600 West Prospect and
500 West Marquette Street
Appleton, WI 54911
Administrator: Ray DuBois
(920) 735-9380
Grades: K4-12

*Saint Peter Lutheran School

N2740 French Road
Appleton, WI 54913
Administrator: Phil Punzel
(920) 739-2009
Grades: K5-8

Beloit and Janesville

Rock County Christian School
916 Bushnell Street and
5122 Driftwood Drive
Beloit and Janesville, WI 53511
Administrator: Tim Befus
(608) 365-7378
Grades: K5-12

Bonduel

***Saint Paul Lutheran School**
240 East Green Bay Street
Bonduel, WI 54107
Administrator: Gerald Schmidt
(715) 758-8532
Grades: K4-8

Brookfield

****Immanuel Lutheran School**
13445 Hampton Road
Brookfield, WI 53005
Administrator: Sharon Wallace
(262) 781-7140
Grades: K4-7

Butler

***Saint Agnes School**
12801 West Fairmount Avenue
Butler, WI 53007
Administrator: Kay Bobb
(262) 781-4996
Grades: K4-8

Cato

***Saint Mary/Saint Michael Catholic School**
19 South County Road J
Cato, WI 54230
Administrator: Rick Hamacher
(920) 775-4366
Grades: K4-8

Chippewa Falls

McDonnell Area Catholic Schools
1316 Bel Air Boulevard,
436 South Main Street and
429 West Spruce Street
Chippewa Falls, WI 54729
Administrator: Mary Huffcutt
(715) 723-0538
Grades: K5-12

Eau Claire and Altoona

Regis Catholic Schools
2100 Fenwick Avenue,
1703 Sherwin Avenue,
2502 11th Street and
1828 Lynn Avenue
Eau Claire and
Altoona, WI 54701
Administrator: Mark Gobler
(715) 830-2273
Grades: K5-12

Elm Grove

***Elm Grove Lutheran School**
945 Terrace Drive
Elm Grove, WI 53122
Administrator: Jeffrey Fick
(262) 797-2970
Grades: K4-8

Fond du Lac

Saint Mary's Springs Academy
225 County Road K,
95 East 2nd Street and
63 East Merrill Street
Fond du Lac, WI 54937
Administrator: Douglas Olig
(920) 921-4870
Grades: K4-12

*Winnebago Lutheran Academy

475 East Merrill Avenue
Fond du Lac, WI 54935
Administrator: David Schroeder
(920) 921-4930
Grades: 9-12

Franklin

****Saint Martin of Tours Parish School**
7933 South 116th Street
Franklin, WI 53132
Administrator: Jeanne Johnson
(414) 425-9200
Grades: K4-8

Freedom

***Saint Nicholas Catholic School**
W2035 County S
Freedom, WI 54130
Administrator: Rose Mary Perrino
(920) 788-9371
Grades: K5-8

Green Bay and De Pere

Green Bay Area Catholic Education - East
3002 Bay Settlement Road,
2020 Hillside Lane and
650 South Irwin Avenue
Green Bay, WI 54311
Administrator: Dane Radecki
(920) 499-7330
Grades: K5-8

Green Bay Area Catholic Education - South

221 South Wisconsin Street,
100 South Huron,
1305 Lourdes Avenue,
2575 South Webster Avenue and
333 Hilltop Drive
De Pere and Green Bay, WI 54115
Administrator: Dane Radecki
(920) 499-7330
Grades: K5-8

Green Bay Area Catholic Education - West

1204 South Fisk Street and
2561 Glendale Avenue
Green Bay, WI 54304
Administrator: Dane Radecki
(920) 499-7330
Grades: K5-8

*Northeastern Wisconsin Lutheran High School

1311 South Robinson Avenue
Green Bay, WI 54311
Administrator: Chris Nelson
(920) 471-5754
Grades: 9-12

Notre Dame de la Saie Academy

610 Maryhill Drive
Green Bay, WI 54303
Administrator: Karen Konop
(920) 429-6100
Grades: 9-12

*Pilgrim Lutheran

1731 Saint Agnes Drive
Green Bay, WI 54304
Administrator: Ken Longmire
(920) 965-2244
Grades: K5-8

*Saint Mark Lutheran School

1167 Kenwood Street
Green Bay, WI 54304
Administrator: Jeremy Bock
(920) 494-9113
Grades: K5-8

Greendale

***Martin Luther High School**
5201 South 76th Street
Greendale, WI 53129
Administrator: Wayne Jensen
(414) 421-4000
Grades: 9-12

Kenosha

***Bethany Evangelical Lutheran School**
2100 75th Street
Kenosha, WI 53143
Administrator: Chris Avery
(262) 654-3234
Grades: K5-8

* New to the program for the 2014-15 school year.

** New to program for the 2014-15 school year and, under state law, will not be permitted to participate if student applicants exceed the 1,000 student participation limit.

Schools must meet all program requirements to be eligible to receive program payments.

Wisconsin Parental Choice Program - Page 2
 Schools Registered for the 2014-15 School Year

Friedens Lutheran School
 5043 20th Avenue
 Kenosha, WI 53140
 Administrator: Matthew Oppermann
 (262) 652-3451
 Grades: K4-8

Saint Joseph Catholic Academy
 2401 69th Street and
 7207 14th Avenue
 Kenosha, WI 53143
 Administrator: Robert Freund
 (262) 654-8651
 Grades: K4-11

La Crosse and Onalaska
Aquinas Catholic Schools
 521 South 13th Street,
 1319 Ferry Street,
 2404 King Street,
 127 11th Avenue North, and
 315 South 11th Street
 La Crosse and
 Onalaska, WI 54601
 Administrator: Kurt Nelson
 (608) 784-8585
 Grades: K4-12

Madison
Lighthouse Christian School
 5202 Regent Street
 Madison, WI 53705
 Administrator: Tia Sierra
 (608) 441-9408
 Grades: K4-5

Manitowoc
Roncalli High School
 2000 Mirro Drive
 Manitowoc, WI 54220
 Administrator: John Stelzer
 (920) 682-8801
 Grades: 9-12

Saint Francis of Assisi School
 1408 Waldo Boulevard and
 2109 Marshall Street
 Manitowoc, WI 54220
 Administrator: Bob Beehner
 (920) 683-6892
 Grades: K4-8

Marshfield
Columbus Catholic Schools
 307 North Walnut Avenue,
 1300 West 5th Street and
 710 South Columbus Avenue
 Marshfield, WI 54449
 Administrator: David Eaton
 (715) 387-1177
 Grades: K4-12

Menomonee Falls
***Grace Lutheran School**
 N87W16173 Kenwood Boulevard
 Menomonee Falls, WI 53051
 Administrator: Rachel Kuehn
 (262) 251-7140
 Grades: K4, K5, 2-7

Merrill
***Trinity Lutheran School**
 611 West Main Street
 Merrill, WI 54452
 Administrator: Kathy Yahr
 (715) 536-7501
 Grades: K5-8

Milwaukee
****Milwaukee Lutheran High School**
 9700 West Grantosa Drive
 Milwaukee, WI 53222
 Administrator: Matthew Pankow
 (414) 461-6000
 Grades: 8-12

****Northwest Catholic School**
 7140 North 41st Street and
 8202 West Denver Avenue
 Milwaukee, WI 53209
 Administrator: Michelle Paris
 (414) 352-6927
 Grades: K4-8

****Risen Savior Lutheran School**
 9550 West Brown Deer Road
 Milwaukee, WI 53224
 Administrator: Robert Dusseau
 (414) 354-7320
 Grades: K4-8

****Saint Anthony School**
 1747 South 9th Street,
 1711 South 9th Street,
 4807 South 2nd Street,
 929 West Mitchell Street,
 1669 South 5th Street and
 2156 South 4th Street
 Milwaukee, WI 53204
 Administrator: Ramon Cruz
 (414) 384-6612
 Grades: K4-12

****Saint Joan Antida High School**
 1341 North Cass Street
 Milwaukee, WI 53202
 Administrator: Maricruz Talavera-Pettis
 (414) 272-8423
 Grades: 9-10

****Saint Joseph Academy**
 3027 South 16th Street
 Milwaukee, WI 53215
 Administrator: Todd Beadle
 (414) 645-5337
 Grades: K4-4

****Saint Lucas Lutheran School**
 648 East Dover Street
 Milwaukee, WI 53207
 Administrator: Michael Koestler
 (414) 483-9122
 Grades: K4-8

****Salam School**
 4707 South 13th Street and
 801 West Layton Avenue
 Milwaukee, WI 53221
 Administrator: Wanis Shalaby
 (414) 282-0504
 Grades: K4-12

****Wisconsin Lutheran High School**
 330 North Glenview Avenue
 Milwaukee, WI 53213
 Administrator: Kenneth Fisher
 (414) 453-4567
 Grades: 9-12

Neenah and Menasha
***Twin City Catholic Educational System**
 1050 Zephyr Drive,
 312 Nicolet Boulevard,
 900 Geiger Street,
 610 Division Street and
 540 Second Street
 Neenah and Menasha, WI 54956
 Administrator: Patrick Batey
 (920) 722-7796
 Grades: K5-12

Oshkosh
Lourdes Academy
 619 Merritt Avenue,
 1207 Oregon Street and
 110 North Sawyer Street
 Oshkosh, WI 54902
 Administrator: Robert Biebel
 (920) 426-3626
 Grades: K5-12

Valley Christian School
 3450 Vinland Street
 Oshkosh, WI 54901
 Administrator: Bradley Dunn
 (920) 231-9704
 Grades: K5-12

Pleasant Prairie
***Pleasant Prairie Renaissance School**
 10450 72nd Avenue
 Pleasant Prairie, WI 53158
 Administrator: Irene Trecroci
 (262) 947-8100
 Grades: K4-2

Plymouth
Saint John Lutheran School
 222 North Stafford Street
 Plymouth, WI 53073
 Administrator: Tim Gieschen
 (920) 893-5114
 Grades: K4-8

Portage
***Saint John's Lutheran School**
 430 West Emmett Street
 Portage, WI 53901
 Administrator: Doug Jacoby
 (608) 742-4222
 Grades: K5-8

Racine and Kenosha
****Renaissance School**
 6150 Taylor Avenue and
 2224 30th Avenue
 Racine and Kenosha, WI 53403
 Administrator: Frank Trecroci
 (262) 554-6768
 Grades: K4-8

* New to the program for the 2014-15 school year.

** New to program for the 2014-15 school year and, under state law, will not be permitted to participate if student applicants exceed the 1,000 student participation limit.

Schools must meet all program requirements to be eligible to receive program payments.

Wisconsin Parental Choice Program - Page 3
 Schools Registered for the 2014-15 School Year

Rhineland

***Nativity of Our Lord Catholic School**
 105 South Pelham Street and
 1350 North Pelham Street
 Rhineland, WI 54501
 Administrator: Shirley Heise
 (715) 362-5588
 Grades: K4-5, 8

Shawano

***Saint James Lutheran School**
 324 South Andrews Street
 Shawano, WI 54166
 Administrator: Susan Longmire
 (715) 542-4213
 Grades: K4-8

Sheboygan

***Saint Elizabeth Ann Seton Catholic School**
 814 Superior Avenue
 Sheboygan, WI 53081
 Administrator: Elizabeth Uchtyl
 (920) 452-1571
 Grades: K4-8

***Saint Paul Lutheran School**
 1819 North 13th Street
 Sheboygan, WI 53081
 Administrator: Wendy Kretschmar
 (920) 452-6882
 Grades: K4-8

Sheboygan Area Lutheran High School
 3323 University Drive
 Sheboygan, WI 53081
 Administrator: Carmen Dolson
 (920) 452-3323
 Grades: 9-12

Sheboygan Christian School
 418 Geele Avenue
 Sheboygan, WI 53083
 Administrator: Kathleen Andringa
 (920) 457-3060
 Grades: K4-8

***Sheboygan County Christian High School**
 929 Greenfield Avenue
 Sheboygan, WI 53081
 Administrator: John Andringa
 (920) 458-9981
 Grades: 9-12

***Trinity Lutheran School**
 824 Wisconsin Avenue and
 904 North 9th Street
 Sheboygan, WI 53081
 Administrator: Laura Safly
 (920) 458-8248
 Grades: K4-8

Somers

****Shoreland Lutheran High School**
 9026 12th Street
 Somers, WI 53171
 Administrator: Paul Scriver
 (262) 859-2595
 Grades: 9-12

Stevens Point and Plover

***Saint Paul Lutheran School**
 1919 Wyatt Avenue
 Stevens Point, WI 54481
 Administrator: Billy Zuelsdorff
 (715) 344-5660
 Grades: K4-8

Stevens Point Area Catholic Schools

1301 Maria Drive,
 708 First Street,
 3301 Willow Drive,
 1335 Clark Street and
 2150 High Street
 Stevens Point and
 Plover, WI 54481
 Administrator: Todd Kuckkahn
 (715) 341-2445
 Grades: K5-12

Two Rivers

***Saint Peter the Fisherman Catholic School**
 1322-33rd Street
 Two Rivers, WI 54241
 Administrator: Karolyn Efferson
 (920) 794-7622
 Grades: K5-8

Waukesha

***Catholic Memorial High School**
 601 East College Avenue
 Waukesha, WI 53186
 Administrator: Julie Lindahl
 (262) 542-7101
 Grades: 9-10

Wausau and Rothschild

Newman Catholic Schools
 1130 West Bridge Street,
 604 North 6th Avenue,
 602 Military Road
 Wausau and
 Rothschild, WI 54401
 Administrator: Jarls St. Clair
 (715) 845-5735
 Grades: K5-12

***Trinity Lutheran School**
 501 Stewart Avenue
 Wausau, WI 54401
 Administrator: Gina Maroszek
 (715) 848-0166
 Grades: K5-8

West Allis

***Grace Christian Academy**
 8420 West Beloit Road
 West Allis, WI 53227
 Administrator: Cynthia Hummitsch
 (414) 327-4200
 Grades: K4-12

***Mary Queen of Saints Catholic Academy**
 1435 South 92nd Street
 West Allis, WI 53214
 Administrator: Kathleen Dagenhardt
 (414) 476-0751
 Grades: K4-8

Wisconsin Rapids

Assumption Catholic Schools
 445 Chestnut Street,
 440 Mead Street,
 831 12th Street South and
 750 10th Avenue South
 Wisconsin Rapids, WI 54494
 Administrator: Joan Marie Bond
 (715) 422-0900
 Grades: K5-12

Immanuel Lutheran School
 111 11th Street North
 Wisconsin Rapids, WI 54494
 Administrator: Lynnette Hansen
 (715) 423-0272
 Grades: K4-8

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Schools must meet all program requirements to be eligible to receive program payments.

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SB 1 - Public Testimony

Thank you for the opportunity to speak today. And I would like to thank you all for dedicating your work to public service. I do the same. My name is Angelina Cruz and I am a public school teacher. For ten years, I taught 5th grade in the Racine Unified School District. This would have been my eleventh year, except that 5 months ago I suffered a Traumatic Brain Injury. So presently I am on disability, working to get my physical and emotional issues in order.

You may be wondering what would compel someone such as myself to find a way to Madison today to speak before you. Frankly, I should not even be alive. I shouldn't be able to do this today. And that's just it. I've been told over and over by some of the best doctors that my being alive is a miracle. So I feel very strongly that I must continue to use the voice that I have been blessed with to speak for my students and their families.

My first week out of the hospital was the first week of the school year. This was extraordinarily difficult for me. I've always taken what I do very seriously. These past five months I have been working very hard to get back to it. I receive e-mails from former students on a daily basis. I have had the opportunity to visit the school I was at for ten years. I miss it. I miss my kids. And I sit before you concerned that the place I love being most in this world, working with these kids, public schools, will not exist very soon.

I have a degree in educational policy so I like to think that I am pretty well versed in the history of public schools and how to move our schools forward successfully. So I am looking for answers to some questions:

- How will voucher and privately run charter schools be held accountable? I'm not a statistician, but it seems to me that allowing charter and voucher schools to take different tests than public schools makes comparison and accountability unrealistic.
- How does privatizing, or abandoning, public schools deemed "failures" ensure positive results when studies have shown that these schools do not perform any better than our existing public schools?
- To whom will these privatized schools be held accountable? It seems as though this bill would remove local control of our schools. Presently, if a parent has an issue with a teacher or an administrator, they have the freedom to approach the local school board to redress their grievances. Passage of this bill seems to completely eliminate this as a possibility. Please explain to me how this is not a divestment in our communities.
- What protections are in place for our special education students and English language learners under this bill? Private schools are not required under law

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to provide these services, whereas public schools must. Furthermore, private schools have the freedom to deny access to students that require services that they do not provide.

Please don't get me wrong. I have no problems with private schools. I am a product of parochial schooling, grades K-12, because my parents thought it important that I have a religious upbringing. What this religious upbringing taught me is that our world is filled with beautiful diversity that must be embraced. We must love each other and support each other. And I fear that this bill does nothing toward that effort for those most in need.

Wisconsin once had the finest public school system in the country. Yet here we are on the precipice of losing it all. If you are truly looking for ways to move our great state forward, and I believe that you are, please consider addressing issues related to poverty. Think about requiring smaller class sizes so that students receive more individualized attention. Please consider the provision of wrap around services so that children have adequate nutrition. Please ensure that schools are staffed with highly educated and experienced teachers. Consider raising the minimum wage to a living wage, so that parents have the means to provide for their families.

When you go to bed at night and close your eyes, please think about your own children and those that you know and love. Think about what it is that you would like for them to have. Because that's what this is about. The kids. And it takes a village to raise them up. As politically charged as education has become across this nation, I believe that the legislators in our state have the courage to do the right thing for the voiceless that have gotten lost in this debate. The kids. This is not a Republican problem or a Democrat problem. This is a doing what is right versus doing what is wrong problem. As Kid President once said, "I disagree with you but I still like you as a person who is a human being and I will treat you like that because if I didn't it would make everything bad and that's what a lot of people do and it's lame." I believe that we, in Wisconsin, can choose to model for the nation what it means to put our differences aside for just about the best reason ever. For the kids.

I have included my name, address, e-mail, and phone number on my testimony that I will be submitting for the official record. I look forward to hearing from you. And for you to do the right thing.

Thank you.

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TESTIMONY ON SENATE BILL 1

**BEFORE THE WISCONSIN STATE SENATE
EDUCATION REFORM AND GOVERNMENT OPERATIONS COMMITTEE**

Tuesday, January 27, 2015

Good morning. I am Jennifer Levie, President of the Racine Education Association, an affiliate of the Wisconsin Education Association Council and the National Education Association. The REA, as we are known, is the union representing 1600+ certified classroom teachers and other certified education professionals who work in the Racine Unified Schools District.

I am testifying today to help make the voices of thousands of public educators who oppose this Senate bill (and Assembly Bill 1) heard. Our members are the professionals closest to the work of teaching and learning and see better than any public official what is happening to the school children in this anti-public education environment. We are not fooled for one minute that this bill is anything other than a pipeline to the privatization of Wisconsin's public school system. I request that this testimony be submitted for the record and distributed to every member of your Committee.

The alleged purpose of the bill is to identify struggling schools and set forth a series of actions to help improve them. But in fact, the schools designated as failing will be subject to a series of sanctions and punishments that will in no way help our schools—if they survive the axe-- improve the lives of their students. Woefully missing from the legislation are any state resources to help the schools improve.

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Ultimately, as a result of this bill, communities will be forced to hand over control of their public schools to charter schools run by private operators.

