



2013-15

Biennial Report
October 15, 2015

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION
Tony Evers, PhD, State Superintendent

2013-15 Biennial Report:

Wisconsin Department of Public Instruction



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Madison, Wisconsin

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PREFACE	7
<hr/>	
CHAPTER 1: THE STATE OF EDUCATION IN WISCONSIN	9
<hr/>	
THE CONDITION OF ALL SCHOOLS UNDER THE STATE SUPERINTENDENT’S SUPERVISION	9
CONTINUING PLANS FOR IMPROVING SCHOOLS AND ADVANCING EDUCATION	10
AN ABSTRACT OF THE PUBLIC SCHOOL REPORTS MADE TO THE STATE SUPERINTENDENT	11
THE STATE SUPERINTENDENT’S VISITS TO EDUCATIONAL INSTITUTIONS	12
SCHOOL AID DISBURSEMENTS TO ALL SCHOOLS UNDER THE STATE SUPERINTENDENT’S JURISDICTION	15
CHAPTER 2: THE OPERATION AND PERFORMANCE OF THE DEPARTMENT OF PUBLIC INSTRUCTION DURING THE 2013-15 BIENNIUM	16
<hr/>	
OVERVIEW OF THE DEPARTMENT	16
MAJOR PROGRAM GOALS FOR THE 2013-2015 BIENNIUM	17
THE WORK DONE BY THE DEPARTMENT IN THE PERFORMANCE OF ITS DUTIES	17
IMPROVEMENTS MADE BY THE DEPARTMENT	23
CHAPTER 3: INFORMATION ON SPECIFIC AREAS OF INTEREST	29
<hr/>	
ALCOHOL AND OTHER DRUG ABUSE (AODA) PROGRAMS	29
STATUS OF WISCONSIN PUBLIC SCHOOL COMPLIANCE WITH PUPIL NONDISCRIMINATION REQUIREMENTS	32
THE STATUS OF INDIAN EDUCATION IN THE STATE OF WISCONSIN	33
COUNCIL ON LIBRARY AND NETWORK DEVELOPMENT (COLAND)	35
HIGH SCHOOL GRADUATION REQUIREMENTS	37
HEALTH PROBLEMS EDUCATION PROGRAM	38

Preface

Under s. 15.04(1)(d), Stats., the Wisconsin Department of Public Instruction is required to submit a biennial report to the Governor and Senate and Assembly Chief Clerks for distribution to the Legislature on or before October 15, 2015. This report provides an overview of the Department of Public Instruction, a review of departmental activities for the past biennium, and a projection of goals and objectives for the 2015-2017 biennium.

Chapter 1: The State of Education in Wisconsin

As part of its biennial report, the Wisconsin Department of Instruction (the Department) is required to provide information about the state of education in Wisconsin. First, under Wis. Stat. sec. 115.30(4)(a), the State Superintendent is required to provide the condition of all schools under the State Superintendent's Supervision in its biennial report. Second, under Wis. Stat. sec. 115.30(4)(e), the Department is required to include its plans for improving schools and advancing education. Third, under Wis. Stat. sec. 115.30(4)(b), the State Superintendent is required to provide an abstract of the public school reports made to the State Superintendent. Fourth, under Wis. Stat. sec. 115.30(4)(c), the State Superintendent is required to include the State Superintendent's visits to educational institutions. Last, under Wis. Stat. sec. 115.30(4)(f), the State Superintendent is required to provide a summary of the receipts and disbursements of all schools under the State Superintendent's jurisdiction.

The Condition of All Schools under the State Superintendent's Supervision

Wisconsin has a long and proud tradition of strong public schools and libraries. Wisconsin public schools continue to earn nation-leading graduation rates and a growing number of students are receiving college credit for coursework they do in high school. Schools across the state are hard at work implementing critical components of our *Agenda 2017: Every Child a Graduate College and Career Ready*, a comprehensive plan focused on increasing college and career readiness and reducing achievement gaps so that every Wisconsin child is ready to succeed.

Wisconsin has many successes. In every year since the 2009-10 school year:

- The graduation rate, including graduation for students of color, students with disabilities, and students who are economically disadvantaged has increased;
- Fewer students, including students of color, have dropped out of high school;
- Fewer students were being suspended or expelled;
- The truancy rate has decreased;
- Student attendance has increased;
- Students reported less alcohol, tobacco, and marijuana use;
- Students spent more time being physically active; and
- More students are participating in co-curricular academic activities and athletic activities.

School districts across the state are embracing higher standards, and new statewide assessments—including the ACT in high school—are coming online. A new educator evaluation system aimed at improving teaching and student learning has been rolled out statewide. Twenty-five public school districts are piloting Academic and Career Planning in the 2015-16 school year. These tools will support educators in their work to help students and their parents and guardians plan academic and career exploration activities that will prepare students for the future. Academic and Career Planning will be implemented statewide in 2016-17. Online learning tools developed through the *Promoting Excellence for All* initiative are providing proven strategies for schools and educators to use in addressing Wisconsin's achievement gap.

Wisconsin’s education system works for most, but not all kids. Some learn differently or need support, while others need new challenges. The department’s mission is to prepare them all to succeed in further education and careers. To meet the needs of today’s students, we must customize the student experience, adopting technologies and instruction in ways that meaningfully engage the digital generation.

Meaningful accountability is not about punishing educators or shaming schools. Our accountability system must be about supporting improvement at the educator, school, and district level. While state report cards are “paused” for the 2014-15 school year, data about schools, including assessment results, are published in the WISEdash Public Portal. Additionally, federal accountability measures have been in place since the department received ESEA Flexibility from U.S. Department of Education in July 2012.

At the end of the day, most people think that public schools are doing good things for kids in Wisconsin. That will continue to be the focus of our work. That work is about college and career readiness for all our children. The department’s vision for college and career readiness is not a political fad, and it is not just about academic preparation. Meeting proficiency on a statewide summative test is important, but it is not all that we want for our kids.

The Wisconsin way of college and career readiness also values social and emotional competence and includes the skills and habits we collectively value. Our graduates must be critical thinkers, communicate effectively, collaborate with others, and use creativity to solve real problems. Our kids must also persist and adapt to survive difficult times that are inevitable in life.

By educating every child—ensuring they are college and career ready—we move Wisconsin forward.

Continuing Plans for Improving Schools and Advancing Education

Wisconsin is advancing education reforms to ensure progress on Agenda 2017, the goal that every child graduates from high school ready for college and careers. Specific targets toward this goal are to:

- Further increase graduation rate from 85.7 percent to 92 percent.
- Close graduation and career and college readiness gaps.
- Adopt the Fair Funding for Our Future plan to make school finance more equitable and transparent.

To advance education for all students, the department is focusing on four powerful questions:

- *What and how should kids learn?*
- *How do we know if they learned it?*
- *How do we ensure kids have highly effective teachers and schools?*
- *How should we pay for schools?*

Students must have a well-rounded school experience including:

- Rigorous academic standards and teaching that has room for individualization;
- Early interventions for kids who need additional supports;
- Challenging options including Advanced Placement, dual enrollment, and access to specific career skills through industry certification and youth apprenticeships;
- Positive school climates that prevent bullying, build resilience, and support students' behavioral and mental health;
- Full access to advanced technology that supports digital learning and enhances instruction.

In the area of finance, we cannot allow our state to become a state of “haves” and “have nots.” Our Constitution demands fairness. Funding must reflect local poverty levels, rural needs, and special needs’ populations. School state aid should go directly to schools and each child should be guaranteed a minimum amount of aid.

And while the academic goals of Agenda 2017 are important, true college and career readiness is much more than that. Our graduates must have the knowledge, skills, and habits that will allow them to succeed in life after high school. Wisconsin students should be able to think critically, collaborate, demonstrate leadership, use creativity, accept responsibility, and persist. These are difficult to measure, but an important part of our educational system.

To further the department’s agenda of having every student graduate college and career ready, the State Superintendent’s Task Force on Wisconsin’s Achievement Gap, examined strategies that have proven successful in closing gaps. Members of the task force represented all grade levels; urban, rural, and suburban settings; and came from the public, private, and charter school sectors. Their work has become the *Promoting Excellence for All* initiative and includes recommendations in the areas of effective instruction, student and teacher relationships, family and community engagement, and school and instructional leadership. The *Promoting Excellence for All* website and learning tools will continue to be developed in the 2015-17 biennium to ensure every child graduates from Wisconsin’s public schools ready for college and careers.

