The League of Women Voters of Dane County, Inc.

Presents....

General Meeting and Issues Forum

Successes and Challenges in High School Education

Speakers:
Keith Nerby, Principal, Sun Prairie High School
Steve Plank, Principal, Middleton High School
Sean Storch, Principal, La Follette High School, Madison

Wednesday, March 1, 2017
7:00 – 8:30 p.m.

Capitol Lakes Grand Hall
333 West Main Street, downtown Madison.

The event is free and open to the public.

Free parking in the ramp across the street.
(Bring your ticket into Capitol Lakes for validation.)

Committee: Carol Carstensen, Kathy Johnson, Deborah Speckmann

For more information visit the League’s website at
www.lwvdanecounty.org or call 608-232-9447.
Study questions

1. With the addition of civics as a graduation requirement, how might the LWV be involved in supporting high schools in meeting this goal?

2. Are there ways that high schools can help all students to graduate through the use of alternative programs or pathways?

3. How does diversity of backgrounds or economic situations impact both the students and the high schools?

2015-2016 data from DPI

<table>
<thead>
<tr>
<th></th>
<th>Middleton (9-12)</th>
<th>Sun Prairie (10-12)</th>
<th>La Follette (9-12)</th>
<th>State average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>2032</td>
<td>1617</td>
<td>1519</td>
<td></td>
</tr>
<tr>
<td>Student Diversity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>White, not Hispanic</td>
<td>80   (%)</td>
<td>75      (%)</td>
<td>41    (%)</td>
<td>72   (%)</td>
</tr>
<tr>
<td>Hispanic</td>
<td>7     (%)</td>
<td>7       (%)</td>
<td>21     (%)</td>
<td>11   (%)</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>7    (%)</td>
<td>4       (%)</td>
<td>5      (%)</td>
<td>4    (%)</td>
</tr>
<tr>
<td>Black, not Hispanic</td>
<td>5     (%)</td>
<td>11      (%)</td>
<td>23     (%)</td>
<td>10   (%)</td>
</tr>
<tr>
<td>Multiracial</td>
<td>2     (%)</td>
<td>3       (%)</td>
<td>10     (%)</td>
<td>2    (%)</td>
</tr>
<tr>
<td>American Indian/Alaskan Native</td>
<td>0 (%)</td>
<td>0       (%)</td>
<td>0      (%)</td>
<td>1    (%)</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0 (%)</td>
<td>0       (%)</td>
<td>0      (%)</td>
<td>0    (%)</td>
</tr>
<tr>
<td>Economically disadvantaged (free or reduced lunch)</td>
<td>16 (%)</td>
<td>20      (%)</td>
<td>57     (%)</td>
<td></td>
</tr>
<tr>
<td>Limited English proficiency</td>
<td>2 (%)</td>
<td>2       (%)</td>
<td>14     (%)</td>
<td></td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>10 (%)</td>
<td>11      (%)</td>
<td>20     (%)</td>
<td></td>
</tr>
</tbody>
</table>
Overall Accountability Ratings

<table>
<thead>
<tr>
<th>Overall Accountability Ratings</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significantly Exceeds Expectations</td>
<td>83-100</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td>73-82.9</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>63-72.9</td>
</tr>
<tr>
<td>Meets Few Expectations</td>
<td>53-62.9</td>
</tr>
<tr>
<td>Fails to Meet Expectations</td>
<td>0-52.9</td>
</tr>
</tbody>
</table>

School Information

<table>
<thead>
<tr>
<th>Grades</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Type</td>
<td>High School</td>
</tr>
<tr>
<td>Enrollment</td>
<td>2,032</td>
</tr>
<tr>
<td>Percent Open Enrollment</td>
<td>4.0%</td>
</tr>
<tr>
<td>Percent Choice Enrollment</td>
<td>Not Applicable</td>
</tr>
</tbody>
</table>

Race/Ethnicity

- American Indian or Alaskan Native: 0.3%
- Asian: 6.8%
- Black or African American: 5.1%
- Hispanic/Latino: 7.3%
- Native Hawaiian or Other Pacific Islander: 0.0%
- White: 77.9%
- Two or More Races: 2.5%

Student Groups

- Students with Disabilities: 9.7%
- Economically Disadvantaged: 16.4%
- Limited English Proficient: 2.0%

Student Achievement

<table>
<thead>
<tr>
<th>Priority Areas</th>
<th>School Score</th>
<th>Max Score</th>
<th>9-12 State</th>
<th>9-12 Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td>92.0/100</td>
<td>63.6/100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts (ELA) Achievement</td>
<td>45.5/50</td>
<td>33.1/50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Achievement</td>
<td>46.5/50</td>
<td>30.5/50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student Growth