Senate Bill 1 puts the future of our neighborhood public schools in grave jeopardy while favoring unaccountable private voucher schools. Our children deserve a thoughtful, deliberative, inclusive approach to improving schools for all children, not backdoor attempts to hand over control of our public schools to private operators.

This bill is a barely disguised attempt to limit accountability for private schools while opening the door to more privatization, **and** a misguided set of top-down mandates that further burden public schools. SB 1 will result in complete revocation of local control of public education.

There is nothing good about this bill, unless of course, one is a privatizing education entrepreneur looking to reap public funds from our communities to use for corporate profit.

There is so much wrong with this bill that it is difficult to know where to begin the critique. Fundamentally, this is a politically motivated approach to punish public schools and further shelter private voucher schools from any meaningful accountability measures.

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I wish to raise the following concerns with the Committee today:

- 1. SB 1 establishes punitive sanctions and resource starvation for public schools while protecting and covering the continued failure of many voucher schools. The double standard of purported "accountability" for charters and private voucher schools --and the sanctions established for private vouchers --is an astonishing display of bias and government largesse toward private profiteering education entrepreneurs.**

The bill allows voucher schools to choose alternative tests to the state tests that the federal government requires public schools to administer. This amounts to blindfolding the public so that they cannot see the low quality of private voucher schools in comparison with public schools. In recent years, when voucher students were finally required to take the same tests as public school students, the results showed that voucher schools perform worse than comparable public schools even though they can pick and choose which students they admit and retain.

The bill creates a mandate to defund *public* districts that have one or more chronically failing schools but the penalty for chronically failing *voucher* schools is simply that these schools cannot accept new students for three years. Students already enrolled can stay and the school continues to receive public funds—tax dollars—in the form of vouchers for the enrolled students.

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2. Public schools with low test scores are not necessarily "chronically failing" schools.

SB 1's new school report cards would label as chronically failing those schools with low test scores without regard for the students they teach and the challenges they face. We know—as practitioners working every day in the classrooms of these “chronically failing schools” – that very good schools can have students who get low test scores if these schools teach children from disadvantaged backgrounds. Two recent research reports by The Forward Institute show convincingly that the VAST majority of the difference identified between Wisconsin schools in the current school report cards are determined by two factors: socioeconomic status of the students and attendance rates.

SB 1 requires the assignment of letter grades to schools (A through F). As our colleagues at the Department of Public Instruction pointed out at the January 14 Assembly hearing on AB 1, assigning grades can only negatively impact how parents and communities view their public schools. Currently, about 135 schools in many different communities around Wisconsin would be given "D" or "F" grades.

3. Privately run charter schools are not a solution. Expansion of privately run charters will simply drain money from public schools.

Under SB 1, schools labeled as "D" or "F" could ultimately be taken away from the community and handed over to private charter school operators. There is NO research basis to believe such a handover will improve schools for disadvantaged students and ample evidence showing the opposite.

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Perhaps the largest series of studies systematically comparing the performance of privately run charter schools with public schools is run by the Center for Research on Educational Outcomes (CREDO) hosted at the conservative Hoover Institute. Previous reports have shown that far more public schools outperform matched charter schools than the other way around. A new report on privately run charter schools in Ohio has shown definitively that public school students learn more. Also, significant reports by Pro Publica have shown widespread mismanagement of public money by private charter operators which frequently have board members who profit off of school purchasing and hiring decisions.

Privately run charter schools in Wisconsin (currently only existing in Milwaukee) get "first draw" on state aid money for schools. An increase in the number of privately run charter schools will result in less state aid for public schools. Local public school districts will either have to raise property taxes (if permitted by the state) or cut educational programming.

We—the educators of Wisconsin-- know how to improve education for struggling students. There are no silver bullets, but based on ample research we know many measures that will help students in schools who get low test scores, including:

- smaller class sizes and more individual attention;
- extra instructional time after school and during the summer;

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- wrap around services to make sure children are healthy and have proper nutrition;
- highly educated and experienced teachers; and
- high quality early childhood education so that children are well prepared to begin their K12 education.

These measures require investment in our communities' schools, as do world class schools in general. Mandating the labeling of schools as "failing" and forcing communities to hand over control of their schools to private operators diverts attention from what we really need to do.

Thank you.

The River Valley Merry Go Round

This is what we have done in the past, this is what our resources are, this is what we are going to do. You never ask the question “What do these kids really need”? Then having “providing what the kids really need” as your goal, come up with innovative ways to meet those needs. It’s like you are afraid to even ask the question “what does this child really need to progress” because you FEAR that means more work and resources and effort, I mean don’t you know we have a budget shortfall and crisis? You can’t hit a target you don’t have and you can’t come up with solutions to problems you don’t have or recognize you have. All innovation, creativity, resource allocation or search for new resources or partnerships with the medical community is shut down immediately when you don’t ask the question. I wish I could get you to see this fundamental and crucial problem you all have in our school district. It’s like everyone is afraid to even think the unthinkable, “What does Derek really need”? As a great President once said; “First of all, let me assert my firm belief that the only thing we have to fear is fear itself—nameless, unreasoning, unjustified terror which paralyzes needed efforts to convert retreat into advance.”

- **First Obstacle:** *“Your Child is not capable of more”*. Apparently under this child friendly theory, if your child does not respond appropriately to the wonderful and comprehensive one and only one way of teaching way special education at school (or lack thereof) it means that your child is incapable of learning and they need to cut back services or at least keep them at a low level to “meet him where he is”, however “meet him where he is” to Dr. Alanna Kessler of the UW Pediatric Neuro Psychology Clinic means more services, not less. The greater the disability, the greater the need for services according to Dr. Kessler PHD. However, the River Valley Special Education Department believes exactly the opposite.
- **Second Obstacle:** *“Your Child isn’t capable of handling more services and we can prove it to you”* the special education teacher or director will whip out your child’s IQ quick as can be and say quote **“what do you expect”**. Apparently under this educated and child friendly rationale, anyone with your child’s IQ can’t handle more services and means he is not capable of more. The problem is none of the special education “professionals” are really This smacks of an old discredited theory called “cognitive referencing” which supposedly fell out of favor long ago but apparently is alive and well in the River Valley School District. Cognitive referencing is the practice of using IQ scores to establish eligibility for special education services, specifically in areas of language and learning disabilities. It is also used, quite insidiously, to limit services by

saying ***“Well, he’s achieving close to his level so more services won’t make any difference”***. It’s often called by its gentler label, the **“Discrepancy Model.”** Many others disapprovingly call it the **“Wait to Fail Model”**. Cognitive referencing has been denounced by groups such as the American Speech-Language-Hearing Association, the President’s Commission on Excellence in Special Education, 2002, and very explicitly, by the U.S. Department of Education. It also means at best that the people in charge of educating our children don’t understand how IQ tests work or what they really mean or at worst that they are intentionally rationing services and intentionally misleading parents into going along with almost non-existent services.

- **Third Obstacle:** *“IQ tests are a very important tool used by the River Valley Special Education Department to limit services to your child”*. Children who could be independent as adults are not given the services they need to reach their potential. They are given inappropriate, outdated and long discredited IQ tests which are meaningless for children with learning disabilities and the scores are used against them to show that the child **“isn’t capable of more”** and limit services. The WISC, or **Wechsler Intelligence Scale for Children**, is one of the most widely used tests for assessing the potential of learning-disabled students between the ages of six and sixteen. This IQ test is composed of Verbal and Performance sections, and is nearly always used in LD (**Learning Disability**) diagnosis. In each subtest of the Verbal scale, performance is in varying degrees **dependent** on:

- Specific Knowledge
- Vocabulary
- Expressive Language
- Memory Skills
- Visual-Spatial Abilities
- Fine Motor Coordination
- Perceptual Skills
- In some Subtests Speed, is essential for scoring well on the test.

How do you think your child is going to do on the IQ test when each of the above areas your child has difficulty in has been neglected or if they can get away with it, avoided altogether by the school? And when will it ever change since the Special Education Department will never ever give your child the services he needs and will do everything they can to provide only a bare minimum of services citing legal precedent and using the laws intended to ensure children receive the services they desperately need to actually deny services. It makes one shudder to think that far-reaching decisions are often made about a child’s future potential, and that such decisions are often based solely on test

scores which have been demonstrated to be inaccurate and meaningless when it comes to learning disabled children. The English statistician Francis Galton made the first attempt at creating a standardized test for rating a person's intelligence (IQ). A pioneer of psychometrics and the application of statistical methods to the study of human diversity and the heritability of intelligence, he believed that intelligence was largely a product of the individual's genes rather than the influence of the environment. He hypothesized that there should exist a correlation between intelligence and other desirable traits like good reflexes and muscle grip. He set up the first mental testing center in the world in 1882 and he published "Inquiries into Human Faculty and Its Development" in 1883, in which he set out his theories. After gathering data on a variety of physical variables, he was **unable** to show **any such correlation**, and he eventually **abandoned this research**. French psychologist Alfred Binet, together with psychologists Victor Henri and Théodore Simon had more success in 1905, when they published the Binet-Simon test in 1905, which focused on verbal abilities. It was intended to identify mental retardation in school children.^[8] The score on the Binet-Simon scale would supposedly reveal the child's mental age.¹ In Binet's view, there were limitations with the scale and he stressed what he saw as the remarkable diversity of intelligence and the subsequent need to study it using qualitative, as opposed to quantitative, measures (White, 2000). American psychologist Henry H. Goddard published a translation of it in 1910. The eugenics movement in the USA seized on it as a means to give them credibility in diagnosing intellectual disability, and thousands of American women, most of them poor African Americans, were forcibly sterilized based on their scores on IQ tests, often without their consent or knowledge. When you think of IQ tests remember where they came from and how they were originally used. Using IQ tests today to deny our children the services they need to become independent productive members of our society is just as bad as using them to justify forcibly sterilizing defenseless innocent people in the past. As any rational "intelligent" person can plainly see, IQ tests are just as useless and inaccurate today as they were a century ago.

- **Fourth Obstacle:** "*The Self-Fulfilling Prophecy*". The self-fulfilling prophecy of low service levels is used to further justify limited services. Look, the child can't handle more services just witness their slow pace of advance, of course the correspondingly low level of service or the incompetent manner in which services are delivered or the low to nonexistent services couldn't have anything to do with the poor child's slow pace of advance, could it? Their futures are deemed hopeless so why waste precious scarce resources to educate them when they won't be able to get a job or go to college anyway.

- **Fifth Obstacle:** *"The Pigeon "Black" Hole"*. Children are pigeon holed into categories and treated the same regardless of their obvious abilities. They don't call it an Autism spectrum for nothing. There are writers, professors, doctors, lawyers, accountants, business owners, carpenters, plumbers, electricians, accountants, actors, etc., etc. who have autism or some learning disability so obviously there is a future out there somewhere for our children if they are prepared to meet it. Some companies are now actually recruiting people with autism because apparently these companies have determined they are good workers. By pigeon holing our children, services are apportioned based on the category not the obvious abilities of the children. My son is a textbook example of this. He loves school, has zero behavior problems, his teachers say he is polite and a joy to have in class and yet because he has been pigeon holed and given an IQ test (which has been Un-professionally interpreted), his needs are horrifically neglected. Witness three 15 minute speech sessions per MONTH for a child who had 3 or 4 word sentences, didn't understand "wh" questions, had no concept of time and couldn't have a conversation as the learned prescription by the River Valley Special Education Dept. for success. Also witness what happened when the parents of this scholastically neglected child took matters into their own hands and took him out of school 1.5 days per week in order to give him just 45 minutes of real speech therapy by a State licensed speech pathologist just once a week. In three short months the child could for the first time in his life have a real conversation and the dramatic improvement was emphatically noticed by all his teachers EXCEPT the special education teacher and the school speech teacher who only grudgingly acknowledged the improvement when pressed for an answer at an IEP meeting but said they didn't think it was good that he was being taken out of school 1.5 times per week. This doesn't sound like a child "not capable of more" does it?! Maybe it's because I am an uneducated layman, I just don't understand something as technical as an IQ (Eugenics) test.
- **Sixth Obstacle:** *"You Can't Hit a Target You Don't Have"* No one ever has the courage to ask the question "What do these children really need in order to progress and have a future"? Then having "providing what the kids really need" as the goal, come up with innovative ways to meet those needs. By the way, this is exactly what laws like IDEA 2004 and FAPE are all about. It's like the entire school system is comprised of cowards, all of whom are afraid to even ask the question "what does this child really need to progress" because they **FEAR** that means more work and resources and effort, I mean don't you know we have a budget shortfall and crisis and we are overworked as it is? You can't hit a target you don't have and you can't come up with solutions to problems you don't have or recognize you have. All innovation, creativity, resource

allocation or search for new resources or partnerships with the medical community is shut down immediately when you don't ask the question. What's really going on is that the teachers grossly underestimate the child's needs and provide only a subsistence level of services because the director and administrator have overloaded the teacher by giving the teacher what he believes is an impossible task with too many children to serve which is why the teacher feels overloaded, overworked and **justified** in neglecting the needs of the child. Of course the director and administrator rightly expect that the teachers will innovate and be more productive and efficient to meet the challenge. The problem is that they don't.

- **Seventh Obstacle: What Career path?** The River Valley Special Education department is needlessly consigning our children to a life of dependency and misery simply because of their sheer ignorance of the opportunities that await our children when they leave high school. They don't want to waste the resources educating our children because they have decided, in their infinite wisdom and experience, that it would be a waste of resources because there is no future for our children other than a life of dependency. However, as usual when dealing with the River Valley Special Education Dept., just the opposite is true. Witness a Reuters article dated June 4, 2013 the following are a few excerpts: "People diagnosed as "on the spectrum" are suddenly in demand by employers seeking a competitive advantage from **autistic** workers more used to being considered disabled than special". Expressing a belief that "innovation comes from the edges", German computer software giant SAP last month launched a recruitment drive to attract people with autism to join it as software testers. A week later, U.S. home financing firm Freddie Mac advertised a second round of paid internships aimed specifically at **autistic** students or new graduates".

"Only by employing people who think differently and spark innovation will SAP be prepared to handle the challenges of the 21st Century," SAP's board member for human resources, Luisa Delgado, said as she announced the plan". The term employers are now using is "**Neurological Diversity**". Almost every college now a days has a plethora of programs and support to help autistic students and learning disabled students in general succeed and graduate with a college degree. Everywhere I look in the River Valley Special Education department I see outdated, discredited and just plain stupid methodology used to evaluate, judge, pigeon hole and consign our children to a life of dependency and misery rather than prepare them for the opportunities that await them. It doesn't matter how many opportunities are available to our children after high school or how much help and support there is in college for our children if they are unable to avail themselves of the opportunities because they are so completely

unprepared because they can't speak, read, add or write because some "professional" in the River Valley Special Education dept. has determined they "aren't capable of more". **The height of the arrogance of the people who think they can determine the future potential of our children with the dog and pony show that goes on in the River Valley Special education department is only matched by the depth of their ignorance.**

- **Eighth Obstacle:** Children are pulled from the regular education classes and consigned to the black hole of the special education "CD" room
 - Children are pulled from the regular classes to save the time and effort it would require of the special education teacher to modify curriculum for the child to stay in the regular education classes.
 - Once in the CD room, expectations can then be lowered down to infantile levels and kept there using the child's diagnosis against them to justify lack of progress and more importantly less services not more.
 - IQ: misleading, ineptly interpreted and invalid IQ scores are used to justify non-existent expectations. As I was told back in October of 2012 in response to my question of why they thought my son needed less not more help, my sons IQ score was whipped down on the table and the special education teacher said "What do you expect"! Every real professional knows you can't use IQ to determine service levels and actually a Neuro-Psychologist at UW Pediatric Neuro Psych clinic told me that the greater the disability, the greater the need for competent services not less.
 - In the CD room, unqualified teaching "Aides" are teaching special education children WITHOUT the direct supervision of a DPI certified teacher. Essentially once you are consigned to the CD room, you not only receive "less" services than the regular education children but you also get most of your teaching through unqualified aides and video/computer programming and expectations become non-existent.
 - Children who could succeed quite well in the regular education classes are consigned to the CD room when an incompetent regular education teacher can only explain the material one way. Children don't fail to learn, teachers fail to teach.
 - Never have I seen or heard a teacher say that it could possibly be their teaching style that is the problem and that they need to change the way they teach. It is always the child or the child's home environment that is at fault.
- **Ninth Obstacle:** When in doubt Blame the Parents or as the director of special education would say if you only knew "the rest of the story" (Paul Harvey). Every time I make a suggestion or ask a question, report teacher bad behavior or simply try to understand what is going on in the River Valley special education dept. so that we can improve things for the children and families the dept. is **supposed** to be serving, I am met with the same mantra: "the other parents aren't like you" or "if you only knew the

rest of the story". Apparently the special education department as a whole has determined in their infinite wisdom and lengthy professional experience, that the parents of special needs children just don't care or are so screwed up why bother trying to improve things or change anything to help their children. What on earth does a child's home life have to do with teacher bad behavior at school? Apparently if the perceptive and wise individuals in the special education department decide that a child's home life is less than ideal then they get to treat the child any way they like, regardless of the effect on the child's fragile self-esteem and push any hot button they like to set the child off. Who knows, maybe this is one of the ways they get out of providing services that day. Look your child had a meltdown. They don't tell you they pushed his hot buttons and precipitated the meltdown.

- **Tenth Obstacle: The Parent Trap.** Because of duplication of services with insurance companies, parents are trapped by the River Valley Special Education Dept. when the Dept. provides some services but the services are insufficient and or inferior for the child to make adequate progress. Insurance won't pay for services when the parents try to make up for the school's inadequate and incompetent services by providing outside services after school. Parents are left either going through extensive exhaustive processes and procedures to get services approved every six months or left holding the bag paying out of pocket for the services. Parents are already paying for the school through their State and Federal taxes and their property taxes for the education of their children. To make parents pay again because the school district is unwilling or too incompetent to provide for their child's education is about as disgusting and pathetic as it gets.
- **Eleventh Obstacle: The IEP Charade. Or as I call it "The Dog and Pony Show".** Wikipedia defines Dog and Pony Show as: "a colloquial term which has come to mean a highly promoted, often over-staged performance, presentation, or event designed to sway or convince opinion for political, or less often, commercial ends. Typically, the term is used in a pejorative sense to connote **disdain, jocular lack of appreciation, or distrust** of the message being presented or the efforts undertaken to present it. From my extensive experience with the IEP process in the River Valley special education department, the following is typical. The IEP is written in advance with ZERO, yes Zero input from the parents. The first time parents see the IEP is when they walk into the one and only IEP meeting. It is handed to them as they walk in the door. The typical IEP meeting is scheduled for 1 hour which is usually enough time for each teacher to read, yes read their section of the IEP and give some indication of present levels of performance of your child. Parents are then asked to sign as the teachers rush out. If you want to ask questions or have input you can do so at this meeting of course you have had no opportunity to see the IEP or read and consider it ahead of time so are

completely unprepared. This, in the River Valley School District is, "including" parents in the IEP process. However, as usual, the law says something completely different. In the actual written codified IDEA law in section 1414 (d) there is a list of required members of the IEP team. Guess who is written in, top of the list? Parents! Parents are to be equal, active, "**MEANINGFULL**" participants in the process and their input and ideas are "**required**" to be "**seriously considered**". How can parents be meaningful participants when they get an IEP blindsided? The process currently in place is not inclusive, rather it excludes parents from the process so the teachers and director can do whatever they want without parent meddling. It also probably makes scheduling much easier for teachers. Guess what the director of special education says when I bring this exact critique of his IEP process to him (which I have); the response is along the lines of "Jeff you just don't understand, the other parents aren't like you they just don't want to be involved". What a convenient excuse. It lets everyone at school off the hook. It's time we put these people back on the hook where they belong.

