

COUNTY OF MILWAUKEE
Inter-Office Communication

Date: July 5, 2011

To: Johnny Thomas, Chairman, Committee on Finance and Audit

From: Jerome J. Heer, Director of Audits

Subject: Departmental Response to Recommendation No. 2 from Audit Report Titled "Review of Wauwatosa School District's Reimbursement of Operation Costs Associated with DHHS Schools for the 2009-10 School Year" (File No. 11-302)

The subject report was reviewed by the Committee at its meeting on June 16, 2011. To expedite the final payments from the Wauwatosa School District to Milwaukee County, the report was submitted without management's response to the two audit recommendations.

Shortly after issuance of the report, final payments were received by the County, eliminating the need for management response to the first recommendation.

Recommendation no. 2 is noted as follows for your reference:

"Continue negotiation efforts with the School District to achieve a new contract with language changes that assures the County receives its prorated share of any future early reimbursements made to the School District from DPI on a timely basis and is relieved of any financial responsibility or ensure it is provided a more equitable sharing of funding shortfalls if the DPI (State) does not fully reimburse program costs, and to reflect changes involving the arrangement between the County and the School District occurring in the fifteen years since its execution."

Management's response to this recommendation is attached for your review. We have no concerns with the timeline provided for implementation of our recommendation. To check on the progress by DHHS, we will ask management to provide a status report in February 2012.

Student Achievement and State Budget Impact

Student Achievement

As part of discussion at the June 16, 2011 meeting, DHHS was asked to provide student achievement statistics. A copy of the achievement report submitted to DHHS by the School District for the most recent two school years is attached for your review. Please note that test scores are compiled only for those students enrolled for at least 60 days.

State Budget Impact

At the June 16, 2011 meeting, a Committee member also inquired as to whether the new State Budget will have an impact on State reimbursement for the County schools. Although it is not possible to accurately predict the specific impact on State reimbursement because it is partially dependent on statewide claims for a fixed appropriation of funds, based on our communication with a Wauwatosa School District official and information from the State DPI, it appears that the funding for the program has been reduced by as much as 10%.

This report is informational.

A handwritten signature in cursive script that reads "Jerome J. Heer / J.J.H.".

Jerome J. Heer

JJH/PAG/cah

Attachments

cc: Finance and Audit Committee Members
Chris Abele, Milwaukee County Executive
Geri Lyday, Interim Director, Department of Health and Human Services
Jack Takerian, Director, Department of Transportation and Public Works
Patrick Farley, Director, Department of Administrative Services
Terrence Cooley, Chief of Staff, County Board Staff
Steve Cady, Fiscal & Budget Analyst, County Board Staff
Carol Mueller, Chief Committee Clerk

COUNTY OF MILWAUKEE
Inter-Office Communication

DATE: July 5, 2011

TO: Jerome Heer, Director of Audits - Milwaukee County

FROM: Geri Lyday, Interim Director, Department of Health and Human Services

SUBJECT: **Review of the Wauwatosa School District's Reimbursement of Operating Costs Associated with Milwaukee County Schools for the 2009-2010 School Year" (File No. 11-302)**

Item 1: Plan to address a new contract with the Wauwatosa School District.

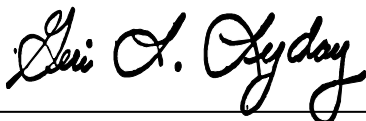
As your office is aware, the County and the Wauwatosa School District have continued to operate under the terms of the previous contract which among other programmatic matters, requires the school district to reimburse the County for space utilization (rental payment). Both DHHS and DTPW understand the need to finalize an agreement that assures that 1) the County receives timely prorated share of any future early DPI reimbursements, 2) the County and School District develop and agree to a more equitable sharing of any DPI funding shortfalls, and 3) that a new agreement address any material changes relative to space utilization or programming. While the County and School District have not been able to finalize a new agreement, it is worth noting that the County has continued to receive the appropriate rental payment and the programmatic relationship remains positive. The DHHS and DTPW propose the following joint plan to address the recommendations.

Action	Timeline
Review current agreement for programmatic changes	July 2011
Meet with Corporation Counsel to review options and assure interests of County are met	August 2011
Meet with School District representatives on new proposal	August - September 2011
Respective agencies seek necessary governmental body approvals as necessary	October - December 2011
New agreement	January 2012

Item 2: Request from the Finance and Audit Committee requesting current educational program information and student achievement information provided by the Wauwatosa School District (WSD).

Please find attached the information, Wauwatosa School District - Detention Center School and Plank Road School, June 2011, which was prepared within the time provided and understanding that school districts are generally in their summer session mode. The WSD is legally responsible for providing a free and appropriate education for youth residing within District.