<table>
<thead>
<tr>
<th>Priority Areas</th>
<th>School Score</th>
<th>Max Score</th>
<th>9-12 State</th>
<th>9-12 Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Growth</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
</tr>
<tr>
<td>English Language Arts (ELA) Growth</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Growth</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
</tr>
</tbody>
</table>

Closing Gaps

<table>
<thead>
<tr>
<th>Priority Areas</th>
<th>School Score</th>
<th>Max Score</th>
<th>9-12 State</th>
<th>9-12 Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Closing Gaps</td>
<td>62.9/100</td>
<td>60.7/100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts (ELA) Achievement Gaps</td>
<td>17.4/25</td>
<td>16.0/25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics Achievement Gaps</td>
<td>19.3/25</td>
<td>16.8/25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate Gaps</td>
<td>26.2/50</td>
<td>27.9/50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On-Track and Postsecondary Readiness

<table>
<thead>
<tr>
<th>Priority Areas</th>
<th>School Score</th>
<th>Max Score</th>
<th>9-12 State</th>
<th>9-12 Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Track and Postsecondary Readiness</td>
<td>93.6/100</td>
<td>90.6/100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>93.6/100</td>
<td>90.6/100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td>NA/NA</td>
</tr>
<tr>
<td>3rd Grade English Language Arts (ELA) Achievement</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th Grade Mathematics Achievement</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Wisconsin Student Assessment System Percent Proficient and Advanced

- Includes Forward Exam (grades 3-8), ACT (grade 11) and Dynamic Learning Maps (grades 3-8 and 11).

Wisconsin Department of Public Instruction | dpi.wi.gov

Report cards for different types of schools or districts should not be directly compared.
Sun Prairie High
Sun Prairie Area | Public - All Students
School Report Card | 2015-16 | Summary

Overall Score

Meets Expectations

Overall Accountability Ratings

<table>
<thead>
<tr>
<th>Priority Areas</th>
<th>School Score</th>
<th>Max Score</th>
<th>9-12</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td>76.3/100</td>
<td>63.6/100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts (ELA)</td>
<td>38.5/50</td>
<td>33.1/50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>37.9/50</td>
<td>30.5/50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Growth</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts (ELA)</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Closing Gaps</td>
<td>63.5/100</td>
<td>60.7/100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts (ELA)</td>
<td>12.9/25</td>
<td>16.0/25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>14.3/25</td>
<td>16.8/25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>36.3/50</td>
<td>27.9/50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>On-Track and Postsecondary Readiness</td>
<td>96.8/100</td>
<td>90.6/100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>96.8/100</td>
<td>90.6/100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Grade English Language Arts (ELA)</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8th Grade Mathematics Achievement</td>
<td>NA/NA</td>
<td>NA/NA</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Wisconsin Student Assessment System Percent Proficient and Advanced
Includes Forward Exam (grades 3-8), ACT (grade 11) and Dynamic Learning Maps (grades 3-8 and 11).

State proficiency rate is for all tested grades: 3-8 and 11

<table>
<thead>
<tr>
<th>Year</th>
<th>School: ELA</th>
<th>State: ELA</th>
<th>School: Mathematics</th>
<th>State: Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>55.2%</td>
<td>42.4%</td>
<td>51.8%</td>
<td>41.0%</td>
</tr>
</tbody>
</table>

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://dpi.wi.gov/accountability/report-cards](http://dpi.wi.gov/accountability/report-cards).

Wisconsin Department of Public Instruction | dpi.wi.gov
Report cards for different types of schools or districts should not be directly compared.
LaFollette High
Madison Metropolitan | Public - All Students
School Report Card | 2015-16 | Summary

### Overall Score

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

- **Score**
  - School: 51.6

- **Max Score**
  - School: 51.0/100

- **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://dpi.wi.gov/accountability/report-cards](http://dpi.wi.gov/accountability/report-cards).**

### School Information

- **Grades**: 9-12
- **School Type**: High School
- **Enrollment**: 1,519
- **Percent Open Enrollment**: 0.9%
- **Percent Choice Enrollment**: Not Applicable

- **Race/Ethnicity**
  - American Indian or Alaskan Native: 0.6%
  - Asian: 5.3%
  - Black or African American: 23.0%
  - Hispanic/Latino: 20.8%
  - Native Hawaiian or Other Pacific Islander: 0.0%
  - White: 40.4%
  - Two or More Races: 9.9%

- **Student Groups**
  - Students with Disabilities: 19.7%
  - Economically Disadvantaged: 57.1%
  - Limited English Proficient: 14.2%

### Priority Areas

- **Student Achievement**
  - English Language Arts (ELA) Achievement: 27.6/50
  - Mathematics Achievement: 23.5/50