An Abstract of the Public School Reports Made to the State Superintendent

The Department collects information from public schools in order to comply with federal mandates, generate state aid payments, school library aids, school performance report information, school finance information, school referenda and debt service information, student dropout information, student assessment information, student graduation information, and other categorical program information.

With increasing demands from internal and external constituencies for public information, ancillary services, program reporting, and student accounting, the Department has developed the [Data Collection Plan](https://apps5.dpi.wi.gov/formcoll/) (<https://apps5.dpi.wi.gov/formcoll/>), which provides a due-date listing of authorized data collections. The need to control and reduce the reporting burden on local education agencies is a high priority at the Department. Over the years, the Department has taken a leadership role in placing standards and restrictions on the volume of data collected from school districts. These standardization and consolidation efforts are models for other agencies. In

1985, the Department had more than 3,000 separate forms. Since that time, the total number of forms has been reduced to less than 1,000. Additionally, the Department encourages the use of electronic data reporting.

The State Superintendent's Visits to Educational Institutions

The State Superintendent visited schools and libraries, conducted community and PK-16 learning sessions and Rural Advisory Council meetings, spoke to service clubs, delivered commencement addresses, and much more in school districts, technical colleges, and public and private colleges and universities statewide and internationally. In the 2013-15 biennium, the State Superintendent visited the following:

School / Library / CESA / Other Educational Institutions	District
Abbotsford Public Library	Abbotsford
Aldrich Middle School	Beloit
Amery High School	Amery
Appleton Area School District	Appleton
Badger Middle School	West Bend
Badger Rock Middle School	Madison
Bayfield High School	Bayfield
Beloit Memorial High School	Beloit
Blackhawk Technical College	Janesville
Bloomer Elementary School	Bloomer
Bonduel High School	Bonduel
Brillion High School	Brillion
Burlington High School/Library	Burlington
Cambridge High School	Cambridge
Cameron High School	Cameron
Capitol West Academy	Milwaukee
Central City Cyber School	Milwaukee
CESA 1	Pewaukee
CESA 3	Fennimore
CESA 5	Portage
CESA 6	Oshkosh
CESA 7	Green Bay
CESA 8	Gillett
CESA 11	Turtle Lake
Chippewa Valley Technical College	Eau Claire
Converse Elementary School	Beloit
Cooper Elementary School Visit	Milwaukee
Cornell High School	Cornell
Elkhart Lake-Glenbeulah High School	Elkhart Lake
Garland Elementary School	Milwaukee
Hawthorne Elementary School	Milwaukee

School / Library / CESA / Other Educational Institutions	District
Horizon Elementary School	Pewaukee
Irving Elementary School	West Allis
Jack Young Middle School	Baraboo
Kaukauna High School	Kaukauna
Ladysmith High School	Ladysmith
Ladysmith Middle School (Ladysmith Health Care Academy)	Ladysmith
LaFollette High School	Madison
Lake Shore Middle School	Mequon
Lancaster High School	Lancaster
Lapham Elementary School	Madison
Lincoln Elementary School	Madison
Macht Village	DePere
Madison Central Library	Madison
Madison College	Madison
Marathon High School	Marathon City
Marquette University (Law School)	Milwaukee
Marshfield High School	Marshfield
Meadowview Intermediate/Middle School	Sparta
Menomonee Falls High School	Menomonee Falls
Milwaukee Public Schools District Office	Milwaukee
Mishicot High School	Mishicot
Monona Grove High School	Monona
Northcentral Technical College	Wausau
Oaklawn School	Oshkosh
Oshkosh North High School	Oshkosh
Parker High School	Janesville
Rexford/Longfellow Elementary School	Clintonville
Richfield Elementary School	Richfield
Ridgeway Elementary School	Ridgeway
Riverside Middle School	Watertown
Ronald Wilson Reagan College Preparatory High School	Milwaukee
Seymour Community High School	Seymour
Shabazz Alternative High School	Madison
Southwest Wisconsin Technical College	Fennimore
Thurston Woods Campus	Milwaukee
UW-Eau Claire (Zorn Arena)	Eau Claire
UW-Madison	Madison
UW-Madison, WI Institutes for Discovery	Madison
UW-Milwaukee	Milwaukee
UW-Parkside	Kenosha
UW-Platteville	Platteville
UW-River Falls	River Falls
UW-Stevens Point	Stevens Point

School / Library / CESA / Other Educational Institutions	District
UW-Waukesha	Waukesha
Valley View Elementary School	Ashwaubenon
Wakanda Elementary School	Menomonie
Waterford Union High School	Waterford
Waukesha County Technical College	Pewaukee
Waupaca High School	Waupaca
Wausau West High School	Wausau
West Bend East High School	West Bend
Whitewater Middle School	Whitewater
Wisconsin School for the Deaf	Delavan

*School Aid Disbursements to All Schools under the State Superintendent's
Jurisdiction*

The amounts of state aid distributed in 2013-2014 and 2014-2015 are shown below:

Aid Program	2013-2014 Totals*	2014-2015 Totals*
General Aid: Equalization	\$4,179,892,600	\$4,272,473,532
General Aid: Integration	\$62,877,845	\$49,790,766
General Aid: Special Adjustment	\$17,941,869	\$13,936,241
Special Education and School Age Parents	\$368,939,100	\$368,939,100
Per Pupil Aid	\$63,462,150	\$126,840,150
Student Achievement Guarantee in Education (SAGE)	\$108,934,500	\$108,934,500
Common School Library Fund	\$30,200,000	\$35,500,000
Pupil Transportation	\$23,703,600	\$23,703,600
High Poverty	\$16,830,000	\$16,830,000
Sparsity	\$13,453,300	\$13,453,300
Bilingual/Bicultural	\$8,589,801	\$8,589,800
State Tuition	\$7,602,301	\$8,008,389
State Food and Nutrition Programs	\$6,698,345	\$6,753,784
High Cost Transportation	\$5,000,000	\$5,000,000
County Children with Disabilities Education Board	\$4,067,300	\$4,067,300
Additional (High Cost) Special Education	\$3,500,000	\$3,500,000
Supplemental Special Education	\$1,650,000	\$1,650,000
Grant Program for Peer Review and Mentoring	\$1,245,790	\$1,613,854
Four-Year-Old Kindergarten	\$1,350,000	\$1,350,000
Headstart	\$1,311,895	\$956,905
Alcohol and Other Drug Abuse Programs	\$345,174	\$650,845
Supplemental	\$74,550	\$73,850
Children-at-Risk	\$0	\$0
Alternative Education	\$0	\$0
Independent "2r" Charter Schools	\$63,114,700	\$67,934,975
Milwaukee Parental Choice Program	\$159,177,603	\$189,644,224
Racine Parental Choice Program	\$7,529,410	\$12,153,913
Wisconsin Parental Choice Program	\$3,212,303	\$7,345,216
STATE TOTAL	\$5,160,704,136	\$5,349,694,244

*State aid disbursements between July 1, 2013 and June 30, 2015 to school districts, CCDEBs, CESAs, and Independent "2r" Charter Schools. Does not include state aid paid to private schools or other agencies except as included above for the payments for students participating in a parental choice program (figures for 2014-15 are unaudited). Equalization aid includes prior year delayed aid paid during these fiscal years.

Chapter 2: The Operation and Performance of the Department of Public Instruction during the 2013-15 Biennium

In addition to discussing the state of education in Wisconsin, the biennial report is also an opportunity for the Department to share the work it has done over the biennium. This chapter begins with a brief summary of the agency and provides links to further information. Second, this chapter includes the major program goals and objectives identified in the 2015-17 Executive Budget. Third, as required by Wis. Stat. sec. 115.30(4) (d), this report outlines the work done by the Department in the performance of its duties. Last, the Department has included some of the improvements it has made over the past biennium. This includes developing and creating flexible-time work schedules; additional, part-time positions; and other alternative work patterns.

Overview of the Department

The Wisconsin Department of Public Instruction is headed by the State Superintendent of Public Instruction, a nonpartisan, elected constitutional officer who is directly responsible to the people of the state for the supervision of elementary and secondary public education.

Article X, Section 1, of the Wisconsin Constitution vests the responsibility for supervision of public instruction with the state superintendent. The duties and powers of the superintendent and the Department are described in Chapter 115 of the Wisconsin statutes. Major responsibilities of the state superintendent include supervising public elementary and secondary schools, providing for educational program review, providing for the education of children with disabilities, licensing and certifying of teachers, acceptance of federal education aid, assessing pupil achievement statewide, and prescribing a uniform financial accounting system for schools.