- **Twelfth Obstacle: Institutional Excuseitis** The River Valley special education department has institutionalized "Excuseitis". Excuseitis is defined in the urban dictionary as: "*Derived from the word Excuse, it is a tendency/Disease/Regular Habit or Behavior of making excuses for every poor performance. In simpler words, making excuses for everything and trying to rationalize your faults and failures*". The problem with the special education department making excuses is that by making excuses, they are abdicating responsibility because they are excusing themselves. If they are not responsible, then they are powerless to change anything and we just need to wait until those who they have decided are responsible (like the parents) get with it and make them teach. This results in paralysis, complacency and ever decreasing effectiveness and quality as we race to the bottom waiting for someone else to change and do something.
- **Thirteenth Obstacle: The Fox is Guarding the Hen House** Allowing the "comfortable" teachers who know their availability to determine service levels is like having the fox guarding the hen house. Just so you know, if a teacher even considers their availability when determining levels of service, it is a violation of IDEA law. The way the teachers and director get away with it and have us over a barrel right now is how do you prove that a teacher considered his schedule when determining service levels when you can't read his mind since he's the one determining service levels? The only way is if he confesses, (which actually happened to me) or if you can prove by the teachers actions after the damage has been done, that the only conclusion to be drawn from the appallingly low level of services in general is that rationing of services is taking place because the teacher just doesn't have time. Any way you cut it, the current method of allowing teachers to set service levels is the number one way they ration services and is fraught with potential conscious and unconscious abuse that is nearly impossible to prove without a major expenditure of resources. An independent body of professionals and parents need to set service levels not the one that actually has to do the work and provide the services.

- **Fourteenth Obstacle: If you Don't Like it, There are other School Districts.** I was told this on several occasions by the Director of Special Education, The District School Administrator and recently a School Board Member at Arena Elementary School. Besides the obviously offensive nature of the comments, the fact is that the River Valley School District is legally obligated to provide for our children's educational needs (FAPE and IDEA 2004) whether they like it or not. The school district and the Special Education Department does **not** have the luxury of doing as it pleases or whatever is convenient and easy. I am frequently asked by the special education director to choose the most important skill to focus on. We are supposed to be focusing on all the educational needs of the child, not just our favorite or whichever one is most convenient, easy or popular with the parent. Before my son enrolled in Spring Green elementary we tried valiantly to get him into the Middleton Cross Plains school district. We had heard horror stories about the pathetic state of the special education programs in the River Valley School district and of course, like every other parent, we wanted to be proactive, not take chances with something as important as our son's education and provide him with the best educational opportunity possible, so we applied at the right time of year and actually got him accepted into the Middleton Cross Plains school district. Thinking we had been successful, we were elated until after receiving the acceptance letter, we later received a denial letter. The explanation we got from the Middleton Cross Plains School District and the special education director of River Valley School District was, the River Valley School district was fine with my son going to another school district which meant less students to deal with and bother educating, however, they were going to keep his education money and not let the Middleton Cross Plains School district have the money. In other words they were fine with not doing the work but they still wanted to be paid for doing nothing. If that doesn't sum up the pathetic state of affairs, attitude and culture of incompetent, ineffective, unproductive, overpaid and over benefited "prima donnas" in the River Valley School district "Country Club", I don't know what does. It also explains why the special education department loses little sleep over doing little or nothing (three 15 minute speech sessions per month and I was told he was lucky to get that by his speech teacher) for innocent, defenseless and vulnerable special needs children while receiving premium pay and benefits. They are entitled to the pay and benefits whether they do anything or not, just ask the special education director. He was entitled to my son's education money, which by the way is comprised mostly of my tax dollars and my property tax dollars, whether he educated him or not. Pathetic, disgusting, disgraceful and all at the expense of our children's futures.

- **Fifteenth Obstacle:** **The teachers think you are trying to fix your child.** The implication is that you need to accept your child as they are, which we all do without needing the school to tell us, and accept that there is nothing anybody, including the school, can do about it. The reason for this philosophy is that the school does not want you to expect them to do anything about your child's learning disability. This also conveniently lets them off the hook for educating your child and allows them to do whatever is comfortable and easiest for them. Teachers and administrators would rather you let them pretend to do what they can and make your child comfortable so they can go about business as usual. I can't tell you how many times the Director of Special Education has said to me over the years "You know Jeff, the teachers think you are trying to fix Derek". The reason the school does not want you to expect them to fix your child is because they think your child is broken and can't be fixed. This old and quite frankly evil theory brought us the Eugenics movement of the late 1800's through the early 1940's including Euthanasia (*the act or practice of killing hopelessly sick or injured individuals (as persons or domestic animals) in a relatively painless way for reasons of mercy*) and forced sterilization. Wisconsin still has forced sterilization laws on the books left over from the Eugenics period. This theory also brought us the Supreme Court Ruling of 1927 in "Buck vs Bell" in which Oliver Wendell Holmes said "*three generations of imbeciles is enough*" **upholding** all the States forced Sterilization laws. After this supreme court decision, it was open season on innocent learning disabled children, anyone with any mental disability and anyone caught breaking the law unless it was white collar crime. If a Banker stole or swindled they were exempt. The States saw the Supreme Court Ruling as vindication and a green light to proceed with enforcement of their Eugenics laws which they had been a little reluctant to proceed with. You see back then the Eugenics theory was also that all crime was the result of bad genes. In order to stop crime, we needed to stop the bad genes in order to create a better man through selective breeding. Of course it didn't occur to all these bright enlightened "modern" eugenicist's, that the wretched hopeless conditions and slave labor wages these people were expected to live on had nothing to do with the reason for all the crime. All the Eugenicists were learned educators, men of science and the moneyed elite. The problem with thinking you are better than your fellow man, simply because you think you know more than the other guy or have more money, is that you lose all ability to "Empathize" with your fellow man. Without the ability to "*walk a mile in the other guys shoes*" the most stupid, inhuman and disgraceful injustices are visited upon the vulnerable, weak, poor and disadvantaged of our fellow countrymen. The Nazis closely modeled their Eugenics laws on ours which they used to justify the exterminations of innocent Jews in the Concentration Camps. At the Nazi Nuremburg trials after World War 2, the Nazis cited the 1927 Buck vs Bell decision and Oliver Wendell Holmes's eloquent opinion as part of their defense for slaughtering millions of Jews, Gypsies and anyone they deemed unfit. It's time this evil philosophy was put to bed and stop subjecting our innocent children to the consequences of such disgusting, degenerate beliefs.

- **Sixteenth Obstacle:** When you actually do get services they are either dumbed down so the special education department doesn't have to work too hard or so ineffective because the "professional" doesn't take notes or data (that would be too much work) or the length of the "session" is so short, like 15 minutes that it is completely worthless. As an example: My son was receiving 25 minute one on one speech sessions three times per week for a total of 1 hour 15 minutes one on one with a DPI certified speech teacher (this is not the same as a real State licensed Speech Pathologist) per week. This was only for 3 weeks per month because on the fourth week they rested for "paperwork". During this period when the school was providing one on one speech services, my son also went to UW Rehab in Middleton for 1 hour per week one on one speech sessions with a State licensed real speech pathologist. These sessions were 1 hour long and when I asked why 1 hour long sessions, the State Licensed speech pathologist stated that less time would be "counter-productive" and ineffective because it would be either confusing or insufficient time to work on a skill. Back in 2013 and early 2014 my son lost the "real" one on one speech services at UW Rehab for about 7 months. During this seven months, my son only received 3 X 25 minute sessions per week at school with the school DPI certified speech teacher. When services resumed at UW Rehab with the "real" State Licensed speech pathologist, I asked her to do an evaluation of my son because she hadn't seen him in 7 months. She did, and I have a copy of her notes. According to the State licensed real Speech Pathologist, after 7 months of only the school speech services, she saw essentially no change in my sons speech skills other than he improved 3 points on "where" questions. When confronted with this information, most reasonable people would expect that the speech teacher or at least the school administration would be concerned that 7 months of school speech services were ineffective and be eager to find out why so they could make the services at school more effective since they are paying for them either way. Most managers would say this "should" raise a BIG red flag. At the April 2014 IEP meeting nobody wanted to discuss speech services and when I point blank confronted the speech teacher at the IEP with the facts and the notes from the UW Rehab "real" State licensed Speech Pathologist, the school speech teacher said nothing and just glared at me. When I asked her saying to the effect: "wouldn't you like to know why the UW Rehab State licensed Speech Pathologist is getting results"? Again absolute silence and no discussion of speech services and no meeting set up to discuss speech services. I mean why would we want the school speech services to actually be effective? At this point I observed several speech sessions with my son and then discussed my findings with the UW Rehab "real" Speech Pathologist. The following is what we discovered was the reason the school DPI certified speech teacher was ineffective:

- **Not taking professional Notes or Data during one on one speech sessions:** You cannot tell if your interventions are working if no notes are taken or organized data collected. According to the Wisconsin Department of Safety & Professional Services Division of Professional Credentialing School (I called and asked) school SLP speech therapists are held to the same professional standards as private sector SLP Speech therapists. The River Valley School District SLP speech therapists are not providing services in a professional manner which has done and continues to do irreparable harm to my son because they are squandering his opportunity to learn speech which he will need to be independent as an adult. I know no data or professional notes were taken because I filed a freedom of information act request and the schools response was that they didn't need to provide them because they didn't exist.
- **Because there is NO Data Collection this Means:** No accurate or even remotely believable progress reports. Progress reports are always based on recollections and fiction. No way for the School speech teacher to tell if her interventions are working or if my son is making progress. Also no way for ME to know if my son is making any progress. Gee, maybe this is the main reason school services are worthless and my son does not benefit from them. I am repeatedly told that the reason my son doesn't make progress is because he's not capable of more. Maybe the problem is that the school speech teacher isn't capable of professionally delivering the services she is licensed by DPI to deliver and maybe someone should do something about it, God knows I have tried.
- **Spending too little time on each concept or skill before moving on to the next:** Derek's Middle School SLP was spending 5 minutes on each concept or goal and then introducing a new concept. Obviously there was also no time for data collection and note taking which is crucial. What I call the shotgun approach to speech language intervention. This is confusing and a waste of time as this method has yet to benefit Derek in any meaningful way.
- **School SLP doesn't know if her interventions work. This is Why Notes and data are important:** because the SLP can quickly see, based on the child's performance on these tasks, if the child is making adequate progress. *Data will tell you if your interventions are working or not.* If you do not take data, you have no **objective measure** that your intervention is benefiting the student and you continue in blissful ignorance providing ineffective interventions because you don't know, or don't want to know, if your interventions are working.
- **ASHA recommends and the Wisconsin Dept. of Safety & Professional Services Division of Professional Credentialing concurs:** taking professional notes and data using an organized system like "SOAP" every session. According to ASHA: *"The standard for therapy notes in schools is **no different** from that for any other work setting for SLPs or audiologists. Most important, notes should document service provided and student performance. For billing purposes, you may want to review requirements for clinical therapy notes for Medicaid. The "SOAP" note format (**Subjective/Objective/Assessment/Plan**) is not always used in school settings,*

but is a good method to ensure your notes include all appropriate information (Moore, in press). - See more at: <http://www.asha.org/SLP/Documentation-in-Schools-FAQs/#sthash.zZsEYE2D.dpuf> ASHA also says: "**Documentation is a critical aspect of the job of the school-based SLP, because it can affect outcomes for students receiving services. Documentation practices and procedures are influenced by key ASHA documents that describe SLP scope of practice and roles and responsibilities in schools.**" - See more at: <http://www.asha.org/SLP/Documentation-in-Schools/#sthash.1GkJ0ySw.dpuf> .

- **Not allotting sufficient one-on-one SLP time to meet the IEP goals:** A 25 minute session is way too short. 25 minutes is the recommended amount of time to spend on just **one** concept or goal. What about note taking and data collection time? This is required of school SLP's just as it is required by private sector SLP's and as recommended by ASHA.
- **UW Rehab SLP Comments:** Derek's UW Rehab Middleton Clinic SLP is also the trainer for new SLP's at UW Rehab and a great source of information on how to professionally deliver SLP Speech Language Services. I asked the UW Rehab SLP how much time she spends on each concept or skill she is trying to teach. She said approximately 25 minutes. I said how about less time like 15 minutes or as little as 5 minutes. She said no way, it would be too confusing for Derek. 20-25 minutes minimum for **each** concept or skill. I asked if this could explain why Derek makes little to no progress at school or at least be a big part of the problem, she said yes.
- **The Shotgun Approach to Speech Language Therapy:** The school SLP only spends approximately 5 minutes or less on any one skill and then moves on to the next skill. Always shifting gears and always only spending approximately 5 minutes on a skill. This is confusing to Derek and has little educational value. I believe the therapist's rationale for this ridiculous approach is that she is required to work on all the goals in the IEP. Because she has not allotted sufficient time to actually accomplish any of the IEP goals, she has to use an ineffective and stupid approach to delivering speech/language services in order to "technically" say she has worked on all the goals. In other words her schedule, rather than meeting the IEP goals, dictates the number and length of one-on-one speech sessions.
- **Session time is way too short:** Clearly the service levels required to meet the IEP goals are determined by the availability of the School SLP. The shotgun approach is used regardless of it's effectiveness simply because insufficient time has been allotted to meet the IEP goals. This is also the reason there is no note taking or data collection because there simply is not sufficient time in the session.
- **Not Adequately Planning Speech Sessions:** Need I elaborate?

- **Seventeenth Obstacle:** There isn't enough time in the day for all the services your child needs. Balloni! You may not be aware of it, but if your child is in the special education department he probably puts in almost an hour a day working on the following: wiping tables, sweeping floors, passing out milk, helping the janitor although this is sometimes referred to as "Globalized Speech Services" or "Social Interaction", delivering mail and other custodial duties. The regular education kids don't have time for such things but the children that are the most vulnerable and actually need more services, not less than the regular education kids, are the ones putting in time helping clean.
- Because the employees in the River Valley Special Education Department have been doing everything so wrong for so long using so many discredited, outdated and just plain stupid anti-child methodologies for so long, any experience the Teachers have gained is completely useless and going forward would only perpetuate the failed system that engendered it. A teacher in the River Valley special education department may have "20 years" experience but it is completely useless in making any decision about level or type of services provided to students. If these teachers are allowed to remain in their current positions at their current pay and benefit levels, who will be deciding type and level of services to meet the educational needs of our children and the legal requirements of the school district under the law? Do we need to go out and hire competent professionals to do this part of their job for them while maintaining their overgenerous pay and benefit packages? All at the expense of our children and struggling families? Allowing the "comfortable" teachers who know their availability to determine service levels is like having the fox guarding the hen house. Just so you know, if a teacher even considers their availability when determining levels of service, it is a violation of the law. The way the teachers and director have us over a barrel right now is how do you prove that a teacher considered his schedule when determining service levels when you can't read his mind since he's the one determining service levels? The only way is if he confesses, (which actually happened to me) or if you can prove by the teachers actions after the damage has been done, that the only conclusion to be drawn from the appallingly low level of services in general is that rationing of services is taking place because the teacher just doesn't have time. Any way you cut it, the current method of allowing teachers to set service levels is the number one way they ration services and is fraught with potential conscious and unconscious abuse that is nearly impossible to prove without a major expenditure of resources.
- **IQ tests measure, for the most part, what a person has learned, not what he or she is capable of doing in the future (his potential).** It is a paradox that IQ scores are required of people with Learning Disabilities because most of these persons have deficiencies in one or more of the component skills that are part of these IQ tests — memory, language, fine motor skills, et cetera. The effect is that they may end up having a lower IQ score than a person who does not have such problems, even though they may both have identical (or better) reasoning and problem-solving skills. The lower IQ score, therefore, may be a result of the learning disability, and IQ scores may therefore **underestimate** the real intelligence of the individual with a learning

disability. It makes one shudder to think that far-reaching decisions are sometimes made about children, and that such decisions are often based solely on test scores". This is exactly what is going on in the River Valley special education department. The people in charge of determining level of services to innocent special needs children are like the blind leading the blind leaving a trail of needlessly dependent child victims in their path. The only thing left to be determined is if this institutionalized and illegal neglect of our innocent vulnerable special needs children is willful and planned or simply the result of the complete and utter incompetence of the overpaid, over benefitted underworked ignorant buffoons that populate the special education department.

- Schools can NOT use the lack of qualified teachers as an excuse for not providing adequate services according to Federal IDEA 2004 Law.
- Schools can NOT use lack of funds as an excuse for not having adequate staffing to provide adequate levels of service according to IDEA 2004

So how does the school evade their legal responsibilities to our children? They grossly underestimate the level of services a child needs. How can you argue with the school? They are all trained professionals, right?

Our children are already at a disadvantage, to further add to their difficulty by intentionally choosing not to educate them because some supposed "professional" has decided that they aren't capable is as disgraceful and reprehensible as it gets. Especially when you realize that these supposed "professionals" are actually incompetent, ignorant, myopically narrow minded, arrogant and unproductive prima-donnas whose primary motivation is having their summers off and living life on their own terms, regardless of the effects on vulnerable, innocent children. Oh, and by the way, they are underappreciated and underpaid as well.

This is exactly what is going on in the River Valley special education department. The people in charge of determining level of services to innocent special needs children are like the blind leading the blind leaving a trail of needlessly dependent child victims in their path. The only thing left to be determined is if this institutionalized and illegal neglect of our innocent vulnerable special needs children is willful and planned or simply the result of the complete and utter incompetence of the overpaid, over benefitted underworked ignorant buffoons that populate the special education department.

The End, or Hopefully a New Beginning. I say the following in all sincerity and without exaggeration. The river valley special education dept. is so broken and so detrimental to our children that, at least from my experience, the children would be better off if the special education department was completely dismantled and swept away and the children were bused into Madison or other areas just once or twice a week for real services with real competent providers that provide more than just 5 or 15 minute "quickshot" therapy that fits into the teachers schedule and is so unprofessionally and incompetently delivered as to be ineffective at best.

It's no surprise that there are few resources for our children. After the teachers and administrators get their generous pay and benefit packages for working a part time job (172 In-Service days) and their early retirement benefits there is little left for the education of our children.

We attempt to find labels and categories to justify providing (a good thing) or withholding (not so good) help to kids that could really benefit from extra help. In my opinion the most ethical method of providing special education services would be to establish a bare minimum of expected competence in various areas, and at least offer to help any child achieve the next step toward reaching that bare minimum. If this were to happen those of us in special education might then be able to spend more effort looking for ways to help, and less time looking for excuses not to.