- **Student Growth**
  - English Language Arts (ELA) Growth: NA/NA
  - Mathematics Growth: NA/NA

- **Closing Gaps**
  - English Language Arts (ELA) Achievement Gaps: 12.9/25
  - Mathematics Achievement Gaps: 15.0/25
  - Graduation Rate Gaps: 31.7/50

- **On-Track and Postsecondary Readiness**
  - Graduation Rate: 87.0/100
  - Attendance Rate: NA/NA
  - 3rd Grade English Language Arts (ELA) Achievement: NA/NA
  - 8th Grade Mathematics Achievement: NA/NA

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

- **Total Deductions**: -10

### Wisconsin Student Assessment System Percent Proficient and Advanced

- **State proficiency rate is for all tested grades: 3-8 and 11.**

### 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://dpi.wi.gov/accountability/report-cards](http://dpi.wi.gov/accountability/report-cards).
Rating Category Descriptions

- **Significantly Exceeds Expectations**: School greatly exceeds state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.

- **Exceeds Expectations**: School exceeds state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.

- **Meets Expectations**: School is meeting some state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.

- **Meets Few Expectations**: School is meeting few state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.

- **Fails to Meet Expectations**: School is failing to meet state expectations for student achievement, student growth, educational equity, and preparing students for educational milestones, including college and career readiness.

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 English language arts (ELA) 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 ELA and mathematics in the school changes from year to year. It uses a value-added score that compares the change in a student’s scores to those of observationally similar students.

- **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 schools 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 school in achieving educational milestones that predict postsecondary success. It includes the graduation rate and the attendance rate as applicable to the school. It also includes measures of third-grade ELA and eighth-grade mathematics achievement 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 districts 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 district who attend school less than 84.1% of the time. If the absenteeism rate in the district 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 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.

About the Data

- The data presented in this report card are for public and state accountability purposes.

- Student performance on the Wisconsin Student Assessment System (WSAS) is the foundation of this report. WSAS data include Forward Exam, ACT and Dynamic Learning Maps (DLM) in 2015-16, Badger Exam, ACT and DLM in 2014-15, and Wisconsin Knowledge and Concepts (WKCE) and Wisconsin Alternate Assessment - Students with Disabilities (WAA-SwD) in 2013-14 and prior years.

- 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://dpi.wi.gov/wisedash](http://dpi.wi.gov/wisedash).

- 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.


- State comparison scores shown on page one are shown for context only. They are not used to determine this school's score or rating.
From Dept. of Public Instruction (DPI) https://dpi.wi.gov/standards

**What are Wisconsin Academic Standards?**
Wisconsin Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning.

Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time.

In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local community.

**Why are Academic Standards Important?**
We must ensure that all children have equal access to high quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom.

**What Informs the Implementation of Academic Standards?**
Wisconsin’s Guiding Principles for Teaching and Learning inform the design and implementation of all academic standards. All educational initiatives are guided and impacted by attitudes or principles for teaching and learning.

The Guiding Principles for Teaching and Learning provide the touchstone for practices that affect the vision of every child a graduate prepared for college and career. When made transparent, these principles inform what happens in the classroom, the implementation and evaluation of programs, and remind us of our own beliefs and expectations for students.

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**Changes to Graduation Requirements (2013 Act 63) - Guidance**

**Background**

On December 11, 2013, 2013 Act 63 (previously 2013 SB 51) was enacted by the legislature and signed into law by the governor. The changes impact graduation requirements under s. 118.33 (1)(a), Stats. Specifically, the changes require an increase in the number of science and math credits required to graduate and provide additional options for students to earn math and science credit through career and technical education (CTE) courses and computer science courses. The changes first apply to high school diplomas granted to pupils in the 2016-17 school year (current freshmen). The actual statutory language can be found below or at https://docs.legis.wisconsin.gov/statutes/statutes/118/33.
### Class of 2016
- **Math** - 2 Credits
- **Science** - 2 Credits
- **English/Language Arts** - 4 Credits
- **Social Studies** - 3 Credits
- **Civics Requirement** - No

### Class of 2017 and Beyond
- **Math** - 3 Credits
- **Science** - 3 Credits
- **English/Language Arts** - 4 Credits
- **Social Studies** - 3 Credits
- **Civics Requirement** - Yes