Chapter 121 of the Wisconsin statutes describes state-administered aids for public schools and Chapter 43 describes the Department's role in the development of library services throughout the state.

For a more detailed overview of the Department, please visit:

- [2015-2016 Wisconsin Blue Book](#) (pages 456-465)
[http://docs.legis.wisconsin.gov/misc/lrb/blue_book/2015_2016/600_executive_branch.pdf]
- [Department's website](#) [<http://dpi.wi.gov/>]
- [Department's Divisions and Teams](#) [<http://dpi.wi.gov/div-teams>]

Major Program Goals for the 2013-2015 BIENNIUM

The Department identified the goals below as part of its 2015-17 biennial budget request.

Program 1: Educational Leadership

Goal: Talented, dedicated and well-prepared educators are in every classroom and public school.

Objective/Activity: Provide every classroom with teachers who are prepared to help students meet the district's challenging academic standards.

Goal: Make the Department a high-performance organization by focusing on results, service quality, and customer satisfaction.

Objective/Activity: Provide timely, consistent service and dissemination of high-quality information and products to customers.

Program 3: Aids to Libraries, Individuals and Organizations

Goal: Ensure all citizens have equal access to comprehensive public library resources and services.

Objective/Activity: All libraries make effective use of technology and the Internet in order to provide access to information and knowledge resources to the state's residents.

Goal: Build a solid foundation for learning for all children.

Objective/Activity: Provide early intervention services at the middle school level via the Wisconsin educational opportunity, precollege and early identification programs to reinforce a solid foundation for learning and academic performance.

The Work Done by the Department in the Performance of its Duties

During the 2013-15 biennium, the Department promoted the initiatives detailed below to improve educational services and to advance student learning.

Standards and Achievement

Wisconsin's public schools have historically prepared children to succeed after high school, either in higher education or in the workforce. High expectations for all children ensure that students will be prepared to survive and thrive in the future. To raise the bar for all children, the Department has:

- Adopted rigorous college and career ready standards as Wisconsin standards for English language arts (ELA) and mathematics;
- Worked with CESAs and other professional organizations to create shared leadership to continue implementation of Wisconsin academic standards;
- Expanded professional development opportunities for educators; and
- Revised academic standards for physical education and health education, as well as standards in career and technical education fields.

Testing and Accountability

To support the mission of ensuring that all Wisconsin public school students graduate prepared for success in college and the workforce, the Department continues to pursue improvements in accountability, assessment, and reporting as described below.

Assessments focused on measuring college and career readiness were launched in 2014-15 and continue in new iterations beginning 2015-16.

- Wisconsin administered the Badger Exam (A Smarter Balanced Consortium Assessment) for grades 3-8 in ELA and mathematics in 2014-15.
- Beginning in 2015-16, a Wisconsin-specific online test will be developed with the Data Recognition Corporation called the Wisconsin Forward Exam, which will test Wisconsin standards in grades 3-8 ELA and mathematics and in grades 4 and 8 in science and social studies. Approximately 390,000 students take this test each year.
- In addition, the ACT suite of assessments (ACT Aspire in grades 9-10, the ACT and WorkKeys in grade 11) began annual administration in 2014-15. About 186,000 high school student take these assessments each year.
- Assessments for students with the most severe cognitive disabilities (approximately 1 percent of our student population) and our English language learners (ELLs) have also been moved to online formats. The Dynamic Learning Maps (DLM) test was administered in 2014-15 for the 1 percent population in grades 3-11. It measures the Essential Elements of the Wisconsin Standards in mathematics and ELA. Science will be added to the DLM test in 2015-16. The ACCESS for ELLs test will be moved online for most grades in 2015-16. Alternate ACCESS for ELLs is available for students with significant cognitive disabilities.

The Department continues to provide reports and reporting tools to help educators better understand student achievement and program effectiveness in their schools and districts.

- For example, authorized school and district staff can monitor progress of specific groups of students by creating their own student cohorts in WISEdash for districts – DPI’s secure data reporting portal. Additionally, school and district staff can document their own data inquiry processes through embedded Data Inquiry Journals in WISEdash for Districts.
- The Department continues to refine, with input from stakeholders, school and district accountability report cards. These report cards provide data on multiple indicators for four priority areas:
 1. Student Achievement – performance on the WKCE and WAA-SwD in reading and mathematics;
 2. Student Growth – improvement over time on the WKCE in reading and mathematics;
 3. Closing Gaps – progress of student subgroups in closing gaps in reading and mathematics performance and/or graduation rates; and
 4. On-track and Postsecondary Readiness – performance on key indicators of readiness for graduation and postsecondary pursuits.

Title I Schools

The Department identified schools that were in need of improvement based on their academic achievement scores and recognized schools that were succeeding academically despite being in high poverty areas.

- Beginning in 2012-13, 119 schools were identified as Title I Focus Schools and 59 schools were identified as Title I Priority Schools that were in need of improvement based on their academic achievement scores. These schools continued to receive supports through 2013-14 and 2014-15.
- In 2013-14, 126 schools were Title I Reward Schools that were recognized for beating the odds based on academic achievement and poverty. Of these, four schools were recognized for receiving the award for ten consecutive years; eight schools were recognized for receiving the award for five consecutive years.
- In 2014-15, 121 schools were recognized as Title 1 Reward Schools. Of those schools, two schools were recognized for receiving the award for 10 consecutive years; nine were recognized for receiving the award for five consecutive years.

Beginning in 2012-13, the Department expanded the Title I Rewards Program to include Title I High-Progress and High-Achieving Schools. This expansion represented Title I schools that serve as a model for all schools across the state striving to meet our nation's new accountability measures and Wisconsin's Agenda 2017 goals to improve graduation rates and close college and career readiness gaps:

- In 2013-14, a total of 32 schools statewide received a High-Achieving and/or High-Progress Award. Seven schools were recognized for being both High-Progress and Beating the Odds.
- In 2014-15, a total of 44 schools statewide received a High-Achieving and/or High-Progress Award. Seven schools were recognized for being both High-Progress and Beating the Odds. One school was recognized for all three categories: High-Achieving, High Progress, and Beating the Odds.

Quality Teachers

Teachers are the bridge between standards and students. To continue as world leaders, Wisconsin's school districts must employ the best teachers in their classrooms and ensure that their learning never stops. To keep talented educators, the Department has:

- Implemented Chapter PI 34, Wis. Admin. Code, to improve teacher preparation and licensing requirements.
- Provided leadership for professional development.
- Conducted criminal background checks of license holders.
- Conducted investigations and hearings leading to license revocation.
- Conducted program approval reviews for educator preparation programs.
- Issued more than 30,000 teacher licenses each year of the biennium.
- Maintained a database of more than 333,310 licensed Wisconsin educators.
- Ensured teachers are highly qualified in compliance with the No Child Left Behind Act.

Implementation of the Educator Effectiveness System (the EE System) has provided another tool for ensuring that all Wisconsin schools have quality educators. After three years of design and testing, all Wisconsin school districts completed the first full year of mandatory implementation of the EE System. While the work was hard and time-consuming, educators began sharing the positive impacts and benefits of the EE System they were already seeing by the end of the first year. They are entering the second year of implementation excited to move past learning how to implement the EE System and instead focus on how to implement even better and gain even more positive impacts for educators and students.

The Department created comprehensive, online training modules that provided educators all the information necessary to learn how to implement the EE System, as well as continually access training on an as-needed basis. The Department also contracted with CESAs to provide regional, ongoing support to districts as necessary. The Department continually created additional online resources and professional development resources to help districts focus on how to implement the EE System, improve its impact, and align to existing work to reduce burden.

Career and Technical Education (CTE)

CTE provides students with academic and technical skills needed for success in postsecondary education as well as a wide range of careers. CTE prepares students for the world of work by introducing them to workplace competencies and developing their interests and abilities in ways that relate to future employment. By helping students discover their talents, CTE brings greater satisfaction and relevance to career choices and better prepares them for a future in work or postsecondary education. To bring relevance to public education, the Department has:

- Provided revisions to the Wisconsin Academic Standards for CTE. Each set of comprehensive standards includes:
 - K-12 content, vetted by education and industry, organized by grade band (K-5, 6-8, and 9-12) that highlights skills, knowledge, and behaviors students need to become college and career ready
 - Common Career Technical Standards that transcends CTE
 - A connection to the State Standards in ELA and Mathematics
 - A foundation in Programs of Study that allows for students to become proficient or master industry expectations in a specific career pathway
 - A comprehensive approach to student learning through high quality instruction, balanced assessment, and collaboration that function systematically to support all students
- Supported the establishment of 1,506 advanced standing and 2,334 transcribed credit agreements for the purpose of transitioning secondary students to technical colleges;
- Implemented 519 skill standard programs in 149 high schools;
- Funded the development and implementation of Career Cluster and Pathways through Carl Perkins Act funding; and
- Sponsored professional development opportunities for educators in the area of career clusters and programs of study.