Because there is no accountability in school, parents are left as the only warning system. However, because parents have absolutely no control or power in the schools, nowhere to turn and no principal or administrator I have ever seen has ever been concerned with the effectiveness of teachers or God forbid improvement of teaching, the education of our children gets worse and worse every year as the best teachers get demoralized and the bad ones get rewarded and protected. While a man is at work all day his children are held hostage by people he knows nothing about the parent knows nothing about

What Parents Don't Realize

Your child is trapped in an unaccountable, unstructured, narcissistic system where failure is not punished and success is not the goal, rather comfort, convenience and cradle to grave security are. This narcissistic unaccountable system produces teachers who work at their own pace, do what they want with autonomy, and are not burdened by expectations of actually producing academic excellence or any measure of academic success for that matter. This system produces teachers that only know how to explain and teach the way they are most comfortable without any fear of consequences for failure. The school system actually drives teaching to the lowest expectations, the exact opposite of what parents believe teaching should and can be. The overall level of teaching competency is so low that the system can rightfully be described as a self-serve learning environment. Students that can essentially teach themselves do ok but are never challenged and the system instinctively gravitates to the lowest expectations the school administration believes they can legally get away with, as long as nobody is watching. The children capable of academic excellence are not challenged, languishing in mediocrity, wasting their talents and the children who struggle to understand the way the comfortable teacher presents material are labeled cognitively disabled because it is not possible for anyone in this narcissistic and unaccountable system to be responsible for lazy teaching or poor quality teaching. The onus of learning is squarely on the child and the child's home life is used as an excuse for the teacher's failure to teach. In the past the old adage was children don't fail to learn, teachers fail to teach. Today's adage is teachers don't fail to teach, students fail to learn. We have come full circle to complete and total unaccountability and narcissism in most of today's public schools. After years of propaganda and public sector teacher union bullying taking two bites of the apple not just the one that private sector unions take, we finally got a Governor who had the courage to take away the second bite that public sector teacher

unions were taking, collective bargaining. In the past the public sector teachers unions could essentially hold the budget process hostage until they got the pay and benefits they wanted and year after year drove out any semblance of accountability from the school bureaucracy using the mantra that excellent teachers need tenure, autonomy and more money, not expectations and measuring academic performance until these false ideas were well ingrained in the body politic. Today we have the worst schools in the industrialized world and they aren't getting any better. Ask any superintendent how good their school district is and he'll show you statistics that make his school district look good. I call these apparently "good" schools the cream of the crap since we here in the United States have the worst schools in the industrialized world. Democrats want to pour more money down the rat hole of a failed system and republicans want to cut money to the schools in an attempt to force productivity. Neither approach will work because they both fail to recognize the real problems, there simply is not enough money on the planet to make such an unproductive, ineffective, unaccountable and wasteful system work and the comfortable entitled unaccountable employees simply hunker down and use the lack of more lavish pay and benefits as an excuse to further underperform and whittle away at what little they actually do. As incredible as it may seem to those who bought into the teacher's union's propaganda over the last 40 years, there is more than enough money in the system. Money is not the problem so at least the Republicans got that part correct, but everybody has missed a critical piece of the puzzle. That which has been driven out over the last 40 years needs to be put back. Accountability, children and parents first, not last. The whole purpose of the school is to educate children, not provide a country club lifestyle for teachers and administrators at the expense of our children's future. No children, no school, no job. The only reason any teacher or administrative personnel has a job is because parents bring their children to the school to be educated, not dumbed down, terrorized and indoctrinated into some liberal anti-American new morality. Trust me you don't

want the morality of comfortable, entitled unaccountable country club employees forced on your children. There is one that believes the majority must lose their liberties so the few may enjoy theirs to the fullest regardless of the effect on families and innocent vulnerable children. America's political system used to be about the pursuit of happiness, nowadays our political system is about how to stop chasing it and have it delivered on a silver platter to an elite few. The current average pay for teachers in Wisconsin is around \$55,000 per year with \$26,000 a year in benefits for an essentially a part time job. If you doubt me that teaching is a part time job then you don't know that many of the teachers have part time jobs after school, not because they need to at \$55,000 per year which is more than the average total Family income in Iowa County of \$48,800 per household but because they can. Teachers have been allowed to turn their supposedly full time jobs into part time day jobs with an accompanying part time commitment. Just ask a teacher, they are underpaid and over worked with every holiday on the planet off including summers and they are done at 3:30pm.

I have e-mails to prove that even questioning a teacher or administrative staff when they confused two of my children ended in the supposed adult being highly offended by even the implication that they may have confused two children or made any kind of error. These same people daily offend, intimidate, humiliate and demoralize our children and then wonder why these children don't respect them, listen to them or hold a grudge against them which manifests itself in "behavioral issues" which are perplexing to these educational geniuses. Apparently only intelligent adults hold childish grudges, children are incapable of being offended or humiliated or terrorized so they can treat these children in any manner they choose as long as they don't leave a physical mark on them. However they do leave lasting marks, they are just inside, destroying a child's confidence and self-esteem, demoralizing the child to the point that they are incapable of learning. Then the child is sent to the special education

room where the expectations are zero and the teaching is not better than the classroom the child left but worse, and the child is taught mostly by unsupervised teaching aides who don't have any teaching degree. As incredible as it sounds the school in it's infinite wisdom takes a child that is struggling in the regular education classes not because they can't learn but because they need to be taught in a way they can understand and they stick them in a special education room where expectations are kindergarten level and full of even less qualified assistants with one special education teacher who just has a general special education certification and the child proves the school correct when they say that they can't learn.

It's a self-fulfilling prophesy. Low expectations result in low levels of teaching and services which results in the child not learning which proves the teachers correct in their assertion that your child is broken and can't be fixed. However, nothing can be further from the truth and I have proved this with my own son who was and still is subjected to this parade of fools.

Jeff Flint

608-279-9478

Public Hearing

Written Testimony

Laura Chern

Name

1/27/15

Date

2814 Cambridge Ave

Street Address or Route Number

SB-1

Subject

Madison, 53704

City/Zip Code

Myself

Organization (if applicable)

Registering: In Favor Against

I am opposed to this bill because it takes from public schools and gives taxpayers money to ~~on~~ poor quality charters w/out local input.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Donna Vukelich - Selva

1-27-15

Name

Date

522 Piper Drive

SB7

Street Address or Route Number

Subject

Madison, WI 53711

City/Zip Code

longtime teacher educator

Registering: In Favor

Against

Organization (if applicable)

I would invite the members of the Senate who authored this bill to spend some significant time in our public schools and speak honestly with teachers & educators.
dvukelich-selva@edgewood.edu

Public Hearing

Written Testimony

ANN KLENNANS

Name

1/27/15

Date

2669 County Rd AB

Street Address or Route Number

SBI

Subject

McFarland WI 53558

City/Zip Code

Organization (if applicable)

Registering: In Favor Against

We already have free DPI we don't need artificially created, personally appointed boards.

Local control of school boards should not be superseded.

The Constitution directs you to support & protect public schools.

Research has shown that public schools in the US are good. It's poverty which causes low performance.

Quit assessing what is a decent product - the schools - just fund them.

ACCOUNTABILITY is smoke screen for an attempt to de-fund schools in at risk areas.

"School Choice" is a huge mistake. Education should be about student competing within themselves to achieve a personal best & schools should support that. Schools should not be in competition with each other for funds. I heard the lobbyist speaking about

the magical benefits of privatization. I don't believe
If profit is taken from education there won't
be enough resources left over for the students.
Assessment of schools should be done in
a level manner to establish socioeconomic
status & its effect on school performance.

Concentrations of poverty will negatively
affect school performance - so fix poverty
don't curse that population of future
poverty due to undugged schools.

Wisconsin must adjust to the diversity
of our "new" population & respond to
the needs associated with that. Funding
must not be cut to public schools w/ large
ELL populations.

IMPROVE EDUCATION FOR ALL KIDS.
Sustainable funding.

Public Hearing

Written Testimony

Kirsten E. Lombard
Name
210 N. Paterson St. #2
Street Address or Route Number
Madison, WI 53703
City/Zip Code

1-27-2014
Date
SB1 - School Accountability Board
Subject

Organization (if applicable)

Registering: In Favor Against

This bill would create two unelected bodies that will not be directly accountable to taxpayers. It strikes me as somewhat ironic (and incredibly regrettable) that an "accountability" bill that aims to assist taxpayers would actually undermine their authority in so many respects.

- 1) Employs the enforcement mechanism for Common Core ~~the~~ SBAC assessments — as the principle "accountability" measure.
- 2) the SBAC is not even valid, and the cut scores ^{will fail} large numbers of students.
- 3) the SBAC ~~test~~ ^{assessment} would be paired with Value-Added Measurement, which is an extremely poor measure of teacher effectiveness in the classroom, ~~and~~ nor does it provide a nuanced view of what is actually taking place in the school or district.
- 2) Will make it difficult for school districts to walk away from Common Core when full implementation begins to fail (which it will do).
- 3) ~~Will~~ Continues a trend of centralization and standardization in this state, when we should be pushing back in a direction of local control.
- 4) Will homogenize educational choices over time by subjecting ~~the~~ different avenues of learning to the same standardized ~~test~~

Please return this slip to a messenger promptly.

accountability measures.

It is time to do something very different. We have decades worth of failed "accountability" measures, stipulations, etc. What we know is that kids in districts that are challenged economically tend to do poorly on standardized tests. If you insist on pursuing this failed path, you may ultimately achieve improved test scores in such districts, but you will not truly be educating children. Instead, you will be training children to take standardized assessments... and you will have had to educate them less in order to attain that training. Training is not education!

My earnest wish is that this bill would be scrapped and a new discussion begun about how to foster true local control — which we have been undermining in this state for decades. Restore true local control. Quit propping up failure via poor policy and state funding. Make the local districts responsible for themselves again (at long last). In accomplishing these ends, there will once again be LEGITIMATE ACCOUNTABILITY to taxpayers, parents, and students at the local level.

This bill can't accomplish the right ends.

Public Hearing

Written Testimony

JEFFREY HOEN
Name

27 JAN 2015
Date

639 EAGLEWATCH DR
Street Address or Route Number

SB-1
Subject

DEFOREST, WI 53532
City/Zip Code

Organization (if applicable)

Registering: In Favor Against

THIS BILL SETS UP UNELECTED, UNACCOUNTABLE BOARDS WHICH REMOVES LOCAL CONTROL FROM SCHOOLS BOARDS. IT REMOVES RESPONSIBILITY FROM THE LEGISLATURE FOR OVERSIGHT. SCHOOLS SHOULD BE ACCOUNTABLE TO THEIR COMMUNITIES AND PARENTS. THIS BILL MOVES THAT ~~ACCOUNT~~ ^{ACCOUNTABILITY} TO THE STATE AND CENTRALIZING THINGS, YET ONE MORE THING THAT HAS BEEN TAKEN OUT OF THE HANDS OF THE PEOPLE.

THIS BILL ENSHRINES SBAC ASSESSMENTS AND THUS ENTRENCHES COMMON CORE. THIS SHOULD BE REMOVED AS IT WILL ULTIMELY COERCE ALL SCHOOLS, PUBLIC AND PRIVATE, TO ADOPT COMMON CORE STANDARDS THUS REDUCING THE AMOUNT OF "CHOICE" ACTUALLY AVAILABLE TO PARENTS.

Cannot TEST learning into students!!

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Janet Desberger

1/27/2015

Name

Date

518 Old Indian Mound Trail

SB 1

Street Address or Route Number

Subject

Son Prairie 53590

City/Zip Code

Citizen of WI not by

Registering: In Favor

Against

Organization (if applicable)

influenced by WI GOP ALEC power & greed!!

W/ GOP mantra of "smaller government" adds more beauracracy? Such hypocrisy! WE KNOW WHAT YOU'RE DOING!

Listen & follow Sen. Vinehout's advise!!

What are you afraid of insisting ALL students are tested the same & compared on that basis?

Address Benders LIE: NOT ALL students are included in the testing. It seems Charter/Voucher schools are "coaching" parents to hold their children out of the testing on BOGUS grounds!!

Grown adults should get true, honest jobs! Adults making money off the interests of children is UNFORGIVEABLE! The fascists will NOT succeed!

Please return this slip to a messenger promptly.

Public Hearing

Written Testimony

Kim Kohlhaas

Name

Date

1-27-14

6603 Normandy Lane

Street Address or Route Number

SB1

Subject

Madison WI 53719

City/Zip Code

AFT-Wisconsin

Organization (if applicable)

Registering:

In Favor

Against

NO REGISTRATION

AFT-Wisconsin, representing professional educators and support staff in various districts throughout the state, supports ^{fair} funding, equity and community schools that enrich public schools. SB 1 addressed fairness for all schools (one assessment for all schools). Does it address support schools that are identified as struggling? Do it address the issues causing these struggles? Does it provide well researched, world competitive strategies.

AFT-Wisconsin cannot support ABI. It destroys our public schools and creates a 'market' on children's lives.

We look forward to further discussion about how ^{we} can strengthen all schools and addressing real issues dealing with our communities. Please return this slip to a messenger promptly.

Public Hearing

Written Testimony

BERNIE SCHLAFKE

Name

27. JAN 2015

Date

1029 SPAIGHT ST. C6

Street Address or Route Number

SB1

Subject

MADISON, WI 53703

City/Zip Code

Organization (if applicable)

Registering: In Favor Against

Here's yet another example of poorly-researched legislation proffered by GOP puppets willing to rob WI's public assets for the benefit of the charter school and privatization profiteers, similar to the theft of our water, sand, and ore.

There's NO research indicating that charter schools improve student learning. Research DOES show that individualized, personalized, discussion-based (as opposed to test-based) curriculum delivered in small learning groups DOES improve learning. Research DOES show that addressing POVERTY has the most significant positive effect on student learning.

If you want public school students to learn deeper, address POVERTY by investing in universal health care and more varied and extensive public transportation.

Punishing public schools as a result of standardized tests is plain stupid and mean. Teachers need to write and evaluate their own tests for their own students.

Public Hearing

Written Testimony

Mandi Maurice
Name
8006 Greenway Blvd. #210
Street Address or Route Number
Middleton, WI 53502
City/Zip Code

1/27/15
Date
SB1
Subject

Middleton-Cross Plains Area School District
Organization (if applicable)

Registering: In Favor Against
as written

SB1 is most definitely an improvement over AB1. As the committee moves forward with its work on this bill, I ask that the following be considered:

- Maintain the school report card performance categories as they are written. Politically charged A-F labels will damage the public perception of the schools and districts. The authors of the bill have stated they want to support. The current categories are clear to all stakeholders.
- Implement one common assessment for the purpose of measuring student achievement and growth. This will increase the validity, reliability, and transparency of reporting and comparing schools and districts, ensuring clearer communication ^{among} all stakeholders.
- Maintain the emphasis on providing support to struggling schools rather than imposing sanctions upon them. There is no research base to support sanctions as a means to improving schools.
- Include language to ensure that the two accountability boards hold the schools they oversee to ^{the same high} standards. While it is →

two boards are needed due to
unfortunate that public ~~money~~ dollars ~~are~~ being used to support private
schools, at a minimum, these schools should be held to the same high
standards as all public and charter schools with the same ~~standards~~
~~and~~ accountability measures in place.

Let the right drivers and a solid research base drive the committee's
conversations + decision-making process.

Public Hearing

Written Testimony

Amy Maurer
Name

1/27/15
Date

2530 E. Dayton St.
Street Address or Route Number

SBI
Subject

Madison, WI 53704
City/Zip Code

my elementary school aged kids
Organization (if applicable)

Registering: In Favor Against

Local control of Public Schools is crucial!
Fund the public schools, don't cut them off at the
knees by giving their funding to an unaccountable
voucher schools.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Mitchell Nussbaum
Name
1615 Madison St.
Street Address or Route Number
Madison 53711
City/Zip Code

1/27/2015
Date
SB 1
Subject

Organization (if applicable)

Registering: In Favor Against

~~This bill~~ Although Wisconsin's educational system has problems, it is, on the whole, one of the best & most successful in the country. Instead of addressing shortcomings & building on strengths, this bill dismantles ~~our~~ our system & replaces it with a ~~patch~~ patchwork of penny-built fly-by-night schools, some of which might be good, but most will be mediocre or worse.

Public Hearing

Written Testimony

Susanne Breckaridge

Name

Jan - 27, 2015

Date

1338 Rutledge St

Street Address or Route Number

SB 1

Subject

Madison 53703

City/Zip Code

Organization (if applicable)

Registering: In Favor Against

Invest in public schools, not private schools, not voucher schools, ~~then~~ This legislation is unconstitutional and immoral.

Public Hearing

Written Testimony

Name Shawn Schey
Street Address or Route Number 878 Woodrow St
City/Zip Code Madison WI 53711
Organization (if applicable) _____

Date January 27, 2015
Subject SBI

Registering: In Favor Against

All schools should receive the same measures for assessment on accountability if they are getting taxpayer funding, be they public schools or vouchered private schools.

Looking at the make-up of any school's population before determining if a success or failure is imperative because poverty-ridden students will do more poorly, but their schools need more resources, not to be deemed failing and then closed.

Local Boards should reside with locally-elected officials, not be "outsourced" to out-of-state boards.

Public Hearing

Written Testimony

Genie Ogden

Name

1615 Madison St

Street Address or Route Number

Madison 53711

City/Zip Code

1/27/15

Date

SB1 - Schools

Subject

Organization (if applicable)

Registering: In Favor Against

Public schools need more support. This bill takes support away. Public schools have had funding cut over the last few years, with money going to unaccountable private schools. Several voucher schools have been shut down, so taxpayer money is lost. The most recent example is last year, a couple took the voucher money and moved to Florida to a gated community with a pool. 66 kids were left with no school. Voucher & charter schools don't accept all students. Poor and minorities are turned away. Public schools must accept all students.

Please vote against this bill. It will damage schools. The appointed board is in the DOA, which is politically motivated and public schools need more support.

Public Hearing

Written Testimony

Michelle Martin

Name

1/27/15

Date

1332 Spaight St

Street Address or Route Number

~~AB~~ SB-1

Subject

Madison WI 53703

City/Zip Code

Organization (if applicable)

Registering: In Favor Against

This bill does not give our schools the support they need to help each child succeed. It is a sell out of our public schools to private interests. For profit private and voucher schools are not the solution. This bill is a slap in the face to teachers all across this state. My children have had the good fortune to have professional teachers who have provided them a quality education. This is because their teachers have been unionized and well trained. Seeing less and less funding of schools and the basic safety net of services for children and families has done more to harm schools. Stop punishing schools and teachers and give them to funding and support they need!

Public Hearing

Written Testimony

Sherni Cyra
Name

1/27/15
Date

4406 Misty Valley Dr.
Street Address or Route Number

SB 1
Subject

Middleton, WI 53562
City/Zip Code

Director of Elementary Education
Middleton-Cross Plains Area School
Organization (if applicable) District

Registering: In Favor Against
*with comments/
amendments

I am here in support of SB1 as a better alternative to AB1. I encourage you to keep the single, common assessment. If assessment data is going to be used for the purpose of accountability, common sense demands ~~two~~ a single, common assessment. Allowing multiple assessments reduce validity, transparency, & reliability in comparing & determining the effectiveness of different schools & districts.

Thank you for maintaining the performance categories established by the State Accountability Design Team. If the objective is truly to increase parents' understanding of how schools are performing, changing the system makes no sense.

I ask that you strongly consider a single oversight system, rather than two parallel systems, one in the DPI & one in the DDA. If accepting public funds, private schools should need to meet the same requirements & standards that public schools must meet. Creating a parallel accountability system seems both unnecessary & an additional cost, when the DPI oversight of the accountability process could streamline the work/process & save the taxpayers funds that would be allocated to staffing required by a DDA process.

Please return this slip to a messenger promptly.

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Don Johnson

Name

1-27-15

Date

2977 GLACIER VALLEY ROAD

EDUCATION BILL

Street Address or Route Number

Subject

MADISON 53711

City/Zip Code

Registering: In Favor Against

Organization (if applicable)

One Question. WHO BENEFITS BY THIS BILL?