Respectfully submitted:



Gerri Lyday, Interim Director
Department of Health & Human Services

Attachment

Wauwatosa School District

Detention Center School and Plank Road School

June, 2011

General Background

The Wauwatosa School District (WSD) has a long history and serves a unique role in educating students who reside in out of home placement in one of four facilities located in Wauwatosa. WSD serves students that are hospitalized (2 facilities – medial and psychiatric), students residing in temporary shelter on County Grounds, students residing in a residential treatment program on County Grounds, and students residing in the secure juvenile Detention Center. The WSD began serving the Milwaukee County Children's Home School (now known as Plank Road School) around 1971; the River Hills School at the Milwaukee County Child and Adolescent Treatment Center in 1977; Children's Hospital of Wisconsin in 1989; and the Milwaukee County Juvenile Detention Center School in 1995. The various WSD schools offer an educational program that is consistent with Department of Public Instruction requirements during the standard school year (188 days) and providing instruction beyond the standard during a six-week summer session.

General Student Profile

Enrollment at these schools include a larger population of students with disabilities than typical in the general school population. In general, most school districts report a population of students with disabilities of about 11- 15 percent. The Detention Center School and Plank Road School have a population of students with disabilities of anywhere from 35 – 60 percent. These students have an Individual Educational Plan (IEP). Of the students with an IEP, a recent review indicates that the majority of have been assessed with emotional/behavioral disabilities (EBD) or other health impairment (OHI). Of those identified as OHI, the majority include attention deficit disorder (ADD). The high levels and types of students with disabilities have implications for staff selection and ongoing professional development for educational staff members in these facilities. While the facilities may serve students between the ages of 10 and 17, the majority of students range from 14-16 years of age.

Vel R. Phillips Juvenile Detention Center School

General Operations

The Vel R. Phillips Juvenile Detention Center School generally serves students who reside in the facility while awaiting court hearing(s). The school staff includes the following: 10 certified teachers employed by the Wauwatosa School District, two certified

teachers employed by the Cooperative Educational Service Agency (CESA) #1, a half time special education coordinator, an educational assistant, an administrative assistant and a principal who also has oversight responsibilities for educational schools at Children's Hospital of Wisconsin, and River Hills School.

Instruction consists of English/reading, mathematics, social studies, science, physical education/health and art. All students receive instruction in English/reading and mathematics. When possible, classes are staffed with two teachers per class, allowing students to receive the individualized assistance they need. Students attend class five periods per day. Because students come to class based on their assigned living unit, classes contain students with a wide range of age and academic levels, thus differentiation of instruction is a necessary skill for teachers in this facility to possess and use on a daily basis. Grades are given for work completed in this facility, and academic credit is issued when students attend school for at least 45 days and successfully complete assigned work for the course. When students are enrolled in the facility's school for an extended period of time, school staff may work with the student's home school to obtain assignments, allowing students to move forward in the course in which s/he was enrolled prior to admission to the facility.

Students

Length of enrollment varies widely however the average length is seven - ten days. The number of youth staying for a period of 30 days or less in the facility is 90% for calendar year 2010.¹ The enrollment variability presents an ongoing challenge for the teachers as they attempt to balance the needs of youth with both short term and longer term educational needs.

Plank Road School

General Operations

The Plank Road School generally serves students who reside in the facility while awaiting court hearing during their placement at temporary shelter care or the FOCUS program. Approximately 2/3 of the population resides in the short term shelter care facilities. The school staff includes the following: seven district-employed certified classroom teachers, one district special education resource room teacher, two certified CESA #1 resource teachers, a half time special education coordinator, three educational assistants, an administrative assistant, and a half time school social worker. The school also has a full time administrator who as of this date also works with the programs at River Hills School.

Instruction consists of a secondary school program that includes English/reading, mathematics, social studies, science, art, and physical education/health. Students attend five classes per day.

¹ Date Source: Delinquency and Court Services Division. Days of care exclude the date of discharge and include weekends and holidays.

Students

The student population at Plank Road School includes both short and longer term students. Student may reside here for days, weeks or months while they await disposition from the court. The number of youth staying for a period of 30 days or less in the shelter care program is 76% for calendar year 2010.² The majority of students in the shelter care facility return to a general public school upon discharge. Because most students at Plank Road School return to a community school upon discharge, Plank Road School relies less on external controls in the environment and focuses on helping students develop and practice the self-management skills they will need to use in the community school. For some of the students, their time at the Plank Road School represents a return to regular school attendance for the first time in many months and some cases years. Many students had been unsuccessful in their previous school environments and for various reasons stopped attending all together. The disparity in length of stay of students at Plank Road School poses a unique challenge to educators in this facility.