International Education Activities (http://cal.dpi.wi.gov/cal_interntled):

Education about the world, its diverse peoples, languages, and cultures, is woven into Wisconsin's entire K-12 curriculum. Educators advocate for the need for students and teachers alike to travel abroad, study world languages, and learn skills to enable them to work with persons of different backgrounds. To advance the international education initiative, the Department has:

- Maintained education partnerships with Hessen (Germany), the Academies of Aix-Marseille and Bordeaux (France), the Ministry of Education in Thailand, and the Province of Chiba (Japan) and initiated work on new education partnerships with the Heilongjiang Province (China) and the state of Jalisco (Mexico).
- Created student, teacher, and administrator exchange opportunities with partner regions. These opportunities range from hosting students to long term (academic year) student exchanges, teacher and administrator professional development seminars, and school partnerships and serve the main goal of developing globally literate students.
- Worked with Chiba Prefecture (Japan) on the Assistant Language Teacher (ALT) Program. The program recruits Wisconsin citizens with a minimum of a bachelor's degree to serve between one and five years as language assistants in schools in Chiba. The Department interviews and selects candidates. The popular program currently employs fifteen ALTs from Wisconsin.
- Worked closely with the State Superintendent's International Education Council to develop recommendations and strategies for educating globally literate students by developing recommendations for including international education in the school curriculum and providing opportunities for all students, educators, and administrators to learn about the world through partnerships with schools in the Department's partner regions.
- Organized the third Wisconsin Global Youth Summit (February 2015), in cooperation with the Division for International Studies at University of Wisconsin-Madison. The first and second summits were held in 2013 and 2014 respectively.
- Implemented the Global Education Achievement Certificate (the policy was first introduced in September 2013). This policy creates a pathway toward the designation of Global Scholar on students' high school graduation transcript. Sixty high schools currently offer this pathway to their students and form the Wisconsin Global Schools Network.

Information Technology and Digital Learning

During the 2013-2015 biennium, the Department actively promoted the following information technology and digital learning initiatives to encourage all libraries to make effective use of technology and the Internet in order to provide access to information and knowledge resources to the state's residents.

- Provided Access to Powerful Online Resources through Badgerlink: BadgerLink is Wisconsin's Online Library, providing Wisconsin residents with licensed content not available through regular search engines like Google. The Resources for Libraries and Lifelong Learning (RL&LL) Team manages the BadgerLink project, providing technical support, training, and outreach. BadgerLink recently added three new resources aimed at

educator development, Spanish language resources, and academic research. In 2014, Wisconsin residents initiated 79,826,821 BadgerLink sessions, a 39 percent increase from 2012

- Delivered Equal Access and Educational Opportunities through WISCAT: The WISCAT and Interlibrary Loan team at RL&LL work to provide Wisconsin residents access to materials not available from their local library. The WISCAT system is used primarily by small and medium sized libraries and schools to share resources inside Wisconsin. The Interlibrary Loan team works as a liaison between WISCAT libraries and larger public and academic libraries in Wisconsin and nationwide to further share resources. In 2014, the team referred 27,420 of these types of requests. Through training and software improvements, the Interlibrary Loan team maintains a 92 percent request fill rate. Nationally, 85 percent is considered to be excellent.
- Connected Wisconsin Residents to State Government Information through the Wisconsin Digital Archives and Wisconsin Document Depository Program (WIDAG): Wis. Stat. sec. 35.81- 35.84 as amended by 1991 Wisconsin Act 285, requires Wisconsin state agencies to provide copies of their documents to preserve and make available a record of major state government programs. The depository program distributes select print state documents to designated depository libraries statewide and also digitally archives and provides long-term access to electronic state documents through WIDAG. RL&LL manages these programs in collaboration with the Wisconsin Historical Society, the Wisconsin Legislative Reference Bureau, the Wisconsin Department of Transportation, the University of Wisconsin-Madison, and the Wisconsin State Law Library. Over 8,000 documents are available digitally. 69,393 documents were viewed in 2014, an increase of 130 percent from 2013. Document views in 2015 are on pace to exceed 2014 numbers.
- Added Fiber Broadband Connections to Nearly All Public Library Outlets: Through the TEACH program, 350 public library outlets had fiber connections installed to provide over 90 percent of Wisconsin's public libraries (serving 99 percent of the population) with expandable broadband capacity. The project was conducted by the BadgerNet contractor with funding and oversight by the Department of Administration's Division of Enterprise Technology staff, using surplus TEACH funds, and coordinated by the Division for Libraries and Technology's (DLT) Public Library Development Team (PLD). Some grants for required internal wiring provided through the federal Library Services and Technology Act (LSTA) were administered by the Institute for Museums and Library Services.
- Provided Digital Literacy Skills Development and Resources: Through the Connect2Compete and EveryoneOn programs, public libraries were provided with resources and planning tools to expand support for digital literacy, along with Internet safety and training in computer applications. The PLD worked with public libraries and systems to map all public libraries and summarize resources and training available through the national EveryoneOn website.
- Supported Access through Public Libraries to E-books and Other E-Content: The DLT finished its four-year program to provide matching funds to the seventeen regional public library systems to supplement funding provided collectively by public libraries for downloadable e-books and audio books through the Wisconsin Public Library Consortium. As a result, Wisconsin has an annual \$1 million buying pool for resources,

making it one of the largest single collections of downloadable content in the country. Matching funds were provided through the federal LSTA program.

- Utilized Public Libraries for State and National Programs: Information was conveyed to public libraries as well as training and information resources for:
 - The Department of Workforce Development's (DWD) implementation of unemployment assistance verification as well as job search assistance or access at participating public libraries. The DWD used mapping similar to the EveryoneOn program to help direct the unemployed to library outlet.
 - Affordable Health Care: The DLT provided information and training resources to public libraries to support citizens who needed to register and select health insurance under the Affordable Care Act.

Improvements Made by the Department

The Department has made several improvements in multiple program areas over the 2013-15 biennium, as described below.

Universal Design for Learning (UDL)

The Department significantly increased capacity within CESAs and large school districts to provide supports for Universal Design for Learning (UDL). UDL is a framework that provides multiple means of access, assessment, and engagement and removes barriers in instruction to achieve academic and behavioral success for all. The UDL framework is highly aligned with, and furthers the work of Department focus areas such as Agenda 2017, Promoting Excellence for All, culturally responsive practices, multi-level systems of supports, personalized learning, and educator effectiveness.

Individuals with Disabilities Education Act (IDEA) Compliance

The Department continued its implementation of a successful monitoring system to ensure compliance with state and federal special education law. The U.S. Department of Education's Office of Special Education and Rehabilitative Services, in their June 2015 determination letter, found that Wisconsin met the requirements and purposes of Part B of the Individuals with Disabilities Education Act (IDEA). In making this determination, Wisconsin received the maximum points possible for its compliance score. The Department also developed an "electronic signature" for Individuals with Disabilities Education Act (IDEA) grant assurances has eliminated the paper requirement and increased the speed LEAs can meet the compliance requirement.

Positive Behavioral Interventions and Supports (PBIS)

The Department secured more than \$23 million in federal funding over a five-year period to improve and expand multi-level systems of Positive Behavioral Interventions and Supports (PBIS); identify warning signs of mental health problems among children, and connect children and youth with behavioral health issues to needed services; research the effectiveness of PBIS and bullying prevention programs on outcomes of school safety and climate; and provide training and technical assistance on school emergency operation plans.

In partnership with Children's Hospital of Wisconsin, the Department created a bullying prevention e-Learning curriculum for students in grades K4–8, made available at no cost to Wisconsin schools. The courses support and enhance PBIS and teach kids how to keep their classrooms and school safe by creating a bully-free environment.

Wisconsin Success Stories

The Department published *Wisconsin Success Stories*, a report on the outcomes of a four-year, \$14.5 million Safe and Supportive Schools grant awarded to Wisconsin to help high schools improve conditions for learning in the areas of school safety, school environment, and school engagement. Outcomes revealed that 87 percent of the participating schools improved their school safety scores, with a 49 percent reduction in out-of-school suspensions.