WISCONSIN STATE SENATE

Public Hearing

Written Testimony

Lisa Wells
Name
303 Memphis Ave.
Street Address or Route Number
Madison, WI 53714
City/Zip Code

1-27-15
Date
SBI
Subject

Organization (if applicable)

Registering: In Favor Against

OMG
GOP
WTF

Public Hearing

Written Testimony

Erica Case

Name

1/27/15

Date

157 Dunning

Street Address or Route Number

SB 1

Subject

Madison, WI 53704

City/Zip Code

Organization (if applicable)

Registering: In Favor Against

I am very much opposed to this.

JoAnn Sternke, Ed.D.
Superintendent of Schools

District Office ♦ 404 Lake Street ♦ Pewaukee, Wisconsin 53072

Phone: (262) 695-5046 ♦ Fax: (262) 691-1052

sterjoa@pewaukeeschools.org ♦ www.pewaukeeschools.schoolfusion.us

January 28, 2015

I am here today to express the views of our Board of Education who could not join us today. We thank you for the opportunity to express our thoughts on Senate Bill 1 concerning School Accountability.

First of all, in the Pewaukee School District we support accountability in education. We want to be held accountable for delivering a high quality education to our students. Our fine community both deserves and expects this of us. And I'm proud to say that all evidence indicates we are up to this challenge. Student performance continues to rise in our school district, and we are very, very proud to have all of our schools deemed exceeding or significantly exceeding expectations on the school report card. We believe in accountability.

As I begin these remarks, our Board of Education and I want you to know that we feel our voice was heard regarding this bill. In comparison to how the Assembly Bill was created, both Senator Olsen and Senator Farrow reached out and listened to many voices in the creation of this SB-1. Senator Farrow, thank you in particular for creating an inclusive process and bringing many stakeholders together. We would like to extend our sincere thanks for listening and responding to our input. Thank you.

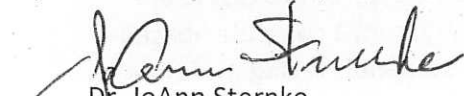
There are features in the bill we feel are critical elements worthy of comment today:

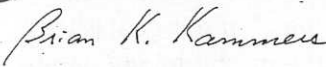
- **Same Test** – We are very pleased this bill calls for one state assessment to be taken by all students in schools using taxpayer dollars in the education of children and youth. Inherent in the word accountability is the concept of being able to fairly assess and compare performance. While we all desire flexibility, there is a downside to using different assessments in a system designed to foster greater accountability. With heightened flexibility in testing, not only may the test vendor differ, the timing of when the tests would be taken, the testing conditions, and the very design of the test itself would vary. As an educator, I know that a paper and pencil test differs greatly from a computer-based assessment that intuitively recalibrates the difficulty level of questions as a student is taking it. I am a school superintendent, not an educational assessment specialist or statistician, but I do know that greater “variance” means less reliability. Senator Farrow, as you said at the recent press conference when this bill was introduced, “our goal is to show parents how students are doing...” If our goal is to communicate performance clearly to parents, I appreciate that you are making the methodology simple for them to understand. Using one common assessment does in fact make it easier to understand. Brad Carl, of VARC, says using a variety of assessments is “technically possible” but goes on to say that it is not the most straightforward or the most reliable method. We are glad you recognize this and have designed an accountability system that stakeholders feel is straightforward, reliable and, most of all, understandable. Thank you for having one assessment. It's a better idea to build trust and common understanding on a topic of great importance to school districts, schools, and all students & parents.

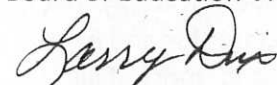
- **No Letter Grades** – Thank you for not using letter grades to rate schools. We have sent our state report card home to thousands and thousands of homes and we have not had one parent or community member tell us they do not understand what it means to meet, exceed or significantly exceed expectations on this report card. Not one. The current identification of performance levels in our school report cards system works. We thank you for not modifying the current system. We have an accountability system that is working for us in Pewaukee.
- **Local Control** – We appreciate that this bill allows local boards to analyze the issues and propose an improvement plan tailored to their district and its student population, should they not reach identified performance levels. This bill does not include sanctions, such as taking over public schools and converting them to privately run charter schools, and we greatly appreciate this. It also does not close public schools or require administrators/staff to be fired. While we do not see the likelihood of these things happening in the Pewaukee School District, we value the local control. We work diligently to anticipate issues and take action in our school district, and we appreciate the ability to chart our future when or if there are issues for us to address. Fiscally, we had concerns with the Assembly Bill and the creation of independent charter schools as this had impact for us and school districts and taxpayers throughout the state. We do not support sanctions which would cause the increase of independent charter schools. An increase of independent charter schools would reduce the amount of state aid to our public school and every public school district in the State of Wisconsin that receives general aid. As such, even though our Pewaukee Schools exceed or significantly exceed the standard, we would be negatively impacted. And this isn't small change! For every 1,000 students in independent charter schools, nearly \$8.1 million dollars will be taken annually from the general equalization school aids sent to school districts. Under revenue limits, the effect of removing this money from general equalization aid is a potential \$8.1 million increase in property taxes statewide for each 1,000 students. We appreciate that you see that independent charter schools are not the "solution" for public schools needing improvement. We appreciate the local control, as well as a more controlled fiscal response.

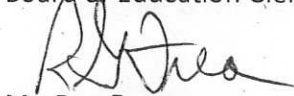
We thank you for listening as the bill was drafted and we thank you for listening to our thoughts today. While we certainly are not speaking on behalf of the schools that service over 850,000 public school students, we do speak for our community's school system. On behalf of the Board of Education in the Pewaukee School District, please know we appreciate your service and desire to work with you to pursue educational accountability and an educational system that prepares all students in Wisconsin to be college and career ready.

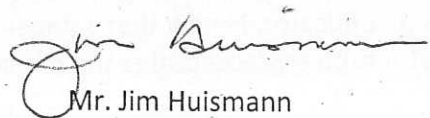
Yours in education,

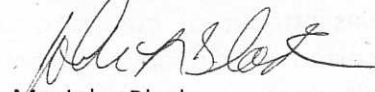

Dr. JoAnn Sternke
Superintendent of Schools

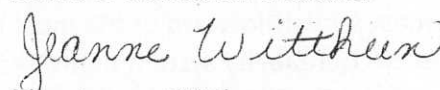

Mr. Brian Kammers
Board of Education Vice-President

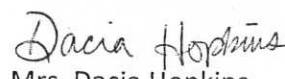

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Board of Education Clerk


Mr. Ron Frea
Board of Education Member


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Board of Education Treasurer


Mrs. Jeanne Witthun
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Mrs. Dacia Hopkins
Board of Education Member



WSPA

Wisconsin School Psychologists Association, Inc.

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NCSP

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Secretary:
Christine Peterson, Ph. D.

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Ben Burns, MS

Member-At-Large
Lisa Hanson-Roche, MS,
NCSP

January 27, 2015

To: Senate Committee on Education Reform and Government Operations
Senator Paul Farrow, Chair
From: The Wisconsin School Psychologists Association
John Humphries, President
Re: 2015 Senate Bill 1—School and District Accountability

On behalf of hundreds of members of the Wisconsin School Psychologists Association (WSPA), I am here to express our support for 2015 Senate Bill 1 (SB1) relating to school and district accountability. Our association believes that school accountability is a necessity and should relate directly to student outcomes. We further believe that the system in place now can and should be improved. As scientists in the field of education, we have a critical understanding of the use of assessment data to improve outcomes for students, and we look forward to a bright future for Wisconsin's children.

We specifically appreciate that this bill creates a level playing field for all students who are educated using public monies. A single, statewide assessment of student learning goes a long way to ensuring that we make meaningful, "Apples-to-Apples" comparisons. Even the scientists at UW-Madison's Value-Added Research Center have stated that it's much better to use a single test. Brad Carl, VARC's Associate Director, was quoted recently in the Milwaukee Journal-Sentinel saying, "The most straightforward comparison is when all the kids take the same test, administered at the same time of year, on the same content, under similar conditions." In his recent State of the State address, Governor Walker rightfully suggested that parents deserve objective information. Educators want objective information too. We use that information to make decisions about students and schools, allowing us to provide meaningful supports. Please keep Wisconsin's student assessment system as objective as possible. With public funding should come public accountability.

Finally, while WSPA understands the sense of urgency that led to sanctions for failing schools, we believe a better approach is to improve these schools rather than turning them into charter schools. As structured, the Accountability Boards can influence the work of the Department of Public Instruction in a positive and meaningful way. We further believe that including a school psychologist on the council would ensure that decisions are made based on reliable data. We truly want to help our state improve.



Proposed Amendments For SB1

27 Jan 2015

Thank you for this opportunity to share my thoughts concerning Senate Bill 1. My name is Rick Nettesheim, principal of eAchieve Academy, a virtual charter school in the School District of Waukesha. I am here today speaking on behalf of 3 different virtual charter school principals including Billy Beesley from iForward out of Grantsburg and Melissa Horn from Wisconsin Virtual Learning in Northern Ozaukee. Combined, we serve well over a thousand students from all across Wisconsin.

It is those students and their families I am most concerned about. Having an accountability system that accurately reflects the quality and rigor of our virtual charter schools is vitally important to them. While we strongly support accountability measures, the current and proposed accountability system is far from accurate for virtual charter schools and contains an accountability loophole that must be closed.

Karen Lewis from Pewaukee and parent of 2 eAchieve students expressed her concern this way. "I have two daughters at eAchieve, both are talented students with Ivy League ambitions, but they are burdened by being from a "failing" school. They left Pewaukee high school, a report card leader, because both wanted more academically, and they are getting it at eAchieve. They have better teacher access, more rigorous schedules and feel they are learning more. We wonder what the admissions staff at Harvard, Stanford or their peers think when they see they are from a failing school. Sometimes it seems like the price they might pay for stronger education is too great. Please fix this, adjust the report card."

A separate accountability tool for virtual charter schools would be ideal, but if that is not realistic or possible, we do have some recommendations for SB1 that would improve the situation significantly.

The loophole is one of the primary sources of inaccuracy for virtual charter schools whose enrollment is primarily based on the open enrollment of students from outside their district coupled with the inability to deny admittance for most applicants whether attending a virtual charter school is appropriate or not for them.

Virtual charter schools are an excellent choice for many students, but not all. Some students enroll, unfortunately, to hide from truancy. If they apply during the regular open enrollment period, we have little to no ability to prevent them from enrolling. When they do not participate, we send them back to their resident districts (by the hundreds) in accordance with state statutes.

When non-participating students are sent back to their resident district, they are often not re-enrolled despite our urging parents to re-enroll their student and our notifying the resident district both electronically and by letter that the student is returning. Dropouts are counted against the last school of attendance, yet we have no way to compel the student to enroll in their resident school or to have the resident district take ownership for a student who should be going to school but isn't. Virtual charter schools are then left to be the scapegoat for these dropouts. More importantly, these students aren't being educated.

To put some numbers on this, 51% of the dropouts attributed to eAchieve for the 2012-13 school year on the 2014 school report card were only enrolled at eAchieve for 6 months or less before being sent back to their resident district due to non-participation. Most of them were already credit deficient and/or already struggling significantly in school. The fact that they dropped out can hardly be pinned on eAchieve!

Another 17% of "eAchieve's" dropouts were only enrolled for 6-9 months before being sent back due to non-participation. None of the dropouts attributed to eAchieve that year were with eAchieve for more than 1 year.

Though the counting of dropouts isn't specifically mentioned as a measured indicator in AB1, it isn't listed as a measure in state statute 115.385 that governs the school report card either, but is still used as an accountability measure. A simple solution to the problem would be to include a provision in AB1 stating that dropouts will be charged against the last school the student attended for 1 full academic year, not simply the last school of attendance. This would significantly improve the accuracy of the accountability report and more appropriately hold the correct schools and districts accountable for dropouts. Enrollment for 1 full academic year is currently the threshold in place for other academic measures before a student's progress can be applied to a school as far as the school report card is concerned, but not for dropouts.

Another source of inaccuracy is the graduation rate. Though many advanced students choose to attend a virtual charter school for advanced options, enhanced rigor, and acceleration of their learning, there are others who attend as a last hope at earning a high school diploma, having not been successful in traditional schools. We welcome these students as well. They come to us as 16, 17, and 18 year olds who are already credit deficient. Instead of being rewarded for helping these at-risk students, many of whom eventually graduate, virtual charter schools are often penalized for these students not graduating in 4 years. AB1 does nothing to address this and perpetuates the one-size-fits all mentality.

Regrettably, some of these at-risk students we take under our wing don't make it. Again, virtual charter schools are penalized for being innovative and compassionate. We need a system that encourages such efforts to help the struggling students, not one that penalizes us for doing so.

Since virtual charter school don't predominately or exclusively serve at-risk students, we would not be able to take advantage of the "satisfactory" rating proposed in AB1. This again illustrates the need for a separate accountability system for virtual charter schools. If that is not possible, specifically listing virtual charter schools as entities who can take advantage of a "satisfactory" rating in addition to those special categories already listed in Section 9 of AB1 would be the next best option.

In summary, the virtual charter schools I am representing are chosen by very high achieving students who are looking for more out of their education as well as students who have not been successful in a traditional school, often due to factors beyond their control. The following statements from two more eAchieve families illustrate this point.

Kimberly Sleger from Milwaukee reports "I am the parent of a second grader in eAchieve's elementary program. I would highly recommend any parent with a child with special needs to choose eAchieve. My daughter has some significant health challenges that she suffers from

and were exacerbated by the atmosphere in the brick and mortar school she attended. Since starting online school her migraines, Tourette's, and anxiety have decreased considerably. The education she is receiving is concise, challenging, and fits her learning style."

Laila Hussein from Greenfield relates her experience as follows. "My son was in one of Milwaukee's best blue ribbon schools in 6th grade. However, he was not being challenged in math and spent the entire year taking math that he already knew very well. The school was very reluctant to test him for advanced placement because they already had the maximum number of students allowed in advanced math, so after a lot of frustration, we transferred him to eAchieve for 7th grade. The staff immediately tested him upon admission to determine his level, and had no problem placing him in two simultaneous High School math courses. My son ultimately finished the entire high school math curriculum by 9th grade, and has now started math courses at UWM through youth options. He is in 10th grade. If it hadn't been for the transfer and the wisdom of the eAchieve staff, he might still have been doing pre-Algebra in his old school. "

These families deserve a reporting system that accurately reflects the quality and rigor of their unique school and does not penalize the school for being willing to take a chance on students who have already failed and lost hope in the traditional system.

I urge you to amend SB1 to establish a separate accountability system for virtual charter schools or allow them to specifically and explicitly take advantage of the "satisfactory" designation. Furthermore, I urge you to fix the loophole whereby virtual charter schools are being unfairly charged with dropouts who spent all but a few months in some other school and are not re-enrolled in their resident school when returned due to non-participation in the virtual charter school.

Thank you for your time and consideration.

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January 27, 2015

Good morning and thank you for allowing us to speak to your committee today. My name is Gary Vose and I am president of the Kettle Moraine school board. Our district is located in Waukesha County and we are proud to be represented by Senator Farrow.

First of all, I am generally in support of SB-1, especially when compared to AB-1. One reason for this support is SB-1 only provides for a single test for both public and private schools. This is the only way to have clear and clean measurements of success or lack of success, so please do not make any modifications that would allow for more than one test. I realize there is a need to identify problems in order to put in place corrective actions. Even though the vast majority of schools are overall performing quite well, we still need consistent measures to help all schools improve. No school, public or private, should be content to simply maintain their current levels of student achievement.

A second reason I generally support SB-1 is I am a strong proponent of local control through the locally elected school board. In light of this, unlike AB-1, SB-1 does not include specific sanctions or penalties, instead it provides our local school board with the necessary data to take our own appropriate actions. However, on the negative side, SB-1 proposes to have two politically appointed oversight boards to monitor individual schools. This obviously is just the opposite of local control and should be removed from SB-1. I would also note that even Governor Walker has gone on record stating he opposes these boards and the creation of another level of bureaucracy.

Lastly, while we all know there are some failing schools, both public and private, we also all know that overall Wisconsin public schools have consistently ranked among the very best in the country—typically in the top 2 states. Let's not send the wrong message that our schools are simply average by using a letter grading system – instead, retain the current descriptive system currently in place and that would remain in place under SB-1.

Thank you again for allowing me to speak today. If you have any questions, either today or in the future, please feel free to contact me.

Gary Vose

President, Kettle Moraine School Board (testifying on behalf of myself)

Brown Deer

Elmbrook

Fox Point/
Bayside

Franklin

Glendale/
River Hills

Greendale

Greenfield

Hamilton

Hartford

Kenosha

Kettle Moraine

Milwaukee

Menomonee Falls

Mequon-Thiensville

Muskego-Norway

Nicolet

Oak Creek/
Franklin

Oconomowoc

Pewaukee

Port Washington/
Saukville

St. Francis

Shorewood

South Milwaukee

Waukesha

Wauwatosa

West Allis/
West Milwaukee

Westosha UHS

Whitefish Bay

Whitnall

January 27, 2015

My name is Terri Phillips and I am the Executive Director for the Southeastern Wisconsin Schools Alliance (SWSA). We represent 29 school districts in the Southeastern Wisconsin region and educate approximately 200,000 students.

The SWSA strongly believes in and welcomes accountability within the field of education and we thank you for the opportunity to testify at today's public hearing on the proposed Senate Bill 1 (SB1). We appreciate this committee carefully considering our input as we are working very hard to ensure *all* students are properly prepared for college and careers.

First, we would like to commend Senator Farrow for taking the time over the course of the past six months to meet with stakeholders across Wisconsin to gather input and recommendations on school accountability. The SWSA was represented by superintendents, school board members, Directors of Curriculum and Instruction, Assessment Coordinators, and even business managers. We participated in each of the working sessions, and our testimony today reflects our conversations with Senator Farrow. We are grateful that well respected professionals in the field of education had the opportunity to guide the development of this bill.

Our emphasis during the conversations this past summer was clarity on the purpose of the accountability bill. We are fortunate that a majority of Wisconsin schools are high performing. It appears from the proposed senate bill that the goal of this bill is to continue to improve education in the state of Wisconsin and close the achievement gap. SWSA supports the decision to remove punitive sanctions and provide intervention to schools who are not achieving their academic goals. Our organization greatly appreciates and supports the direction you have taken.

SWSA also supports the single assessment provision stated in SB1. Last Friday at our state education convention, Governor Walker stated "Every school that receives public funds should be held accountable, and ultimately the best way to be accountable is to compare objective material that can be provided to all." We believe that uniformity and transparency of information is critical for parents and taxpayers to make decisions about the quality of their schools and the use of tax dollars. SWSA supports a single assessment system which provides transparency for all stakeholders.

Terri Phillips
Executive Director

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The Mission of the Southeastern Wisconsin Schools Alliance is to advocate for and inform education policy in support of world class public schools to benefit all students and the economic vitality of the region.

SWSA also supports the elimination of a letter grading system. These discussions were debated during the development of the state report card and we appreciate you honoring their conclusions.

Finally, SWSA recommends that we work together to find closure as soon as possible regarding the accountability battleground. This conversation has consumed a great deal of time for all those involved, and quite frankly has taken our members away from their districts, where they truly are making a difference.