## 118.33 High school graduation standards; criteria for promotion.

1. In the high school grades, all of the following:
   - **a.** At least 4 credits of English including writing composition.
   - **b.** At least 3 credits of social studies including state and local government.
   - **c.** At least 3 **credits of mathematics**. The school board shall award a pupil up to one mathematics credit for successfully completing in the high school grades a course in computer sciences that the department has determined qualifies as computer sciences according to criteria established by the department. The school board shall award a pupil up to one mathematics credit for successfully completing in the high school grades a career and technical education course that the school board determines satisfies a mathematics requirement, but may not award any credit for that course if the school board awards any credit for that same course under subd. 1. d.
   - **d.** At least 3 **credits of science**. The school board shall award a pupil a science credit for successfully completing in the high school grades each course in agriculture that the department has determined qualifies as science according to criteria established by the department. The school board shall award a pupil up to one science credit for successfully completing in the high school grades a career and technical education course that the school board determines satisfies a science requirement, but may not award any credit for that course if the school board awards any credit for that same course under subd. 1. c.
   - **e.** At least 1.5 credits of physical education.

2. In grades 7 to 12, at least 0.5 credit of health education.

**(am)** The state superintendent shall encourage school boards to require an additional 8.5 credits selected from any combination of vocational education, foreign languages, fine arts and other courses.
League positions on (high school) education.

**LWVUS:** *Statement of Position on Federal Role in Public Education as announced by the National Board in March 2012.*

The League of Women Voters believes that the federal government shares with other levels of government the responsibility to provide an equitable, quality public education for all children pre-K through grade 12. A quality public education is essential for a strong, viable, and sustainable democratic society and is a civil right.

The League believes that the role of the federal government should include the following:

- Provide leadership and vision to promote a quality education for all children;
- Provide broad common standards developed by educational experts upon which states and local education agencies can build;
- Provide a suggested curricular structure or framework as a guide to state and local education agencies to develop their own curricula;
- Provide a national assessment that clearly informs teachers, parents and students about how well individual students have mastered criteria established at the national level;
- Provide a national assessment that informs districts how well their populations compare to other populations similar to theirs; and
- Provide a combination of competitive grants and non-competitive funding to states and local school districts to achieve equity among states and populations.

The League of Women Voters believes that an equitable, quality public education is critical for students. While the League recognizes that there are instances where the federal government’s involvement is the only way to achieve universal change (desegregation, special needs population, gender equity), we also recognize that primary responsibility for public education resides with the states. In accordance with the League of Women Voters’ position on Equal Rights, the League continues to support equity in public education for all through:
• Broad guidelines for accountability, leaving implementation to the state and local education agencies;
• Adequate funding sources that support the broad goals of national standards; and
• Mechanisms for local and state funding with adequate federal support for mandates that require less burdensome, compliance-based reporting and regulations.

The League of Women Voters believes a basic role of the federal government in funding education should be to achieve equity among states and populations on the basis of identified needs. This should be done with full understanding that equity does not mean equal, given that some populations are more expensive to educate than others and some localities have specific needs.

The League believes that the federal government should be primarily responsible for funding any programs mandated by the federal government on local education agencies. Although the League recognizes equity in education depends on meeting basic human needs of children and of their families, the costs associated with providing equitable access to safe neighborhoods and secure housing do not belong in the education budget. Major programs of federal funding for public education (i.e., Elementary and Secondary Education Act) should be targeted toward children living in poverty and/or children with special needs.

The federal government has the responsibility to monitor and support access to the following:

• High quality teaching and learning, supported by quality current learning materials and well maintained educational facilities; and
• Access to health care needs (i.e., hearing, vision, dental, immunization, school-based health clinics at the secondary level, etc.) and nutritionally adequate food (i.e., school-based meals under “free and reduced meal programs”).
LWVWI: Elementary and Secondary Education

Promote equal educational opportunity for each child through an equitable state aids formula while retaining substantial program and personnel responsibilities in the local district.

Support of a system of state elementary and secondary education which includes:

An educational aids formula which primarily equalizes funds raised at similar taxing rates and, secondarily, equalizes spending per student, with the following qualifications:

- a system of financing which ensures that a child's opportunity for a good education is not limited by the fiscal ability of the local district and that the state will assume a significant amount of educational financing.
- a system of financing which promotes equality in educational opportunity with emphasis on instructional costs and adjusted funding for students with special educational needs.

LWVDC: Meeting Student Needs [adopted 1996]

1. Individualized, child-centered instruction which gives each student
   - close personal contact with teachers, and
   - equality of opportunity, recognizing that equality does not necessarily mean uniformity

2. Pupil-teacher ratios which take into account the special learning of each child

3. Consistent, fair and firm enforcement of existing rules by teachers, with administrative and parental support, and faculty supervision of students for the protection of their rights to learn

4. Equal educational opportunity throughout each district, though not necessarily identical services, with sufficient flexibility in programs to meet student needs

5. Flexible structures, methods, and programs for students at all levels, recognizing the possibility of higher costs