Dropout Early Warning System (DEWS)

The Department launched the Dropout Early Warning System (DEWS), a tool to identify students in grades 6-9 at risk of dropping out or graduating late. DEWS allows educators to plan interventions and provide additional services before the critical transition to high school by analyzing student attendance rates, discipline incidents, school and district moves, and assessment results.

Federal Funding Conference

The Department continued and improved the annual Federal Funding Conference (a partnership between teams in the Department – Special Education, Title I, School Management Services, and School Financial Services– and Wisconsin Association of School Business Officials and Wisconsin Council for Administrators of Special Services) to provide funding technical assistance to LEA teams at one time and in one location. It has resulted in a consistent message from the Department on federal funding with an emphasis on collaboration with district Departments.

"My Wisconsin Standard" Social Media Campaign

The Department's Literacy & Mathematics Team has actively engaged in a social media campaign to better educate the public about Wisconsin's standards in literacy and mathematics. The My Wisconsin Standard campaign highlights one standard per week on both Twitter (#myWIstandard) and the [My Wisconsin Standards](http://dpi.wi.gov/my-wi-standards) website (<http://dpi.wi.gov/my-wi-standards>), which involves: explaining the standard in plain language, sharing resources and examples of what the standard looks like in a classroom, and providing resources and ideas for activities that families can do at home to support academic achievement. The Department has received positive feedback about the resources and information shared through this campaign.

Development of Math and Literacy Resources

Literacy and ELA professional learning resources are available completely free to individuals, schools, and districts wishing to continue developing their expertise around standards, instruction, and assessment for reading, writing, speaking, listening, and language. Newly developed and updated modules include speaking and listening, the writing process, and text complexity. Resources in mathematics continue to be developed around several practices that are instrumental in the effective teaching of mathematics for all students. These resources are highlighted in the areas of literacy in mathematics (disciplinary literacy), teaching for understanding, and using an instructional framework to engage students. The outcome of this

effort is the expanded utilization of these tools and resources by Wisconsin teachers to further prepare students with the mathematical experience necessary to be college and career ready.

SERVE WI Grant to Provide Literacy to Preschool

The Department successfully wrote an AmeriCorps grant through Serve Wisconsin to serve communities in southern Wisconsin by placing AmeriCorps members in seven public libraries to develop early literacy skills of three and four-year-old children. After receiving intensive training by Department staff, AmeriCorps members are developing children's early literacy skills through play, teaching families of participating children literacy development games and activities, and planning and facilitating early literacy events at their cooperating library sites. This grant project has the potential to impact hundreds of children and families in southern Wisconsin.

Training to CESAs on American Indian Studies Program

The Department's American Indian Studies Program and several Cooperative Education Services Agencies (CESAs) collaborated to provide training opportunities for one half of the school districts to integrate American Indian Studies & Wisconsin Act 31 requirements into their lesson plans, material selections, pedagogical practices, and district curriculum.

Arts Education Data Project

Wisconsin is one of four states chosen for the Arts Education Data Project. Wisconsin has submitted two years of data from the Statewide Longitudinal Statewide System for processing. The information will be used within a visualization online tool that is hoped to be available in early 2016 to the public, allowing districts to see arts education programming (i.e. dance, art and design, music, and theatre) in place in Wisconsin public schools. This information will be useful in identifying districts and regions that may need support or offer models of excellence in arts education.

Green Ribbon Schools

Colby Elementary School, Lake Mills Elementary School, and Columbus Elementary-Discovery Charter School were among only 58 schools recognized nationwide as 2015 U.S. Department of Education Green Ribbon Schools. Additionally, the Middleton-Cross Plains Area School District was among only 14 nationwide to receive the 2015 U.S. Department of Education Green Ribbon Schools District Sustainability Award. The program recognizes schools, districts, and post-secondary institutions that demonstrate promising practices to reduce environmental impact and cost, improve the health of students and staff, and engage students in hands-on STEM and environmental learning experiences. Schools apply for nomination through Green & Healthy Schools Wisconsin. There are currently more than 300 schools working toward recognition.

"Literacy Live" Series for Teachers

"Literacy Live" is a webinar series that allows the Department to respond to the immediate professional learning needs of literacy leaders throughout Wisconsin. Webinars include recorded information from the Department, supplemental resources, and examples from Wisconsin educators. 2013-14 focused on designing a multi-level system of support to meet the needs of all readers; 2014-15 focused on strategic assessment.

Literacy and Mathematics Coaching Networks

The literacy coach network and mathematics coach network engage educators in blended professional learning aimed at strengthening content knowledge and coaching skills. During 2014-15, more than 100 Wisconsin literacy coaches participated in face-to-face learning events.

Race to the Top

The first three years of the federal Race to the Top (RttT)-Early Learning Challenge Grant have been completed. All RttT Department projects continue to add opportunities and capacity to the existing early childhood professional development systems, increase family engagement, and solidify the systems that will provide data integration with Department of Health Services (DHS), Department of Children and Families (DCF), and DPI.

Academic and Career Planning (ACP)

ACP is a student-driven, adult-supported process in which students create and cultivate their own unique and information-based visions for post secondary success, obtained through self-exploration, career exploration, and the development of career management and planning skills.

Under 2013 Act 20, the Department was appropriated \$1.1 million GPR beginning in 2014-15 for implementing academic and career planning statewide. This statute requires the Department to do the following:

- Ensure that, beginning in 2017-18, every school board is providing academic and career planning services to pupils enrolled in grades 6 to 12 in the school district.
- Procure, install, and maintain information technology, including computer software, to be used statewide by school districts to provide academic and career planning services to pupils in grades 6 to 12.
- Provide guidance, training, and technical assistance to school districts and school district staff, including teachers and counselors, on how to implement model academic and career plans, including training and technical assistance that is necessary to implement the information technology provided for this purpose.
- During the 2013-15 biennium, the Department solicited school districts to pilot the ACP process for the 2015-16 school year. The Department also initiated an RFP to ensure an ACP vendor is chosen.

Career and Technical Education (CTE) Incentive Grants

On December 11, 2013, Act 59 was published which created an appropriation for career and technical education incentive grants. This appropriation incentivized school districts to support CTE programming, which result in an industry-recognized certification designed to mitigate workforce shortages in industries or occupations identified in consultation with the Department of Workforce Development (DWD) and the Wisconsin Technical College System (WTCS).

The total allocation for this grant program was \$3 million, to be distributed to school districts. Upon final verification, 2,991 students were confirmed eligible, in that the student graduated from high school and earned an approved industry-recognized credential. This resulted in \$1,000 per student being distributed to 224 school districts.

Educator Licensing On-Line System (ELO)

On January 13, 2014, the Department launched the new ELO to provide for electronic application for all licenses, resulting in efficiencies in processing licensing applications, and, more importantly, the ability to provide data for the state data warehouse that will be used to inform policy decisions.

Public Libraries and Technology

The Department has made improvement in several areas to improve the public's access to information and digital learning, including:

- Provided resources and information on national initiatives affecting public libraries such as Connect2Compete and EveryoneOn.
- Conducted alternate-year training for new public library directors and youth service librarians to improve the quality of library services.
- Updated the BadgerLink website to enhance usability and technical management.
- Upgraded WISCAT to a new software platform, SHAREit, which supports HTML5. Enhancements include:
 - Modern “look and feel”
 - New and improved facets for parsing search results
 - User Experience module allowing widgets, page customization, etc.
 - Enhanced Network Handling which increases request referral efficiency.
- Improved the Interlibrary Loan team's internal request referral workflow to complete all requests within one business day.
- Redesigned the Wisconsin Digital Archives website with enhancements that include:
 - Implementation of controlled vocabulary and metadata
 - Faceted searching
 - Audience specific searches to Resources for Teachers
 - Format type searches (Wisconsin Statistics, Biennial Reports, Annual Reports, Map Gallery)
- Increased capacity for documents housed in the Wisconsin Digital Archives from 10,000 to 50,000.
- Built WISELearn, the statewide educator portal, for sharing digital lesson plans, digital curriculum materials, and promoting virtual professional learning opportunities.
- Via the **Wisconsin Digital Learning Collaborative (WDLC)** (Partnership of CESA 9, eSchool Network and the Department), offered high quality digital learning courses, content, and a platform that districts can leverage for virtual, blended, and traditional classrooms. The course catalog continues to add more content and districts are seeking more personalized learning options for students such as virtual summer school offerings.
- **Continued to build and implement a variety of integrated data systems:**

- Released in September 2012, WISEdash for Districts enables districts and schools to access their data reports and dashboards in a single location. WISEdash for Districts is a secure tool which means that a login is required and a user must have been granted access by their local security administrator.
- The [WISEdash Public Portal](http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp) (<http://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>), released in October 2013, is a portal where data are summarized and redacted and available by school, district, or state. As a public reporting tool, WISEdash is used by districts, schools, parents, researchers, media, and other community members to view data published by the Department. It also enables the Department to meet state and federal reporting requirements.
- As a method for helping school districts make the best use of the WISEdash for Districts tool, the Department collaborated with the CESAs to create a training method called [WISEExplore](#). These processes are being built into the software tools to the maximum extent possible, for full automation, security, consistency in practice, and flexibility.
- The Department is embarking on a series of upgrades to the current method of collecting data from school districts. Known as [WISEdata](#), the system eliminates the need for hundreds of hours of school district staff time spent manually managing data files. The system is designed to work with any student information system, i.e., it is interoperable.
- In addition to the work above, the Department continued to identify ways to help districts by streamlining processes and procedures related to required and ongoing work. As an example, through data system automation, the Department saved over 50 percent of the school district staff time they previously had spent completing the **biennial Civil Rights Data Collection (CRDC)**, a required federal survey.