The SWSA appreciates the time and thought that was put into past accountability legislation and the subsequent accountability system that is currently in place today. Current law states that all publicly funded students will (now or in the near future) participate in state assessments, become part of the student information system, and become part of the state report card system. The current accountability system puts the state of Wisconsin in a very good position moving forward.

SWSA agrees that accountability in education is critical. SWSA encourages continued conversations around education reform that are in the best interests of all children in Wisconsin. We must continue to work together to do the right thing for all students in the State of Wisconsin.

Respectfully submitted,

A handwritten signature in cursive script that reads "Terri A. Phillips".

Terri Phillips
SWSA Executive Director



of Wisconsin Disability Organizations

101 East Wilson Street, Room 219, Madison, Wisconsin 53703
Voice: 608/266-7826 Fax: 608/267-3906

January 27, 2015

To: Senator Paul Farrow

Members, Senate Committee on Education Reform and Government Operations

From: Survival Coalition of Wisconsin Disability Organizations

Re: SB-001 School and School District Accountability Report: Survival Coalition Testifying for Information Only

Thank you to Chairman Farrow and Members of the Senate Committee on Education Reform and Government Operations for hosting a hearing on this important school accountability bill. This testimony represents the perspectives of members of the Survival Coalition – a statewide coalition of more than 30 disability groups - several of which directly support students with disabilities and their families to advocate for quality special education supports.

First of all, we thank you for your focus on developing an accountability system that incorporates all schools receiving public funding in our state. Parents of children with disabilities require robust information about their child's school in order to make good educational choices and to be part of the system of improvement for their district. No matter where a student with a disability attends, a parent has a lot on the line and often must be significantly more involved in their child's education than the parent of a typically developing child. The outcome of an education for a student with a disability can often mean the difference between a young adult who leaves school with real-world job skills prepared for employment or postsecondary education or someone who will be solely reliant on public benefits, live in poverty or end up in our criminal justice system. **Meaningful accountability for schools and transparent information is a way to empower parents.**

Therefore, we appreciate the attention this bill pays to developing a comprehensive school accountability system that will disaggregate data by disability status through multiple measures. For parents, seeing how a school specifically is educating students with disabilities is critical. Our only question relative to this is whether the detailed student subgroup performance information will be available to families, in addition to a school's performance category. We also strongly support measures that address both growth and gap closure in student achievement, as these types of measures allow parents and others to see how subgroups are performing in otherwise high quality schools.

We support the provision that students will continue to be measured under one common assessment including students with disabilities so that parents are comparing "apples to apples" across all school options; public, charter, or choice schools. While not specifically addressed in the bill, we would encourage

the requirement for both the availability of an alternative assessment for students with significant cognitive disabilities and testing accommodations for any student with a disability that requires that as part of their IEP or ISP.

We would also like to share concerns and ideas for improvement in this bill.

Definitions:

Specifically, our member organizations tell us parents need consistent information about student performance across schools. An accountability system should be built upon an “apples to apples” comparison and definition of children with disabilities. We recommend that “disability status” be defined in the bill to cross-reference the definition of disability as it currently appears in state statute at 115.76 (5) (a-f) to clearly include a student who has developed either an individualized education program (IEP) or individual service plan (ISP). The bill currently has no definition of “child with a disability” or “disability status” and it will be important for parents to know that all schools include the same type of students in this category. For instance, a student who has a food allergy or other special need that with appropriate accommodation does not impact their daily learning would likely not require or be eligible for an IEP or ISP and should not be included in this category for means of academic achievement comparison.

In addition, if the intent of this bill is to include all schools receiving public funding, it is appropriate to include within the definition of a “school” – a county children with disabilities education board under s. 121.135, in order to capture the performance and outcomes of students in these settings.

Accountability Boards:

We strongly advocate that any review board making critical accountability decisions must include individuals with specific education expertise and expertise related directly to students with disabilities. Only with this expertise can such a board make sufficient decisions on improvement plans and how they relate to the needs of students with disabilities for low performing schools and school districts.

The bill also allows for an appeal of the identification as a chronically failing school to the accountability boards by the public, charter, and choice school governing boards. The Accountability Boards are allowed to choose to not identify the school as chronically failing if there are exceptional circumstances to justify the performance. The bill does not identify these exceptional circumstances and we would request these possibilities be defined. Our main concern would be that schools who predominately serve students with disabilities may be considered an exceptional circumstance and thus not held to the same standard as all other schools. **All students with disabilities deserve absolute assurance of being held to equal if not higher transparent accountability standards in this system given the results of low expectations previously and the dire consequences to the student, parents and taxpayers if a school fails such a student.**

Review System:

This bill should include a clear performance measure for career and college readiness, an essential element of any accountability system for all students, but particularly for those with disabilities. We should be paying more attention to the performance of these students and whether their education in whatever school setting is leading to college and workforce readiness. We suggest that the review system must recognize and include workforce readiness measures. Public schools already must report on something called Indicator 14 – which tells them where students with disabilities are one year after graduation. It is a stark wake-up call to look at this data and see how many students are sitting at home doing nothing. Previous drafts of school accountability in the 2013 Legislature (SB 286) did include workforce readiness measures. We welcome the opportunity to work with this committee to determine appropriate workforce readiness measures for our students with disabilities.

Another measure we would like to see included within the review rating for schools is one related to the number of pupil suspensions and expulsions, disaggregated by disability status. Parents of children with disabilities will tell you this information is critical to their own review as to whether a school is adequately meeting the needs of students with disabilities.

Interventions:

We are concerned about what happens to parents and students when a choice school is identified as failing. As the bill is currently written, participating choice schools would not be required to put any intervention plan in place after being identified as a chronically failing school and although a failing choice school would no longer be able to enroll new students it appears current students in a failing choice school would be allowed to remain, without notice or other communication. We strongly advocate that the bill include various parent notification requirements throughout this section. As you might suspect, changing schools for any student, but particularly a student with a disability and their family, can be an extremely disruptive process. Parents require timely information about when their school is under performing so they can make informed decisions about their child's education.

We support the required improvement plan that public and charter schools would be required to submit to the Board. The four main components of the plan that focus on aligned curriculum, differentiation of instruction to meet individual needs, system of academic and behavioral supports and early intervention, and additional learning time can only better meet the needs of students with disabilities in these chronically failing schools. We believe these same plans should be expected of choice schools that will continue to receive state funding even if only for the students still enrolled in these chronically failing schools.

Thank you in advance for addressing the concerns outlined in this testimony. Our Coalition members are ready to provide support and feedback as you continue this process.

This document prepared by the Survival Coalition Education Issue Team.

Survival Co-Chairs:

Maureen Ryan, moryan@charter.net; (608) 444-3842;
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Stop Special Needs Vouchers Wisconsin

<https://www.facebook.com/StopSpecialNeedsVouchers>

<http://stopspecialneeds vouchers.org>

27 January 2015

2015 Senate Bill 1: Public Hearing

Thank you for the opportunity to provide testimony today. My name is Donna Pahuski, and this testimony is transmitted on behalf of Stop Special Needs Vouchers, a statewide volunteer group led by families of students with special education needs.

I am also the proud mother of my 23 year old daughter, Mary, who was diagnosed with autism at age 3. Thanks to the investment that our neighborhood school made in her as required by the Individuals with Disabilities Education Act (IDEA), she has now graduated from college and is enrolled at a medical school working on her Masters in Biotechnology. When asked about the major factors that contributed to her academic and social-emotional success, Mary summed up her experience in the Cambridge and Marshall school districts: "They were trained, ready and required by law to address my needs."

Trained, ready, and required by law to address the needs of students with disabilities. Wisconsin should expect nothing less in terms of accountability from schools that educate our students using our tax dollars.

SB1 falls short of those expectations in several areas.

First, it is still not widely understood that private voucher schools in Wisconsin are not required to abide by the IDEA. This fundamental lack of voucher-school accountability for students with disabilities is one of our major objections to special needs voucher proposals. SB1 does not address the issue and therefore will not change that basis for our opposition to special needs vouchers.

Second, in order to have useful comparisons of enrollment and achievement data for students with disabilities, the disability data must be reported using common definitions. Public and charter schools report their disability-related data according to educationally-based categories in Wisconsin state law, but SB1 makes no such requirement for private voucher schools. Unless the definitions are apples-to-apples, the data will be meaningless to the families who need the information. The issue of comparable data also looms large when it comes to the question of having all school sectors use the same test; a common assessment is essential for families to be able to make sense of differences between schools.

Third, we know that students with disabilities are disproportionately affected by suspension and expulsion. However, private voucher schools are not currently required to report suspension and expulsion data, and SB1 fails to offer any correction to that.

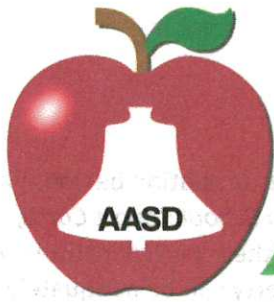
Finally, the companion bill to SB1 in the Assembly, AB1, includes provisions that would require converting public schools into independent charter schools under certain conditions. However, we know that Milwaukee's charter schools and public schools are not currently serving comparable percentages of

Stop Special Needs Vouchers is comprised of Wisconsin families committed to quality inclusive public education and to stopping harmful special needs vouchers.

students with disabilities. Over 20 percent of MPS students are receiving special education services, while that number is under 10 percent in Milwaukee's charter schools. When it comes to students with cognitive disabilities, the numbers are even more concerning: MPS educates a five-times-greater proportion of students with cognitive disabilities than Milwaukee's independent charters. We have serious concerns about the prospect of turning over schools serving a high percentage of students with disabilities to a school sector that is currently failing to educate students with disabilities in fair proportions. Therefore, we urge that the Senate hold firm against any attempts to add such a provision.

Thank you for your consideration of these issues for students with disabilities in Wisconsin.

Donna Pahuski
for Stop Special Needs Vouchers
8883 Deer Run Trail
Cambridge, WI 53523



Appleton Area *School District*

Office of the Superintendent
Lee D. Allinger

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Phone: (920) 832-6126 | FAX: (920) 832-1725 | www.aasd.k12.wi.us

TO: Senate Education Reform Committee
Senator Farrow, Chair

FROM: Appleton Area School District

RE: 2015 Senate Bill 1

DATE: January 26, 2015

The School Board and Leadership Team of the Appleton Area School District are writing to express our support for several key aspects of the recently introduced Senate Bill, (SB1). SB1 seeks to replace the current school accountability system. The current accountability system requires all students in publicly funded schools to participate in state assessments, the student information system, and the state report card system. Key aspects of SB1 that we are in support of include:

- ✓ **Development Process:** The present accountability system was developed with a very transparent process, considered educational research, and included diverse stakeholder perspectives by way of the Accountability Design Team. We are very appreciative that SB1 takes into consideration the perspectives of the various stakeholder groups that will be impacted by this important piece of legislation.
- ✓ **Support of Local Control:** SB1 provides for locally elected Boards of Education to determine how to best mobilize resources to improve student learning at a given school. All schools in the Appleton Area School District have Continuous School Improvement Plans. These plans are developed at the local level and are designed to meet the learning needs of each schools unique demographic and performance profile.
- ✓ **Reliance on Independent Charter Schools:** SB1 does not convert underperforming schools to Independent Charter School. No existing research indicates that Independent Charter Schools have a track record of successfully turning around schools in need of improvement.
- ✓ **Single Test:** SB1 requires all publically funded students to take the same state tests. This is the only reliable method to make comparisons between schools. Leadership from the Value Added Research Center in Madison has shared that utilizing multiple tests is not a reliable way to compare the performance of different schools.
- ✓ **Conversion to a Letter Grading System:** SB1 does not give letter grades, (A, B, C, D, and F) to schools. The Design Team that developed the present accountability system did not adopt a letter grade rating system. This was a conscious decision on their part based on their understanding of how a school report card score is based on a very narrow band of school data. To label a school as a “failing school” based on student performance on one test in math and reading does not adequately reflect the quality of the schooling experience.

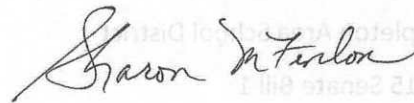
It has also become evident that after three years of school report cards, there is a strong correlation between a school's poverty level and their report card score. A December of 2012 report, *Wisconsin School Report Cards, A Study Examining School Achievement and Poverty in Public and Charter Schools*, completed by the Forward Institute, details the strong correlation between school poverty levels and report cards scores. Until poverty can be adequately accounted for in the school accountability process, we should not label schools as failing based on the report card score.

In summary we are appreciative that SB1 maintains local control of school improvement efforts, establishes a single test to ensure the reliability of comparisons between schools, and does not transition to a letter grading system that would unfairly label schools across Wisconsin. We are also appreciative of Senator Farrow's efforts to utilize an inclusive process in the development of SB1.

Sincerely,



Lee Allinger
Superintendent of Schools



Sharon Fenlon
School Board President

TO: Senate Education Reform Committee
Senator Farrow, Chair
FROM: Appleton Area School District
RE: 2012 Senate Bill 1
DATE: January 28, 2013

The School Board and Leadership Team of the Appleton Area School District are writing to express our support for several key aspects of the recently introduced Senate Bill (SB1). SB1 seeks to replace the current school accountability system. The current accountability system requires all students in publicly funded schools to participate in state assessments, the student information system, and the state report card system. Key aspects of SB1 that we are in support of include:

- Development Process: The present accountability system was developed with a very transparent process considered educational research, and included diverse stakeholder perspectives by way of the Accountability Design Team. We are very appreciative that SB1 takes into consideration the perspectives of the various stakeholder groups that will be impacted by this important piece of legislation.
- Support of Local Control: SB1 provides for locally elected Boards of Education to determine how to best mobilize resources to improve student learning at a given school. All schools in the Appleton Area School District have Continuous School Improvement Plans. These plans are developed at the local level and are designed to meet the learning needs of each school's unique demographic and performance profile.
- Reliance on Independent Charter Schools: SB1 does not convert independent schools to independent Charter School. No existing research indicates that independent Charter Schools have a track record of successfully turning around schools in need of improvement.
- Single Test: SB1 does not require all publicly funded students to take the same state tests. This is the only method to make comparisons between schools. Leadership from the Value Added Research Center in Madison has shown that utilizing multiple tests is not a reliable way to compare the performance of different schools.
- Conversion to a Letter Grading System: SB1 does not give letter grades (A, B, C, D, and F) to schools. The Design Team that developed the present accountability system did not adopt a letter grade rating system. This was a conscious decision on their part based on their understanding of how a school report card score is based on a very narrow band of school data. To label a school as a "failing school" based on student performance on one test in math and reading does not adequately reflect the quality of the schooling experience.



LEAGUE OF WOMEN VOTERS® OF
WISCONSIN

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January 27, 2015

To: Senate Committee on Education Reform and Government Operations

Re: Opposition to Senate Bill 1

The League of Women Voters of Wisconsin supports policies that provide an equitable, quality public education for all children. Indeed, the League recognizes that “quality” and “equality” are inseparable principles in public education. While SB 1 is a big improvement over the legislation being considered by the Assembly, the League nonetheless urges you to oppose SB 1 for the following reasons:

- The League believes there should be substantial control of school programs and personnel by the local school district, and a fundamental activity of most of our 17 local Leagues has been to conduct a study of their local school system. This bill would weaken local control by elected officials by setting up two new statewide boards which are populated by appointees. In that sense the bill weakens accountability.
- Any proposal which withholds funding for underachieving schools or districts is antithetical to the principle of improvement. Research has shown time and again that it is not schools that are failing, but rather students from poor socio-economic circumstances. We certainly cannot meet their needs by cutting funds. A label of “chronically failing” or a loss of funding will only cause competent teachers to leave and accelerate the failure.

The League opposes any efforts to divert tax dollars from our public schools to private schools. Further, we believe that any institution or organization that receives public funds for K-12 education should be required meet the same requirements as public schools, including:

- accounting for the use of public funds;
- meeting performance standards for their students;
- meeting the same state standards for all school employees.

Studies have failed to show that the voucher system in Milwaukee has provided children a better educational option than they would have received in their public schools. In addition, the Legislative Audit Bureau found last year that most of the vouchers in the recent expansion of the program went to families whose children were already in private schools. Clearly, taking funding from public school budgets – which are already suffering from cuts – and diverting it to private schools that are not publicly accountable and families who do not have children in the public schools is *not* a solution to the challenges our schools and families face.

SB 1 addresses many complicated matters, and it deserves more input from the local elected officials who are accountable for education in their communities. This legislation certainly should not be fast-tracked. We urge you to oppose this bill. Thank you.

January 27, 2015



WISCONSIN COALITION FOR
PUBLIC CHARTER SCHOOLS

My name is Kristy Casey and I am the Director for the Wisconsin Coalition for Public Charter Schools. We are a collaboration of organizations that support the growth of high-quality public charter schools in Wisconsin. I'd like to thank you for your time and effort in the development of this accountability bill and for the opportunity to share my thoughts on your work.

I had the opportunity to attend two of the accountability meetings held by Senator Farrow this summer. I believe that the bill before us is reflective of some of the conversations at those meetings. I am grateful for your commitment to improving education for all students in the state of Wisconsin and for your continued efforts to close the achievement gap.

The public charter school movement embraces accountability. It is at the heart of the charter bargain of increased flexibility to innovate in exchange for a higher level of accountability. If our schools don't perform, they are closed.

As a parent and a founding member of a public charter school, I am thankful for the opportunity to report how we are doing as a school and to have an avenue in which to share our student achievement results via the state's school report cards. I am fortunate enough to share with you that my children's public charter school, Wauwatosa STEM, is the highest performing elementary school in the state of Wisconsin.

One lesson that I have learned over and over again is that public charter school parents love to talk about how wonderful their schools are. They are passionate about the positive and life changing effects their schools are having on their children. The state's school report cards provide another vehicle in which to share quantitative results, the data that supports their anecdotal stories.

Public charter schools represent viable options that help educate all students and are another choice for families and educators. In some districts, they have flourished. In others, their growth has been stymied. Our hope is that through accountability you will find the capacity to authorize independent charter schools in districts with chronically low-performing schools – not as conversions of traditional public schools to charters but as brand new schools to provide more high-quality public school options to families and educators in these districts.

Accountability is crucial to the sustainability of high quality public charter schools, traditional public schools, and publicly funded private schools. Thank you for your continued work on accountability in the state of Wisconsin.

Respectfully Submitted,

Kristy Casey –Director, Wisconsin Coalition for Public Charter Schools



January 27, 2015

Testimony in SUPPORT of SB 1

My name is Patricia Deklotz and I serve as superintendent for the Kettle Moraine School District. Our district has participated in conversations on School Accountability since Governor Walker and State Superintendent Evers first convened the Accountability Design Team. I thank you for the continuing opportunity to share my position, this time on the proposed legislation contained in SB 1. I am speaking in support of SB 1. I believe it reflects the collective insight of educators that have been engaged in dialogue with Sen. Farrow over the past six months. I thank you for those opportunities and I am encouraged for the following reasons:

- **SB 1 provides for a single, common assessment.** The purpose of an Accountability System is to develop trust and that is done through transparency. If there were to be multiple assessments in our Accountability System, the number of tests and the variability among the tests would introduce confusion. Multiple tests would reduce the validity, transparency, and reliability of the system when attempting to compare the performance of various schools. SB 1 requires all publically funded students to take the same test. One test provides transparent understanding of student achievement across schools, public, charter, or voucher and eliminates the ability to discount or discredit the accuracy of the measure.
- **SB 1 maintains the performance descriptions established by the state's Accountability Design Team,** the descriptions that our parents are accustomed to seeing. We have shared our State Report Card results and parents understand what they mean. If the purpose of the Accountability System is to increase public understanding of how schools are performing, do not introduce unnecessary elements that will cause confusion. To introduce a letter grade at this point would also introduce confusion and misunderstanding, with no added value or clarity.
- **SB 1 appears to support the continuous improvement of education in Wisconsin.** This should be the purpose of an Accountability System. Our overall goal should be to increase opportunity for student achievement. The decision to remove punitive sanctions and provide interventions to those schools who are not achieving their academic goals is an important improvement.