Student Progress

Assessing Reading and Math Levels

Clearly measuring student progress is a challenge given the brevity of student enrollment. However, testing does afford an opportunity to individualize instruction to the extent possible and administer post testing if possible. The District attempts to re-test students if their enrollment is beyond 60 days. The WJ III®³ measures a great many aspects of academic achievement with a wide variety of relatively brief tests. Examiners are permitted to select the tests they need to assess abilities in which they are interested for a particular student. Wauwatosa Public Schools use the tests that assess reading and math ability. The WJ III helps inform our instruction at the individual student level and provide challenging levels of instruction.

It must be noted that the school district utilize these scores as a formative assessment and not necessarily summative assessment. In other words, these indicators are merely a snapshot in time. While we are encouraged by the apparent progress made by many students, we also are realistic in our understanding of the inherent limits of this test. The WJ III® was normed on 8,818 children and adults (4,783 in grades kindergarten through 12) in a national sample. The District is currently installing an additional tool known as MAP Testing Data that will provide a clearer understanding of student gains.

As seen in the tables below the WJ III assesses student Word Identification, Passage Comprehension, and Mathematical abilities. The units of measure reflect grade level

² Date Source: Delinquency and Court Services Division. Days of care exclude the date of discharge and include weekends and holidays.

³ Woodcock-Johnson Tests of Achievement (WJ III®), Richard W. Woodcock, Kevin S. McGrew & Nancy Mather, Riverside Publishing.

performance. The table also includes last reported school grade level and number of days from pre-test to post-test.

2010-2011 School Year / Students beyond 60 days
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Grad	Word ID	Pass Comp	Math	#Days
11	9.1/9.1	6.7/9.1		61
10	5.8b/7.1	4.6b/7.7	5.3	70
10	3.4-3.7	4.5-2.7	5.3	88
11	3/3.1	3.5/2.7	4.9	
9	7.5/6.1	7.7/7.8	6.2/7.3	138
10	5.2b/8.5	6.8b/6.7	8.8/9.8	114
10	4.8-4.9	5.1-3.8	7.3	81
9	9.1a/9.7b	10.1a/8.9b	8/8.9	
9	7.5a/7.2b	8.9a/5.2b	4.9/8.1	62
10	6.1/9.1a	4.6/8.9a	6.2	69
9	5.5b/6.7	5.2b/5.8	6.7	121
9	7.1a/7.1	4.5a/6.7	6.7/9.8	119
10	9.7/12.7	6/8.9	18/18+	242
10	9.7b/15.4	5.2b/7.7a	13	
8	4.2a/4.7b	2.9a/3b	5.7/3.5	70
8	4.2/5.8b	4.5/6.0b	4.1/5.7	92
7	4.8/6.1	6.7/6	3.8/5.7	74
10	8.5b/12.7	6.8b/12.5	12.1/18	181
9	5.9a/7.2b	5.8a/6.8b	5.7/8.9	87
10	3.9b/5.3	3b/7.7	8.8/10.	84
9	10.6-10.4	8.9-6.8	8	89

2009-2010 School Year / Students beyond 60 days
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Grade	Word ID	Pass Comp	Math	#Days
9	4.9-7.2a	3.2-3.2a	7.3-7.3	270
8	2.3-2.8b	2.4-5.2b	2.9-5.3	42
8	7.2/10.6	5.2/8.9	9.8/9.7	81
10	4.2a-4.9b	6.7-5.2b	4.1/6.2	63
9	9.1a	11a	6.7/6.2	89
9	2.5/3.2	2.1/3.5	3.2/4.1	51*
	10.4-			
11	11.3a	7.8-13a	10.9/13	143
9	3.3/4.3	2.3/3	4.8/6.7	124
9	6.1/8	4.6/6.7	4.8/9.7	78
10	7.6/8.5	8.9/13	5.2/5.3	115
9	4.5a/5.3	5.2a/6	4.4-6.2	120
10	9.7/10.6	11.2/13	6.7/8	47*

9	3.2/3.5	2.2/3.7	3.8/3.8	138
9	3.3/4.2	3.8/5.1	3.8/6.7	87
10	11.3b/13.8	6b/6.8	12.9/13	91
10	5.3/5.8	2.4/5.2	3.5/4.9	127
10	1.5/1.9	1/1.7	3.8	49*
9	3/3.6	3/2.4	2.4/4.4	50*
9	8.5/10.4	8.9/7.8	5.7-5.7	
9	4.5/6.7	3/5.8	4.1/5.7	
8	4.6-7.5a	4a-7.7a	7.3/6.7	
10	18-18a	18-18a	12.9-13	

* Some students were post tested with less than 60 days in attendance due to request by student, staff, and principal or because of holiday/vacation schedule.