Coordination and Strategic Implementation (CSI)

The Department developed a new cross-agency work group called the **Coordination and Strategic Implementation (CSI)** work group. This workgroup consists of leadership across the agency and is proactively coordinating the development of resources to support the implementation of major education initiatives in support of educators, education organizations, and other school and district staff.

Onboarding Process

The Department developed an agency wide onboarding process which streamlined the process of bringing on new employees for human resources, facilities, technology support, and new employees that begin work with us. All new employees begin once every two weeks on a Monday with an in-person orientation at the GEF III Madison Office. Once the in-person meeting is completed, new employees go through applicable web modules to ensure all new staff has access to uniform information when beginning their new position.

Alternative Work Patterns

The Department continues to offer alternative work patterns to accommodate employees' professional and personal needs, including compressed work hours and part-time employment.

Chapter 3: Information on Specific Areas of Interest

The Department of Public Instruction is also required to report on specific areas of interests in education: First, under Wis. Stat. sec. 115.36(3) (a) 4, the Department is required to report on program progress and project evaluation for assistance provided to schools for Alcohol and Other Drug Abuse Programs. Second, under Wis. Stat. sec. 118.13(3)(a)3., the Department is required to include information on the status of school district compliance with prohibiting pupil discrimination and school district progress toward providing reasonable equality of educational opportunity for all pupils in Wisconsin. Third, under Wis. Stat. sec. 115.74(4), the state superintendent must include the most recent assessments of needs and evaluation of American Indian language and culture education programs; the evaluation of resources directed toward meeting the educational needs of American Indian pupils; and recommendations for legislation in the area of American Indian language and culture education. Fourth, under Wis. Stat. sec. 43.07(5), the state superintendent must include a report on the condition and progress of library services in Wisconsin and recommendations on how library services may be improved. Fifth, under Wis. Stat. sec. 118.33(5), the Department must also include information on the status of statewide high school graduation standards. Finally, under Wis. Stat. sec. 115.35(5), the state superintendent must include information as to the scope and nature of health problems education programs, the degree and nature of cooperation being maintained with other state and local agencies, and recommendations to improve such programs and cooperation.

Alcohol and Other Drug Abuse (AODA) Programs

Background and Mission of the AODA Program

The Department's AODA program combines service delivery systems, legislated services, and state grant programs that the Department makes available to LEAs for the development of coordinated school health programs. The role of the Department is to help local school districts better utilize the staff and program resources to develop comprehensive AODA programs. The Department provides access to a wide range of AODA-related resources, including grants, training, technical assistance, print and audio-visual resource materials, and information. The mission of the program is to provide schools with educational expertise and support services from pupil services staff, teachers, administrators, and community partners. Maximizing the development and use of these school-based resources is the most effective and efficient way to prevent and/or resolve the problems youth experience related to AODA. The Department is advised by the State Superintendent's Advisory Council on AODA Programs, which helps recommend grant awards and guides training and technical assistance. This council includes a broad cross section of school representatives from around the state active in AODA prevention and intervention.

Grant and Program Administration

The Department monitors and administers activities related to grant application, fund disbursement, project implementation and project evaluation of AODA grant programs.

Comprehensive K-12 AODA Grants and Program

The original grant program, referred to as Assistance for AODA Programs, was created under Chapter 331, Laws of 1979, under Wis. Stat. sec. 115.36, to promote the development of

comprehensive AODA programs. The special program revenue appropriation for this grant program continues after 36 years and is generated by penalty assessments on court imposed fines or forfeitures under Wis. Stat. sec. 165.587(1)(c). In addition to funding grants, a portion of this appropriation provides professional development opportunities to public and private school staff in two required areas: training and teacher fellowships. The Department plans and conducts training events and provides fellowship awards to assist staff in obtaining advanced training and education.

Wisconsin Safe and Healthy Schools (WISH) Center

This program was established within CESAs to assist the Department in meeting its requirement to provide training and technical assistance to Wisconsin schools and communities. The center was established during the 2012-13 school year using the available funds under Wis. Stat. sec. 115.36. (See chart below for administrative expenditures). The training services under this new center include online and in-person professional development and include specific content in AODA prevention, suicide prevention, and violence prevention (including bullying).

AODA Prevention Grants

This program provides grants for the development and continuation of comprehensive, kindergarten through grade 12 prevention and intervention programs designed to address alcohol and other drug abuse among minors.

Student Mini-Grants

This program funds projects designed by students that include AODA prevention or early intervention activities. The State Superintendent's AODA Advisory Council assists the Department in reviewing and recommending grant proposals to be funded.

Program Staff Responsibilities

Program staff provides consultation and technical assistance concerning the development, expansion, and evaluation of school-based AODA programs and services. Assistance to LEAs, CESAs, colleges and universities, and other local or regional organizations includes on-site visitations, presentations, trainings, workshops, and liaison activities. Information about available AODA-related resources is disseminated to school staff. Specialized resources are developed or adapted to meet identified needs of school staff in areas where appropriate resources do not exist. Staff collaborates with other state and national agencies and organizations in providing these services.

Program staff performs a number of functions related to evaluation and assessment. Baseline data was collected to create a statewide prevalence study of student AODA behavior and attitudes. The results were detailed in the 2013 *The Wisconsin Youth Risk Behavior Survey and Executive Report*. A similar 2015 survey was implemented.

Evaluation and monitoring of grant activities include interim and end-of-year reports and ongoing review of proposal implementation. Last submitted to the legislature in 2014, the results of state grant project evaluations are detailed in the series of biennial reports *Alcohol and Other Drug Abuse Grant Distribution, Training and Education Programs in Wisconsin School Districts*.

For information on AODA resources distributed by the Department, see http://sspw.dpi.wi.gov/sspw_aodaprogram.

Program and Grant Appropriations

The following chart summarizes separate grant and program appropriations, including the number of grants awarded under each appropriation:

<i>Programs</i>	<i>2013-14</i>		<i>2014-15</i>	
	<i>Approp.</i>	<i>Awards</i>	<i>Approp.</i>	<i>Awards</i>
<i>Assistance for AODA Program Youth AODA Program Grants</i>				
<i>s. 115.36 Wis. Stats. s. 20.255 (2) (kd), Wis. Stats.</i>	\$1,284,700	\$1,284,700 (53 school district and consortium grants plus 89 student mini-grants)	\$1,284,700	\$1,284,700 (53 school district and consortium grants plus 81 student mini-grants)
<i>s. 115.361 Wis. Stats. s. 20.255 (2) (dm), Wis. Stats.</i>	**\$0	\$0 (0 grants)	**\$0	\$0 (0 grants)
<i>s. 115.36 Wis. Stats. s. 20.255 (1) (kd), Wis. Stats. Administration</i>	\$355,855	\$2,420 (fellowships) \$353,435 (administration)	\$356,295	\$2,860 (fellowships) \$353,435 (administration)
<i>Alcohol/Driver and Traffic Safety Education</i>				
<i>s. 346.655, Wis. Stats. s. 20.255 (1) (hm), Wis. Stats.</i>	\$178,607	\$0 (0 grants) \$178,607(administration)	\$178,607	\$0 (0 grants) \$178,607 (administration)
<i>Federal Safe and Drug-Free Schools Act</i>				
<i>Administration/Technical Assistance</i>	**\$0	\$0 (administration)	**\$0	\$0 (administration)
<i>Entitlements</i>	**\$0	\$0(0 grants)	**\$0	\$0 (0 grants)

*Note that the appropriation under Wis. Stat. sec. 115.361 was eliminated by the 2011-13 state budget act. Therefore no grants were awarded for the two year biennial budget period of 2013-15.