With that being said, I am against the creation of additional bureaucracy. A separate board attached to the Department of Administration is an expansion of government, something I do not support. Overall however SB 1 provides transparency without creating additional confusion. It has my support.

Respectfully,

Patricia F. Deklotz, PhD.
Superintendent

Informational Testimony of Lyman Elliott re: SB#1: related to School Accountability

From: Lyman E. Elliott III, NBCT
3011 West Cox Road
Edgerton, WI 53534
Ph#: 608-884-0608

To: Senators. Luther Olson, Alberta Darling, Leah Vukmir, Stephen Nass, Chris Larson, Fred Risser, & Janet Bewley

Introduction: My name is Lyman E. Elliott III. I am a Taxpaying Resident of the 15th Senate District, the father of 3 school aged children (ages 10, 7, &5) in the Milton School District, and one of only 1080 National Board Certified Educators in the State of Wisconsin. I have been working in what some people refer to as an "Urban Educational Setting" in Rock County for the past 9 years. I prefer to say that the district I work in is "a small city with big city problems." I am deeply concerned about the issue of school accountability and have come to offer professional informational testimony. I am here today of my own volition and do not represent any group or organization. Thank you for the opportunity to be heard today. I am proud to offer it –such as it is.

On Accountability: There is no shortage of folks calling for great school accountability today. Many have suggested that schools are "failing" –that educators like myself are "failing." Educational institutions have custody of students for 7 hours a day, 180 days a year, for the last 13 of the first 18 of their lives. **This amounts to control of roughly 10% of their growth and development.** I don't care if you are producing corn or Cadillacs. There is not a company in the history of the world that would put its stamp on a product they had only 10% control of producing. They *most* certainly would not send the product –while in-process- out into the public every night to be returned to the production facility in the morning. Yet, that is *precisely* what the proponents of school accountability are demanding of our educational institutions. Through such a lense, current accountability measures are *pure* madness.

On "Value Added" Measures: As an educator working primarily with 15 year olds for 18 weeks at a time, **I have control over roughly .09% of my students' growth and development.** Now, I'd be lying if I said that a great teacher didn't make *any* difference and we *all* know that a good one can make ALL the difference in the life of a child. There are those (like those folks at the Value Added Research Center) who have suggested that they can mathematically control for the "externalities" associated with educating a child -that is to say that they are able to judge the work I do every day by controlling for the variables in a child's life that dominate 99.91% of the educational process. The proponents of value added methodology claim that they are able to calculate the effectiveness of a "dosage" of education from a particular district, school, or educator. To suggest that schools and teachers can –or worse, *should-* be judged based on such foolish notions, by people so far removed from the immediacies of classroom practice (if not reality), is the epitome of arrogance and hubris. These people should be disregarded and returned to their respective theoretical ivory towers with the utmost haste.

On "School/Consumer Choice:" As one of only 43 National Board Certified Social Studies teachers in the state of Wisconsin working in an urban public school, I'd like to say that I take them ALL: The tired, the weak, the hungry, the poor, the huddled tempest-tossed masses yearning (and not) to be educated. Those neighborhoods that you'd be nervous about walking through at night have children living in them. Those children go to school (sometimes). Those children are not blueberries that, if a little less than perfect- we are able to turn away at the receiving dock. How dare *anyone* suggest that folks like my colleagues –doing some of

the hardest work in public education and working in some of the toughest districts in our state- are “failing.” Show me a “Parental Choice” school that is outperforming its public counterpart(s) and I will show you a school that –through its application and selection process- is cherry picking its students. This is not the path to enlightened and educated citizenship that our nation’s founders envisioned.

IF we *must* attempt to measure the quality of schools for the sake of comparison and consumer choice (and it appears as though we must): THEN, the very same measures that are being used to suggest that educators like myself –working in our inner city public schools- are failing should be *equally* applied to ALL PreK-12 educational institutions. It is nothing short of perverse to suggest that schools outside of the traditional public system be granted some “exceptional” status –having a separate set of standards of accountability applied, *unequally*, to them.

A plea: I *pray* that the members of this committee persist in their reasonable present tack on the issue of school accountability –applying a single set of standards to all schools- as this measure moves out to the floor of the Senate and into Conference with the Assembly. The VERY same standards and evaluations being used to suggest that folks like myself in schools like mine are “failing” must be applied equally to all PreK-12 educational institutions –especially those claiming to perform better than our public schools. I would like to encourage the members of this committee to continually search for ways for choice schools to be more honest and transparent about who they serve and who –through selective pressure- they don’t.

Thank you so much for taking the time to hear my thoughts and for giving me the opportunity to be heard.

Very Respectfully,



Lyman E. Elliott III, NBCT



Charles Uphoff

2475 Lalor Rd.

Fitchburg, WI 53575

608-835-7283

e-mail cuphoff@hotmail.com

My name is Charles Uphoff, I live at 2475 Lalor Rd. in the city of Fitchburg. I am retired and currently serve as a member of the Oregon School board and have previously served as a member and president of the Fitchburg City Council and as coordinator of the Wisconsin Governor's Conference on Children and Families for Governor Lee Sherman Dreyfus. I've also had experience teaching, working with Hispanic and Navajo pre-school children in Southern Colorado and at-risk youth in the Bedford-Stuyvesant section of New York.

All of my children graduated from Oregon High School and have done well both academically and professionally. My oldest daughter graduated with honors from Harvard University. I also have five grandchildren, the oldest of whom is in 8th grade. He recently took the ACT tests with an average score of 34 out of a possible 36 and a 35 in math.

I would like to speak to you today about several concerns with regard to SB 1 and to let you know that I'm tired of constantly hearing talk about our "failing schools."

If there is a failure it is we, as parents, as taxpayers as a State who are failing our schools and our children.

More than half of Wisconsin's children are living in poverty, eligible for free or reduced lunch, yet this growing crisis which has a huge impact on children's outcomes and prospects for academic success is largely ignored by this legislature.

If you're serious about wanting to improve student outcomes you need to address the underlying problems of poverty and increase the investment in our public schools, particularly in rural and urban communities where poverty, declining enrollment and cutbacks in our investment in our public schools are robbing our children of the support and the opportunities which our parents and grandparents provided for us.

Fifty four countries commit a larger percentage of their GDP to public education than the U.S., including countries like Cuba, Palau, Moldova, Botswana, Burundi, Uzbekistan, Kenya, Tazania, Namibia, Bolivia, Kyrgystan, Samoa, Grenada, Mongolia and 40 more. Some are countries with far fewer resources than Wisconsin.

By establishing separate "accountability boards", SB1 creates a separate and unequal distinction for public and private schools receiving taxpayer's dollars that is impermissible under the Wisconsin Constitution. *"The legislature shall provide by law for the establishment of district schools which shall be as nearly uniform as practicable; and such schools shall be free and without charge for tuition for all children between the ages of 4 and 20 years; and no sectarian instruction shall be allowed therein."*

While SB1 offers significant improvements over provisions found in the Assembly's "school accountability" bill, SB1 would give unconstrained authority to appointed boards that could usurp the authority of local schools boards elected and entrusted by the voters and taxpayers in their districts to provide an education for their children.

SB1 provides for different treatment and consequences for public and private schools receiving public tax dollars when they are judged to be “chronically failing” with much harsher provisions for traditional public schools than independent charter schools.

SB1 authorizes the withholding of state aid from school districts with “chronically failing” schools that fail to comply with “improvement plans” mandated by the appointed boards. “Chronically failing” private voucher schools on the other hand can’t enroll additional students funded by public tax dollars but can continue to receive public funds for students already enrolled in these “failing schools.”

Establishing penalties for schools based on standardized test scores and inequitable measures of “success” and “failure” is both misguided and unproductive when many of the factors, like poverty, that undermine students’ academic performance are beyond the school’s and the district’s control.

SB1 ignores the very rigorous systems for accountability already in place for our public schools.

I attended the Wisconsin Association of School Board convention in Milwaukee last week and what I saw was not public schools that are failing our children but vibrant, committed and creative public schools that are forming partnerships with local businesses, investing in professional development and new technologies to provide our children with the tools, the knowledge, the caring and the support they will need for success both in their careers and as citizens.

Our public schools aren’t broken, but they are struggling in the face of growing demands and declining resources.

Over the past 6 years Wisconsin has consistently ranked 1st or 2nd nationally in High School Graduation rates and ACT scores. To continue to offer our children the chance to excel and to thrive in the decades before us we need to increase our investment in public education and in our children’s future.

Investment in our public schools is vital to the health and growth of our economy our communities and our families. In an increasingly competitive global economy we cannot afford to shortchange our children or compromise their future by creating separate and unequal and less accountable underperforming independent and for profit charter and voucher schools that divert taxpayer dollars from the classroom to padding their portfolios.

Charles Uphoff
2475 Lalor Rd.
Fitchburg, WI 53575
608-835-7283
cuphoff@hotmail.com

January 27, 2015

Senate Committee on Education Reform and Government Operation
Wisconsin State Capitol

I am a parent and I don't have a choice. My son has multiple disabilities, and the school choice program isn't required by law to take him. My name is Peg Randall Gardner and I am here to oppose this bill and the negative effects it will have on children like mine. This is my son Nikolai. He wanted to come and testify for himself, but the long hours I've been sitting here waiting for the public to get a chance to speak at this public hearing would have done him in. So I'll just put his picture here. I wanted you to see his picture because this bill is about more than arbitrary numbers, test scores, and the data that determines if schools and school districts pass or fail. It's about people, real people, like Nikolai. These policies are not just theories for him; they're his life.



Nikolai is required by law to take standardized tests he cannot pass because of his disabilities. And yet those unrealistic, irrelevant test scores can be used to grade his teachers and his school as failing. Nothing could be further from the truth. His public school teachers have helped him to overcome the obstacles to learning that his disabilities cause, with skills and commitment second to none. Yet based on the scores of my disabled son and others like him, the state could declare his school a failure and sell it to the highest bidder. The local school board that we legally elected would be powerless, and all of the taxpaying voters in my community and others like it would be disenfranchised.

This bill takes away our schools, our votes, our rights, and our children's future. A privatized school has no obligation to educate my son, and if they would decide to briefly accept him for the taxpayer money his body would provide, they have no obligation to serve him under the federal IDEA laws that protect him now. This isn't mere speculation, it has already happened time and time again in the voucher and charter schools that already exist in Wisconsin. My son's needs are expensive, so who will educate him? Thanks to the historic cuts of the last four years, there already isn't enough money in our schools to meet all of the needs of our students. If more money is siphoned off from our public schools to the highest bidders, what's left for children like mine? Nikolai is a child of Wisconsin, and like all of our children, no matter where they live in this state; he has a right to a free and equitable education. My son and his school are not for sale. Make no mistake - that is what this bill is about.

Nikolai has an incredible history teacher named Mr. O'Brien. He teaches about Abraham Lincoln, who said that the government of our nation is "of the people, by the people and for the people." Once upon a time Wisconsin upheld those honorable traditions, but what part of a board selected by the governor instead of locally elected school boards is "of the people"? What kind of legislation opposed by armies of students, parents, teachers and administrators is "by the people"? And what kind of school that slams the door in the faces of children who struggle most is "for the people"?

The answer is none of the above - standardized results for non-standardized values. Our public schools are already accountable to the families and communities they serve, and we love our public schools. As our elected representatives, you are accountable to us, not the corporations that want our schools. Don't throw away children like mine all over Wisconsin - throw away this bill of sale for our schools. You owe that to Nikolai and all the children throughout this state who are counting on you. They are real children living real lives, and it is their future that this bill sells out. That's a price no one should have to pay, but especially not the most vulnerable citizens of Wisconsin, our disabled children. I ask you to see this bill as it really is, and protect their future. Support, don't dismantle, our public schools.

Peg Randall Gardner
2350 W. Ranch Rd.
Mequon, WI 53092
mizautz@execpc.com



WISCONSIN BOARD FOR PEOPLE
WITH DEVELOPMENTAL DISABILITIES

January 27, 2015

Senate Committee on Education Reform and Government Operations
Senator Paul Farrow, Chair
State Capitol, Room 323 South
Madison, WI 53707-7882

Dear Senator Farrow and Committee Members:

Thank you for the opportunity to provide comment on SB-1.

BPDD is Wisconsin's state Developmental Disability council. Our role is to seek continuous improvement across all systems—education, transportation, health care, employment, etc.—that touch the lives of people with disabilities. Our work requires us to have a long-term vision of public policy that not only sees current systems as they are, but how these systems could be made better for current and future generations of people with disabilities.

Families of children with disabilities in Wisconsin know their children can achieve and learn with their peers with the right instruction and supports. Research clearly shows that 99% of students – including those with disabilities -- can learn grade-level content in the general education curriculum and achieve proficiency on grade level standards with the appropriate supports.

As is the case with all students, education is the foundation that prepares students with disabilities to become contributing members of their communities and a valuable asset to Wisconsin's skilled workforce. Poor educational preparation of students with disabilities translates into a lifetime of high unemployment (63% unemployment rate), lower wages (30% less than workers without disabilities), and reliance on public benefit programs (27% have incomes below the federal poverty line).

A quality education prepares students with disabilities to move with their peers from school into employment within the community. The adequate preparation of our youth—including youth with disabilities—to acquire skills that lead to well-paying jobs begins in schools. Families of students with disabilities want to make the best educational choices for their children, and they need an accountability system that clearly identifies how specific schools perform in preparing their children for adulthood.

BPDD appreciates the bill's inclusion of following elements:

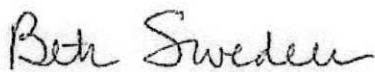
- Delineation of disability status in the data collection
- Using one common assessment for all students—including students with disabilities—so all schools are measured with the same tool and parents can compare across all school options.
- Including all schools that receive public funding within the school accountability system.
- Including measures that address both growth and gap closure in student achievement

BPDD supports the addition of the following elements to improve school accountability for students with disabilities:

- Include a uniform definition for children with disability status that can be applied across all schools to provide adequate and comparable information to parents about student achievement.
- Require all tests include accommodations or alternative assessments.
- Ensure scores from alternative math/reading tests taken by students with significant cognitive disabilities are included to measure pupil achievement of all students.
- Ensure performance information of the subgroup of students with disabilities will be available to families in addition to a school's performance category.
- Add county Children with Disabilities Education Boards under s. 121.135 to the statewide accountability system to adequately capture the performance and outcomes for this population of students with disabilities
- For students with disabilities we specifically recommend adding a focus on postsecondary outcomes to include: rates of enrollment in higher education, enrollment in technical college or apprenticeship programs or competitive employment within one year of leaving high school.
- Collect data about students who are considered completers using other High School Completion Credentials (such as GED, attendance certificate) but have not earned a regular diploma
- Add metrics to collect data on pupils who are suspended or expelled; the reasons for the suspension or expulsion; the length of time for which pupils are expelled; whether pupils return to school after being expelled; and the educational programs and services provided to expelled pupils.
- Add measures to assess college and workforce readiness.
- Include a notification process for parents, students, and other schools in the event that enforcement of the school accountability process is occurring which may result in the need for students to transition to other schools. This process should also specify a minimum amount of time for parents to assess options and make other educational arrangements, as well as a transition process.
- Include individuals with specific education expertise and expertise related directly to students with disabilities on accountability review boards.

The Wisconsin Board for People with Developmental Disabilities (BPDD) is charged under the federal Developmental Disabilities Assistance and Bill of Rights Act with advocacy, capacity building, and systems change to improve self-determination, independence, productivity, and integration and inclusion in all facets of community life for people with developmental disabilities.

Thank you for your consideration,



Beth Swedeen, Executive Director
Wisconsin Board for People with Developmental Disabilities



TO: Senate Committee on Education Reform and Government Operations
FROM: Scot Ross, Executive Director, One Wisconsin Now
DATE: January 27, 2015
RE: Testimony in opposition to 2015 Senate Bill 1

Chair Farrow and committee members, on behalf of the 75,000 plus online supporters of One Wisconsin Now, thank you for the opportunity to offer my testimony in opposition to Senate Bill 1 (SB 1).

Private schools in the voucher program will receive over \$212 million from state taxpayers this school year. Yet they remain exempt from many of the performance and safety standards we put on public schools -- even after studies showing lackluster performance and news reports of questionable uses of public funds.

Instead of asking more of voucher schools to protect the interests of children and taxpayers SB 1 provides more protections to keep public money flowing to failing private schools.

Not only is a new board created to oversee voucher schools. Not only is it likely to be packed with voucher supporters. But SB 1 also removes oversight from the Department of Public Instruction -- headed by the nonpartisan, statewide elected Superintendent of Public Instruction -- instead placing it in the Department of Administration, headed by the hand picked political appointee of the Governor.

Instead of cracking down on subpar schools, SB 1 locks in a system in which students that are in private voucher schools declared to be "chronically failing" can continue to use taxpayer funded vouchers to attend these schools.

It is just as important to judge SB 1 not just by what is in it, but also what is not.

It seems like common sense to require the people entrusted with educating the children at private voucher schools receiving tax dollars to be qualified, licensed professionals. After all, that's what the law currently requires of our public schools. But that's not currently the case for voucher schools. And that's not a provision included in either Senate or Assembly Republican proposals.

SB 1 and the Assembly Republicans' proposal are a tour de force of the political clout wielded by the school privatization cartel in Wisconsin.

The American Federation for Children, headed by disgraced former Assembly Speaker Scott Jensen has publicly bragged of the millions of dollars they've spent to put sycophantic State Senators in office. And out-of-state millionaire and billionaires, including heirs to the Wal-Mart and Amway fortunes, have consistently made large campaign contributions directly to voucher friendly Republican elected officials.

Research from my organization One Wisconsin Now revealed the \$31 million plus propaganda campaign to attack public schools and promote private school vouchers orchestrated by Gov. Walker's campaign co-chair Michael Grebe and his Milwaukee based Bradley Foundation.

The chair of this committee and author of SB 1 even declared in 2013 that his vote for the state budget, "depends solely" on expanding the taxpayer funded private school voucher program.

SB 1 falls woefully short of protecting our children and tax dollars because it puts ideology and political payback before helping our schools be the best that they can be.



WISCONSIN CATHOLIC CONFERENCE

TESTIMONY ON SENATE BILL 1: SCHOOL ACCOUNTABILITY

Presented to the Senate Committee on Education Reform and Government Operations

By Kim Wadas, Associate Director

January 27, 2015

On behalf of the Wisconsin Catholic Conference (WCC), I thank you for the opportunity to provide testimony for information on Senate Bill 1 and the effect of its implementation on our Catholic schools and systems participating in parental choice programs.

The WCC, along with many of our private school partners, has consistently supported efforts to improve accountability and transparency within the parental choice programs. Catholic educators recognize that students, families, and communities need access to information on school and student performance. Catholic schools have willingly complied with measures to promote greater program accountability – from ensuring school fiscal viability and sound financial reporting to enhanced accreditation and educator credentialing; and from improved auditing of program compliance to heightened enforcement and penalty provisions for errant schools and officials. As Catholics, we fully support efforts to promote good stewardship of our public resources.

First, we wish to express our gratitude for certain provisions of Senate Bill 1, especially when compared to bills forwarded in this and past legislative sessions. Requirements, such as limiting the application of Senate Bill 1's provisions to private schools serving at least 20 parental choice program students, helps to ensure that the system is truly about accountability and not penalty.

However, there are other concerns regarding current assessment requirements that this bill fails to address. For example, within the Wisconsin Parental Choice Program, a school may select how it is recognized under the program. For example, a system of schools, such as Assumption Catholic Schools or St. Francis Xavier Catholic School System, Inc., may apply to participate in the program as one entity. This means that even though the St. Francis Xavier system serves almost 1600 students, its school accountability report will be based on its 94 voucher students, 89 of which are full-time. The result is a published accountability rating based on less than 6 percent of the "school's" population.

Many counter that one way to alter this result would be to allow a private system to voluntarily submit data for all its students to the Wisconsin Department of Public Instruction (DPI) for accountability analysis. The DPI could then produce an accountability rating for the entire school, if it so chooses. However, many Catholic schools currently do not utilize the approved state assessments used in this accountability determination and instead use the Iowa Test of Basic Skills (ITBS), a nationally normed assessment that has been used for decades to accurately assess the proficiency of students across numerous subject areas.

According to our records, this year's administration of the ITBS costs on average less than \$12 per student for all materials, including extensive ITBS scoring and the provision and scoring of the CogAT (Cognitive Abilities Test) for grades four, six, and eight. The only deviation from this cost occurs in second grade where the ITBS and CogAT combined is a little under \$15. Assessments can be administered electronically or via traditional pen and paper and schools receive test results within 10 days.

As you know, beginning in the spring of 2014-15, Wisconsin requires the administration of the Badger Exam in public schools for English language arts and mathematics through grade eight. Public high schools are required to administer the ACT Suite of assessments, with two examinations for grade nine, one for grade ten, and two for grade eleven. Additionally, students continue to take the Wisconsin Knowledge and Concepts Examination (WKCE) for science and social studies in grades four, eight, and ten. These requirements apply to choice students in grades three through twelve as well.

Private schools participating in the parental choice programs recently learned that they may purchase the Badger Exam at a rate of \$46.44 per student. If a school opts to test all their students and not just choice students, in grades four, eight, and ten, they may purchase the WKCE for non-choice students for \$42.48. Therefore, testing a fourth grade non-choice student would cost the private school a combined \$88.92 per student. This is a significant increase from the cost of administering the ITBS, but costs schools will have to consider if they want to avoid the identification of their choice students by classmates and staff, or consider voluntary full school participation in the school accountability system, if available.

For choice schools that have a limited number of non-choice students, the purchase of the more expensive tests in order to have comprehensive, across-the-board results would be a hardship, and in doing so, schools would lose the easy ability to compare multiple years of prior student data obtained through ITBS assessments. However, for schools that have a significant number of non-choice students, the option of testing all students with the state approved assessment is cost prohibitive. Nor would this be wise given that these schools have never used the Badger Exam before, nor know in what form or fashion data will be shared with private schools, or in how timely a fashion that information will be provided.

Assembly Bill 1, a bill with a similar objective, provides a means through which the DPI, working in concert with the Value-Added Research Center (VARC) at University of Wisconsin-Madison, can statistically equate the scores of a nationally recognized, norm-referenced test to measure achievement and the growth of pupils attending a private school with those collected for other populations, including public schools. To avoid identifying choice students, we request that the Committee consider amending SB 1 and permit choice schools to use this same process in lieu of the requirement that choice students utilize the Badger Exam and WKCE assessments.

Again, Catholic educators are not opposed to accountability. That is why the WCC does not oppose this legislation as currently drafted. However, data collection in choice schools should be limited to that which is necessary and permits a private school to follow its mission. By recognizing the distinctive ways in which private schools operate, we can ensure student privacy protection, obtain significant measures of performance, and produce useful results. This will ensure a consistent and transparent system that maintains accountability without altering the unique character and climate of our Catholic schools.

BRUCE QUINTON
District Administrator

LYDIA GNOS, ED.S.
K-8 Principal

PEPIN AREA SCHOOLS

"Home of The Lakers"

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Debra Larson, Clerk
Ardyce Johnson, Member

1/27/15

To: Senate Education Reform Committee Members
From: Bruce Quinton
Re: Testimony on SB 1

I would like to thank the Senate Education Reform Committee members for giving me the opportunity to address your committee in regards Senate Bill 1.

Pepin Area School District feels the accountability movement has gotten out of control and hope you will take a serious look at the amount of mandated assessments that is going on in our school systems across the state. Pepin Area Schools supports SB 1 as the best alternative of the accountability bills that have been forwarded by legislators this session.

We feel any bill that is passed must support the following premises as outlined by the SAA and the WASB:

- 1) *It is important to keep a single, common assessment for all district's who received public funds. Multiple assessments are certain to reduce validity, transparency and reliability when comparing the performance of different schools. Multiple tests will likely lead to greater confusion for parents and other stakeholders. Trust in the accountability system is a must.*
- 2) *Stay with the performance categories established by the state's Accountability Design Team, and resist the political pressure to replace them with politically charged A-F letter grades. Evidence has clearly shown that grades are an insufficient way to evaluate the academic performance of children. By extension, if the objective of the school report card is to increase the public's understanding of how schools are performing, then grades are an inadequate means of meeting that objective as well.*
- 3) *We are pleased that SB 1 rejects punishment, sanctions and conversion of low-performing schools to privately-run charter schools. Research suggests that a more effective path of improvement would be focusing on evidence-based interventions and supports to help low-performing schools raise their achievement levels.*
- 4) *The bill (SB 1) allows local boards to analyze the issues and propose an improvement plan tailored to their district and its student population. This bill does not include sanctions, such as taking over public schools and converting them to privately run charter schools. It also does not close public schools or require administrators/staff to be fired. All of which should be a local decision and guided by local control and locally elected officials!*

Thank you for your time,



*Bruce Quinton, District Administrator
Pepin Area Schools*

Pepin Area School's vision is "Encouraging a community of learners in a positive atmosphere where learning is a life long process which develops responsible citizens who value knowledge."

The Pepin Area School District does not discriminate on the basis of race, color, religion, sex, national origin, age or handicap.

January 27, 2015

To: Senator Paul Farrow, Chair Senate Committee on Education Reform and Government Operations
Members, Senate Committee on Education Reform and Government Operations

From: Disability Rights Wisconsin – Sally Flaschberger, DRW Advocate

Re: SB-001 School and School District Accountability Report- Disability Rights Wisconsin Testifying
for Information Only

Thank you to Members of the Senate Committee on Education for hosting a hearing on this important school accountability bill and to Senator Farrow for ongoing communication and meetings with our organization to hear concerns and recommendations prior to bill introduction. We appreciate your interest in developing a strong accountability system that includes and supports the achievement of students with disabilities.

Disability Rights Wisconsin is the state's Protection and Advocacy agency, charged with ensuring the rights of individuals with disabilities, including students and their parents. We often support parents to achieve a quality education for their children and challenge districts and the state to change or update policies. This testimony represents our experiences with parents of children with disabilities statewide.

There are several main elements of an accountability proposal that are important to families of children with disabilities:

- An accountability system that is built upon an “apples to apples” comparison of children with disabilities. Students should be taking the same assessments, with the same accommodations availability to allow parents to adequately compare scores across different types of schools.
- Students with disabilities should be identified with a common definition across all schools.
- Robust multiple measures of accountability must include growth, gap closure and achievement disaggregated specifically to identify the performance of the subgroup of students with disabilities.
- The system should incorporate all schools that receive public funds.
- The system must include and specifically reference all students, including those with significant cognitive disabilities taking the alternate reading and mathematics examinations administered under s. 118.30.
- Accountability measures should address measures of college and workforce readiness and information related to high school graduates entering the workforce.
- Accountability measures should include information on the number of pupils who are suspended or expelled.
- Transparent reporting of school performance should include a required posting on a school's website to allow parents easy access to information on the performance of students with disabilities.

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SB 1 addresses some, but not all of these important elements of accountability. We thank you specifically for ensuring that data about growth and achievement is disaggregated by disability status. We strongly support with the use of a common assessment. We value the components of the improvement plan that support the need for curriculum aligned to state standards, differentiation to meet student needs, academic and behavioral support including early intervention services, and additional time for learning.

We have concerns about other sections of the bill that we feel are imperative. Parents of children with disabilities require robust information about their child's school in order to make good educational choices and to be part of the system of improvement for their district. No matter where a student with a disability attends, a parent has a lot on the line and often must be significantly more involved in their child's education than the parent of a typically developing child. The outcome of an education for a student with a disability can mean the difference between a young adult who leaves school with real-world job skills prepared for employment or postsecondary education or someone who will be solely reliant on public benefits, live in poverty or end up in our criminal justice system. **Meaningful accountability for schools and transparent information is a way to empower parents.**

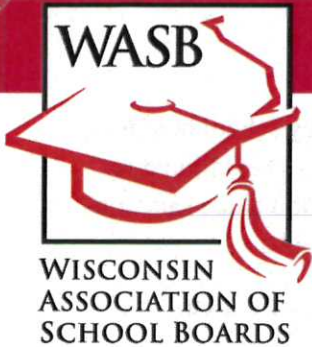
In summary, we believe the bill requires the following clarifications or changes:

- Addition of a common definition of disability under state and federal statutes.
- Addition of college and career readiness measurements. For students with disabilities, there should be consideration of the use of data similar to what is already collected through Indicator 14 in public schools – a measure that tells us if students are working or participating in college or other training.
- Inclusion of suspension and expulsion rates in areas of measurement disaggregated by group.
- Additional language to define exceptional circumstances as a reason to appeal the identification of a chronically failing school.
- Inclusion of specific subject experts on both Accountability Boards identifying the type of qualification, i.e. a school administrator, a teacher, a parent.
- Addition to the boards of at least one person with knowledge specifically related to disability and addition of a parent.
- Inclusion of all publicly funded schools, including county children with disabilities education boards within the accountability system.
- Parent notification requirements when a school is determined to be a chronically failing school and will no longer be part of the school choice program.
- Parent notification that a school has previously been identified as a chronically failing school if allowed to open as a "new" choice school after three years out of the program.

Thank you in advance for addressing the concerns outlined in this testimony. Disability Rights Wisconsin would be happy to discuss these changes in greater detail with the committee.

Thank you,

Sally Flaschberger
Advocate-DRW



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John H. Ashley, Executive Director

TO: Members, Senate Committee on Education Reform

FROM: Dan Rossmiller, Government Relations Director
Wisconsin Association of School Boards

RE: SUPPORT for Senate Bill 1, relating to: school and school district accountability reports, chronically failing schools and school districts, and educational options information.

DATE: January 27, 2015

Mr. Chairman and members, my name is Dan Rossmiller, and I am the government relations director for the Wisconsin Association of School Boards (WASB). We represent all 424 locally-elected school boards in the state of Wisconsin. Thank you for the opportunity to testify in support of Senate Bill 1.

The Wisconsin Association of School Boards fully supports efforts to develop a state school accountability system for all schools that receive public funds. To that end, we participated in lengthy efforts chaired jointly by Gov. Walker, the Senate and Assembly Education committee chairs and the State Superintendent. We also supported the initial version of accountability legislation offered last session by Senator Olsen and Representative Kestell.

The WASB applauds the efforts of the chairman to take up this very complicated and contentious, yet important, issue. We also appreciate the chairman's willingness to bring us into the conversation earlier this summer and allowing our organization to review preliminary drafts of this bill early in the process.

The WASB supports a number of key elements of this legislation and believe it represents a marked improvement over the counterpart Assembly bill—AB 1—that received a public hearing earlier this month. Senate Bill 1 is, by and large, a positive bill, not a punitive bill, with an emphasis on improving student performance and narrowing achievement gaps.

The WASB specifically supports maintaining the requirement in current law that voucher students must take the same state assessments public school students take. The easiest, fairest, most accurate and most straight-forward comparison possible occurs when all students take the same test at the same time and under the same conditions. Allowing schools to choose from a menu of a variety of tests could mean that we may never get an “apples to apples” comparison of student performance across different school sectors. The Legislature was wise in maintaining this requirement last session and this bill reflects that wisdom.

The WASB also welcomes the approach taken by this bill that preserves a role for local control by school boards by allowing local boards to analyze the issues facing particular schools and propose an improvement plan tailored to the school or district and its student population. We are particularly pleased that this bill does not include sanctions, such as taking over public schools and converting them to privately run independent charter schools.

The WASB also strongly favors keeping the current grading system, which relies on descriptions of school performance rather than letter grades.

We have strong concerns that a shift to letter grades might needlessly paint most schools in our state in a negative light in the eyes of the public and could significantly and negatively affect economic development efforts in many communities. Consider that the vast majority of schools in our state (64 percent) currently rank in the “meets expectations” category, while in contrast the average grade earned by students in our state is a “B” (due in large part to grade inflation). If business leaders making location decisions see a “C” grade in a negative light, they are likely to locate or expand elsewhere. This could have particularly significant ramifications along the border areas of our state.

Currently, Wisconsin statutes describe school and district accountability, and Wisconsin’s public schools have been subject to school report cards for three years and to district report cards for two years. By most accounts that report card system, including the performance measures currently in use, is working well.

Earlier this year, the non-partisan Education Commission of the States (ECS) produced a report examining many of the most important attributes of various states’ school report cards. That review of school report cards from all 50 states and the District of Columbia found that Wisconsin’s existing school report cards are viewed positively by both parents and education researchers. Importantly, education experts identified Wisconsin as one of nine states measuring and reporting what those experts deemed the five essential indicators of a meaningful accountability system.

According to that ECS report, one of the five essential indicators of a meaningful accountability system is a measurement of students’ college- and career-readiness. We are concerned that Senate Bill 1 drops any measurement of college- and career-readiness from among the indicators of school performance despite the ECS report indicating that this measure is widely considered one of the elements crucial to building a strong accountability system.

In order to ensure that upon graduation students have the knowledge, habits and skills needed to succeed in postsecondary education and/or training that will maximize their opportunities for sustainable employment, it makes sense that we should be measuring whether schools are equipping students to graduate or to be on-track to graduate with readiness to succeed beyond high school as a part of our accountability system. We think this is valuable information for parents to have and the bill would be improved by amending it to include this information in the report cards.

We believe the bill could be improved in at least two other ways as well.

One way is by eliminating provisions that would direct each school board to annually post on its Internet site a list of the educational options available to children residing in the school district who are between the ages of 3 and 18. While this provision seems well-intended, it strikes us that there is something odd about requiring a public school

board to, in effect, advertise for its competitors. We prefer the approach taken by Assembly Bill 1, which places the responsibility for annually informing parents or guardians of the educational options available for their children with the State Superintendent.

Another way we believe the bill could be improved is by removing the provisions that create a separate parental choice school accountability board for voucher schools attached to the state Department of Administration (DOA). While this board would be charged to review annual accountability reports and identify chronically failing voucher schools, we believe that over time, this board's duties could evolve in a way that they would become different from those of the board that would oversee public schools and charter schools, leading to two potentially different systems of accountability—one for public schools and another for private schools that accept publicly funded voucher students.

On balance, however, we believe the bill is a vast improvement over the Assembly version (AB 1) and we are pleased to offer our support for Senate Bill 1.

To: Members of the Senate Committee on Education Reform and Government Operations
From: Susan Fox
President, Monona Grove Board of Education
4637 Tonyawatha Trail
Monona, WI 53716
Re: **SB 1** – Relating to: the school and school district accountability report, chronically failing schools and school districts, and educational options information

January 27, 2015

Thank you for providing this opportunity for input.

While this bill is a significant improvement over it's Assembly companion bill, AB 1, it still misses the main point that we need to focus on supporting rather than dismantling our public schools.

This is a better bill in that it specifies that a single test be administered to all students who receive public funds. This is essential, and is really only common sense. The Assembly bill's proposal to assign the UW-Madison's Value Added Research Center the task of calibrating results from different tests is another waste of time and money. The School Choice Wisconsin President's statement at the hearing on AB 1 that the purpose of these tests is solely to show growth in individual students' levels of achievement is not accurate. While it is true that measuring student growth is a purpose for the current testing done in public schools, and while it is also true that these current assessments are used by teachers to strategize best practices and the need for interventions with individual students, clearly a main purpose for this legislation is to allow comparison of school and school district performance. One cannot argue that parents have access to "choose" without giving them some basis for doing so. It is about the apples-to-apples comparison that you have heard so much about. It is about accountability to taxpayers as well as to students and parents.

Another strength of this bill is its continued use of the performance categories on the report cards, as opposed to letter grades. This is a more productive way to look at schools.

The lack of sanctions involving threats to close so-called failing schools and to fire administrators and teaching staff is another positive in this bill. There is no research to support the idea of punishing schools or school districts as a way to improve their performance. There is a role for directed improvement plans, supported by resources needed.

With all of this said, the main problem with this bill lies in its premise – that public schools cannot meet the needs of their students, and the an appropriately funded DPI is not the best equipped entity for oversight. Public schools teach every child, every day – including students with special needs, English language learners, students in poverty, and those with high mobility. If you look at the list of so-called failing schools, you will see that these are all schools with high levels of poverty. Research supports the need for more resources for schools with high poverty enrollment. These students need higher levels of support. Students who routinely arrive at school hungry, in need of medical and dental care, with little sleep because of their living situations, who move from school to school frequently; or who lack the opportunities outside of school to develop literacy skills, clearly require different and more intensive strategies in school than students without these issues.

Teachers in these schools need more professional development and mentoring. The much discussed “achievement gap” facing our minority students is really an “opportunity gap.” **Thus, more resources, accompanied by accountability, measures, including the new Educator Effectiveness system, make much more sense than sanctions. Give these measures a chance to work.** Special needs students who may require a one-on-one aide will obviously cost a district more, and will raise the per pupil cost, but this is just one example of what public schools provide. The theme for this year’s State WASB conference was appropriately “Every Child, Every Day.”

I just heard a presentation by staff in the Brown Deer District about their efforts to raise the level of student engagement and close the achievement gap in their schools. I would suggest you talk with them about what they are doing and the results they are seeing.

I request that you ask yourselves who or what entity is failing our students in poverty. I think you will find that the answer does not lie primarily with their public schools. The problems faced are much more complex .

The creation of two separate “accountability boards” should be eliminated from the bill. This is another bureaucratic structure that is not needed and again separates the accountability of voucher schools from that of regular public schools, and involves political appointments to the private school review board. The review of school performance rests appropriately with the professional staff in the State Department of Public Instruction, in accordance with the Wisconsin Constitution. The complexities of the issues surrounding education are best dealt with by people with the appropriate background and knowledge. As teachers need to hold high expectations for all students, the DPI needs to uphold high expectations for all schools receiving public funds, and provide support to assist them in meeting these.

There are provisions in place to move these schools toward higher academic achievement. Obviously the DPI budget has also suffered in recent years; perhaps you should be asking what the DPI needs to do its work even more effectively.

Our public schools are the hearts of our communities. The constant legislative threats against this excellent system, rather than attempts to support it through appropriate investment of state tax dollars, is taking a toll. The research shows that the voucher schools are performing no better overall, and in fact sometimes worse, than public schools with high needs populations. **We need to keep our undivided focus on supporting our excellent public schools to be the best they can be - not focus on dismantling the system.**