**Note that Congress de-funded Title IV-Part A (Safe and Drug Free Schools program) in 2009-10 and no grants (formula/entitlements) have been able to be awarded since that time, and no administrative funds were provided to SEAs. As a result there was no activity during the 2013-15 biennial budget period.

Status of Wisconsin Public School Compliance with Pupil Nondiscrimination Requirements

Wisconsin’s pupil nondiscrimination law, Wis. Stat. sec. 118.13, provides that no person may be denied admission to any public school or be denied participation in, be denied the benefits of, or be discriminated against in any curricular, extracurricular, pupil services, recreational, or any other program or activity on the basis of sex, race, religion, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, or physical, mental, emotional, or learning disability. Wis. Stat. sec. 118.13(3)(a) 3, requires the State Superintendent to report information on the status of school district compliance with this law and the progress toward providing reasonable equality of educational opportunity for all pupils in the state.

Each school district annually submits a brief report that includes the name and address of the employee designated to receive discrimination complaints and the number of discrimination complaints, both verbal and written, received in the reporting year. Based on these annual reports, the total number of discrimination and/or harassment complaints at the school district level has increased from biennium to biennium. Local districts reported a total of 4,608 complaints for the 2013-2015 biennium. There were 5,533 complaints reported for the 2011-2013 biennium. Of the specified complaints, sexual discrimination/harassment complaints continue to be the most commonly reported complaints. Most of these complaints were resolved at the local level. Some were appealed to the state level: The state superintendent received six appeals during this biennium, a decrease from the nine reported during the 2011-2013 biennium.

NUMBER OF DISCRIMINATION COMPLAINTS RECEIVED BY SCHOOL DISTRICTS

Protected Class/Basis of Complaint	2012-2013 School Year*	2013-2014 School Year*
Ancestry	13	23
Disability	289	226
Pregnancy or Marital Status	17	17
National Origin	57	44
Race	641	591
Religion/Creed	70	29
Sex	1072	956
Sexual Orientation	335	229
TOTAL	2494	2186

*Complaint data is collected in the following school year. Therefore, 2014-2015 school year data is not yet available.

Note: All districts reported for the 2012-2013 and 2013-2014 school years.

The **Pupil Nondiscrimination Program** [http://sped.dpi.wi.gov/sped_puplnondis] responds to hundreds of telephone inquiries each year regarding concerns and requests for technical assistance. This program works towards ensuring that all children receive an equal educational opportunity.

American Indian Students Enrolled in Public School Districts

During the 2013-2015 biennium, American Indian or Alaska Native students comprised approximately 1.2 percent of public school enrollment in the state of Wisconsin.

A significant portion of this population of students, approximately 60 percent for both years, is concentrated in 25 school districts that represent the largest populations in terms of numbers or percentage of American Indian students enrolled. In general, these public school districts serve American Indian nations and tribal communities located on or near reservations and trust lands or near mid-size cities. There is also a substantial population of American Indian students in Wisconsin's urban school districts, such as Green Bay and Milwaukee. For other school districts, serving small populations of American Indian students presents challenges. Understanding these challenges as well as determining the impact of various factors on the achievement and progress of these students can be difficult when small numbers of students prevent clear picture of what is going, especially due to student privacy concerns.

Student Achievement

The following table represents the percentage of American Indian or Alaska Native students scoring proficient or advanced compared to students in all other categories on the Wisconsin state assessment. **NOTE:** 2014-15 scores were not available at the time of publication of this report.

Grade	# AI/AN	2013-2014				# AI/AN	2014-2015			
		Reading		Math			Reading		Math	
		AI/AN	All	AI/AN	All		AI/AN	All	AI/AN	All
3	1,002	21.7%	34.6%	33.7%	50.2%	N/A	N/A	N/A	N/A	N/A
4	1,007	22.4%	36.4%	34.2%	52.0%	N/A	N/A	N/A	N/A	N/A
5	992	22.0%	33.7%	34.3%	50.8%	N/A	N/A	N/A	N/A	N/A
6	1029	20.7%	36.6%	29.2%	47.2%	N/A	N/A	N/A	N/A	N/A
7	985	27.5%	38.2%	32.5%	48.2%	N/A	N/A	N/A	N/A	N/A
8	985	22.5%	33.9%	24.9%	46.3%	N/A	N/A	N/A	N/A	N/A
10	1,038	27.9%	42.3%	28.5%	45.5%	N/A	N/A	N/A	N/A	N/A

Special Education

During the 2014-2015 academic year, there were 2,217 American Indian students identified as having a disability and receiving special education services. This figure represents 20.3 percent of the Wisconsin American Indian student population, whereas 13.7 percent of the Wisconsin student population as a whole has been similarly identified and served. For 2013-2014, 2,424 American Indian students, or approximately 21.6 percent of the American Indian population, were identified for special education services. This figure compares to the statewide special education rate of 14.6 percent. While still high, this figure has dropped slightly since the last biennium.

For the 2013-2015 biennium, nine public school districts were identified as having an over-representation of American Indian students in special education overall and/or a specific disability category. As a result, these school districts were required to review their policies, procedures, and practices to ensure that the over-representation was not a result of inappropriate

identification. Further, these school districts were required to participate in improvement activities offered through the Disproportionality Technical Assistance Network.

High School Graduation and Dropout Rates

In 2013-2014 academic year, American Indian students in Wisconsin had a higher dropout rate (3.0 percent) as compared to the student population as a whole (1.3 percent). Similarly, in the same academic year, the completion rates for American Indian students receiving a high school diploma was lower -- 78.4 percent of American Indian students earned a regular high school diploma in four years compared to 88.6 percent of the overall student population.

Postsecondary Planning and Preparation

For the 2013-2014 academic year, postsecondary enrollment by level for American Indian students is the following: 40.2 percent or 115 American Indian students enrolled in two-year institutions in comparison to 32.8 percent of all students, 55.6 percent or 159 American Indian students enrolled in four-year institutions in comparison to 64.9 percent of all students, and 4.2 percent or 12 American Indian students enrolled in multiple levels in comparison to 2.2 percent of all students.

In 2013-14, approximately 36.3 percent of Wisconsin American Indian students participated in the ACT compared to approximately 63.5 percent of all students. American Indian students scored an average composite score of 19.8 compared to 22.1 for all students.

In 2013-2014, 121 American Indian students, or 3.7 percent of those tested, took one or more AP exams as compared to a 13.4% participation rate for all Wisconsin students. In addition, 53.8 percent of American Indian students scored a 3 or above on the AP exams in comparison to over 67.7 percent of all students.

American Indian Students Enrolled in Non-Public Schools

The majority of American Indian students enrolled in non-public schools attend either the Indian Community School of Milwaukee or one of three Bureau of Indian Education (BIE) tribal schools located in Wisconsin. The Indian Community School of Milwaukee is a private 4K-8 school located in Franklin, WI. The school had 317 American Indian students enrolled in 2014-2015 and 312 in 2013-2014.

The three Wisconsin tribally controlled schools operate under grants from the BIE, which is a division of the Bureau of Indian Affairs (BIA). These three tribal schools served over 850 students each year during the 2013-2015 biennium. The Lac Courte Oreilles Ojibwa School (PK-12), located near Hayward, WI, served 224 students in 2014-2015 and 221 students in 2013-2014. The Menominee Tribal School (K-8), located in Neopit, WI, served 219 students in 2014-2015 and 217 students in 2013-2013. The Oneida Nation School System (PK-12), located in Oneida, WI, served 465 students in 2014-2015 and 424 students in 2013-2014.

Licensed American Indian Educators

License records show that there are few American Indians educators working as administrators or licensed staff in Wisconsin public school districts. In the 2013-2014 school year, there were 197.95 FTE American Indians educators working as licensed staff, 156.74 FTE of whom were teachers; and 8.30 FTE licensed administrators, of whom 3.4 FTE were principals and 2.0 were district administrators.

Council on Library and Network Development (COLAND)

Under Wis. Stat. 43.07, the State Superintendent and the Division for Libraries and Technology must seek the advice of and consult with COLAND in performing their duties in regard to library service. 1999 Wisconsin Act 100 increased council membership from 15 to 19 members. Nine members represent library science, audiovisual, and informational science professionals representative of various types of libraries and information services, including public library systems, school libraries, public and private academic libraries, special libraries, and library educators. Ten members are public members who have demonstrated an interest in libraries or other types of information services.

COLAND Goals and Activities

During the 2013-2015 biennium, COLAND provided leadership to the state and the library community to improve library services and cooperation by:

- Researching, educating, and communicating new roles of service for libraries and librarians;
- Continuing to promote the Wisconsin Prison Literacy Project, in collaboration with the Department of Corrections staff;
- Continuing to pursue implementation of universal library access to all libraries throughout Wisconsin and assessing effective, convenient, cost-saving measures for improved library access;
- Monitoring challenges to the Common School Fund and promote the importance of this fund as appropriate;
- Supporting the joint efforts of higher education and the Department to develop, revise, and communicate the ongoing issues and needs of school librarians licensing, professional standards, and staffing of school libraries;
- Continuing to monitor library services in the Health Sciences, Hospitals, and other Health Care institutions;
- Continuing the conversations related to E-books, exclusive contracts, access to digital information, and other information technology developments; and
- Conducting surveys and holding public hearings to determine what the library community wants COLAND to include in its goals.

Strategic Vision for Library Systems in the 21st Century

At the request of the State Superintendent, COLAND appointed a subcommittee to review the report compiled by the System and Resource Library Administrators' Association of Wisconsin (SRLAAW), and the Public Library Development Team's LEAN Efficiency Analysis of Public Library Systems (a project that the Joint Committee on Finance had included in the 2013 Biennial Budget, but which had been vetoed by the Governor). The report was provided completed in December, 2014 and included the following components.

Vision

Wisconsin communities prosper in an economy driven by knowledge, creativity, information, and technology when their residents have the opportunity for self-directed learning, high-speed

network technology, collaboration for community and business start-ups, and continuing education for changing careers.

Public libraries are transforming from a storehouse for books to centers of learning; creativity, and innovation in the digital age. Public libraries continue to serve as repositories of knowledge in the 21st century while methods of delivery have shifted to electronic. For most Wisconsin communities, the public library is the primary place for access to digital resources, high-speed networks, gathering places, and promotion of local cultural assets. Public libraries have become the engine of development within our communities, advancing the economy by enhancing lifelong learning. Public libraries are integral to education supplementing that of schools, technical colleges, and universities. Librarians serve as information technology coaches, job search coaches, and learning coaches.

Strategic Direction 1. Library Consulting: Leverage distributed expertise to provide specialized consulting, verified by Department of Public Instruction (DPI)

Create a distributed model of consulting expertise that is verified (and certified where applicable) by the Department and delivered in the most appropriate method. Suggested consulting services include: building design; youth services; ADA compliance; staff development; human resource topics; strategic planning; administration; community relations; fund raising; legislative development; and library board development. The Department will provide a pool of resources for these and other topics as needed. Expertise will primarily reside in library systems staff or public library staff.

Strategic Direction 2. Provide and Support Technology Access through aggregation of software and services including shared platforms and expertise

Whether provided by private vendor contracts negotiated at the state level or via state or regional data centers, aggregation of software and services will minimize maintenance and hosting of physical servers onsite at local libraries and library systems. Library system technical staff will be able to shift their focus from maintaining servers and data centers to assisting libraries with providing and administering technology-based services. Possible computer applications for hosted services include: email, calendars, web hosting, and other non-ILS technology commonly used in libraries and library systems.

Strategic Direction 3a. One State - One Collection

Wisconsin residents will have access to the collective resources of the state. Economy of scale is everything. By leveraging purchasing power to implement a statewide digital discovery layer with integrated library system, Wisconsin residents will have a consistent user experience and access to the widest range of information resources at the lowest unit cost for taxpayers. State interlibrary loan for public libraries will be replaced by intrastate loan at a much lower cost. Increased use of statewide library collections significantly increases the value proposition for print collections.

Strategic Direction 3b. Resource Libraries: Change the Value Proposition

The Wisconsin Statutes that describe and define resource libraries were written when print materials dominated public library collections. In today's environment of e-books, BadgerLink, and Google, the value proposition of Resource Libraries needs to be redefined. Resource libraries have specialized collections and staff expertise that can benefit Wisconsin residents who live in smaller communities. The twentieth century value proposition for resource libraries was based primarily on a print environment; the digital world of the twenty-first century requires a

different value proposition. Resource libraries must redefine their value proposition for the twenty-first century.

Strategic Direction 3c. *Delivery Service: Transition to Multi-Hub Delivery Network*

By transitioning to a multiple-hub statewide delivery network, print materials will be delivered faster and more efficiently reducing the unit cost of physical delivery of library materials. The new statewide discovery layer will increase use of library materials and a new delivery model will enhance capacity to meet the growing demand. Modification of the local delivery system (last mile) will be based on the new statewide delivery model. The focus for this change is on improving the library user experience and getting the most value from Wisconsin's investment in library materials.

Strategic Direction 4. *Coordinate Electronic Resources: Maximize Purchasing Power*

The transition from print resources to electronic resources will support online learning and information access for all Wisconsin residents. Statewide license agreements and library system consortia purchasing will increase value and reduce costs for taxpayers. Certain statutory language should be revised to allow for more flexible arrangements to meet local community needs. Resource libraries that have more specialized resources could link back-up reference service to those specialized resources that would not be cost-effective in a statewide consortia.

Strategic Direction 5. *Continuing Education: Maximize Impact of Continuing Education Funding*

Continuing education funding will be placed under the supervision of the Department's Division for Libraries and Technology (DLT). The DLT will use the funds to support webinars and face-to-face training and development for library staff and trustees in order to address current practices and lead change toward our desired future while taking advantage of technology developments. The DLT will allocate funds through grants that encourage collaboration and regional impact.

Additional Recommendation: *Eliminate statutory language requiring Department of Public Instruction (DPI) to request 13% for library system aid.*

The current statutory requirement that the Department submit 13 percent library system aid in its biennial budget is not helpful to libraries or to the Department. The current funding level is just under 7 percent. Eliminating this mandate and allowing for smaller increases provides the Department the flexibility to make more realistic requests.

High School Graduation Requirements

Requirements relating to high school graduation standards are specified under Wis. Stat. sec. 118.33.

With some exceptions, the statutes require high school graduates to earn 4 credits in English, 3 credits in mathematics, 3 credits in science, 3 credits in social studies, and 1.5 credits in physical education in grades 9-12 and a 0.5 credit in health in grades 7-12. School boards are encouraged to require students to earn an additional 8.5 credits in elective courses.

A school board may allow a pupil who participates in sports or in another organized physical activity, as determined by the school board, to complete an additional 0.5 credit in English, social studies, mathematics, science, or health education in lieu of 0.5 credits in physical education.

These requirements will change in the 2016-17 school year with the implementation of 2015 Act 55.

Health Problems Education Program

Established under Wis. Stat. sec. 115.35, the Department has a health problems education program. During 2013-2015, the Department carried out a wide variety of activities to strengthen school health education. The full range of health and safety topics addressed through these activities include alcohol, tobacco and other drug use; AIDS/HIV/STDs; bullying; communicable disease; consumer health; environmental health; human growth and development; mental health; nutrition; physical activity; traffic safety; and violence prevention. Department staff used the following major strategies:

- Technical Assistance and Consultation: Staff provided assistance and consultation to school districts, private schools, postsecondary institutions, community-based organizations, state associations, and agencies.
- Dissemination of Guidelines and Resource Materials: Staff developed, updated and/or disseminated a wide range of guidelines and resource materials related to school health education.
- Staff Development: Staff improved educator knowledge and skills on curriculum development, classroom instruction and student assessment through on-line webinars and videos, workshops, courses, symposia, and conferences.
- Partnerships with Other Organizations: Staff provided leadership through coordination and collaboration with a wide variety of organizations. These included Action For Healthy Kids; Children's Health Education Center; American Heart Association; Centers for Disease Prevention Division of Adolescent and School Health; University of Wisconsin (various campuses and departments); Wisconsin Safe and Healthy Schools Center; Wisconsin Health and Physical Education; Wisconsin Physical Activity and Nutrition Coalition; Wisconsin Association of School Nurses; Wisconsin Education Association Trust; Wisconsin School Counselors Association; and the Wisconsin Department of Health Services (various programs).
- Program Evaluation and Monitoring: Staff monitored and evaluated strategies to strengthen health education through a range of activities including the Wisconsin School Health Profile and staff development program evaluations.