



# 2015-17

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## Biennial Report

October 15, 2017

**WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION**

Tony Evers, PhD, State Superintendent

Madison, Wisconsin

**2015-17 Biennial Report:**

# **Wisconsin Department of Public Instruction**



**Wisconsin Department of Public Instruction**  
Tony Evers, PhD, State Superintendent  
Madison, Wisconsin

This publication is available from:

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<https://dpi.wi.gov/policy-budget>

October 2017, Wisconsin Department of Public Instruction

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## **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, 2017. 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 2017-2019 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.

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

Wisconsin is a state of rich diversity in terms of people and talent. Our system of public education is at the forefront of supporting and growing those resources. But as our state and nation changes, our schools, their education workforce, and our kids face new, disparate challenges that require flexibility and innovation to unlock the full potential of our state's youth. The department, under the lead of State Superintendent Evers, continues to focus on helping every student graduate from high school prepared for college and career.

That mission remains unchanged. To be successful, we want all students in Wisconsin who graduate from high school to be academically prepared and socially and emotionally competent. We want them to demonstrate **knowledge** through proficiency in academic content. We want our students to display **skills** like critical thinking, communication, collaboration, and creativity. And we want all kids to demonstrate the **habits** of successful adults through behaviors such as perseverance, responsibility, adaptability, and leadership.

We know that not all Wisconsin kids have the same needs or aspirations and that every community has different strengths from which to build upon. To make our vision a success, it has required the department and schools throughout the state to work together to advance educational equity.

To do that, the department is focused on support four broad categories:

- Keeping our kids healthy, safe, supported, and encouraged in school, every day
- Ensuring our educators are both inspired and empowered to teach every student
- Promoting engaged learning that motivates all children to reach their full potential
- Fixing the broken school funding system so every district can thrive

What follows is a narrative of how the department has taken action to achieve these goals over the course of the last biennia.

## 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 2015-17 biennium, the State Superintendent visited the following:

School / Library / CESA / Ed Institutions	District
Academy of Accelerated Learning	Milwaukee
Beloit Memorial High School	Beloit
Boys & Girls Club	Madison
Brookwood Middle School	Genoa City
Brown Deer School District	Brown Deer
Bruce Guadalupe Community School	Milwaukee
Cameron Elementary School	Cameron
CESA 1	Pewaukee
CESA 3	Fennimore
CESA 5	Portage
CESA 6 (Neenah High School)	Neenah
CESA 8	Gillett
CESA 9	Tomahawk
CESA 10	Chippewa Falls
CESA 11	Turtle Lake
Chippewa Valley Technical College	Eau Claire
Concordia University Wisconsin	Mequon
Craig High School	Janesville
Crandon High School	Crandon
Cuba City School District, High School Library	Cuba City
Cudahy High School	Cudahy
Dr. George Washington Carver Academy of Mathematics and Science	Milwaukee
Durand Middle/High School	Durand
East High School	Green Bay
Edgewood College	Madison
Eleva Strum High School	Strum
Elmbrook District Office	Brookfield
Fall Creek School District	Fall Creek
Fond du Lac School District Admin Office	Fond du Lac
Galesville-Ettrick-Trempealeau High School	Galesville
Gateway Technical College	Sturtevant
Grant Elementary School	Sheboygan
Greendale High School	Greendale
Hmong American Peace Academy	Milwaukee
Holmen High School	Holmen
Honor Elementary School	Neosho
Honor Intermediate School	Rubicon



Hortonville High School	Hortonville
Indian Mound Middle School	McFarland
Insight & Pewaukee High School	Pewaukee
Juda School	Juda
Kettle Moraine-Global	Wales
Kimberly High School	Kimberly
Kromrey Middle School	Middleton
Lake Holcombe School	Holcombe
Lakeland Union High School	Minocqua
Lane Intermediate School	West Allis
Lincoln Center of the Arts Middle School	Milwaukee
Little Angels Early Learning Center	Oregon
Madison Metropolitan School District Office	Madison
Madison Public Library	Madison
MATC - Ingenuity Center	Madison
MATC - Milwaukee	Milwaukee
McDill Elementary School	Stevens Point
McFarland School District Virtual Schools	McFarland
Menomonie High School	Menomonie
Messmer High School	Milwaukee
Middleton High School	Middleton
Milwaukee Public Schools District Office	Milwaukee
Monticello School District	Monticello
Nekoosa High School	Nekoosa
New Berlin School District	New Berlin
New Glarus High School	New Glarus
Ninety-Fifth Street Elementary	Milwaukee
Northcentral Technical College	Wausau
Northern Hills Elementary School	Onalaska
Northstar Middle School	Eau Claire
One City Early Learning Center	Madison
Osceola High School	Osceola
Patrick Marsh Middle School	Sun Prairie
Pewaukee School District	Pewaukee
Plymouth High School	Plymouth
Purdy Elementary	Fort Atkinson
Randolph High School	Randolph
Reedsburg Area High School	Reedsburg
Rexford/Longfellow Elementary School	Clintonville
Ronald Reagan IB High School	Milwaukee
Rothschild Elementary School	Rothschild
Sheboygan Falls High School	Sheboygan Falls
Sheboygan North High School	Sheboygan
Sherman Multicultural Art School	Milwaukee
Southern Door County School District, High School Library	Brussels
St. Anthony School	Milwaukee
St. Augustine School	Milwaukee

St. Catherine Catholic School	Milwaukee
St. Croix School District	St. Croix Falls
Stevens Point Area Sr. High School	Stevens Point
Stratford High School	Stratford
Sun Prairie High School	Sun Prairie
Superior High School	Superior
Superior Public Library	Superior
Suring High School	Suring
Three Lakes School District	Three Lakes
UW-Eau Claire	Eau Claire
UW-Green Bay	Green Bay
UW-Madison	Madison
UW-Milwaukee	Milwaukee
UW-Platteville	Platteville
UW-Superior	Superior
UW-Whitewater	Whitewater
Washington Elementary School	Wisconsin Rapids
Washington High School	Milwaukee
Waukesha Technical College	Pewaukee
Wausau East High School	Wausau
Wausau Public Library	Wausau
Wauwatosa East High School	Wauwatosa
Webster-Stanley Middle School	Oshkosh
West Salem High School	West Salem
Winter High School	Winter
Wisconsin Rapids District Office	Wisconsin Rapids
Woodside Elementary School	Wisconsin Rapids
Wright Middle School	Madison

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

The amounts of state aid distributed in 2015-2016 and 2016-2017 are shown below:

Aid Program	2015-2016 Totals*	2016-2017 Totals*
General Aid: Equalization	\$4,273,198,180	\$4,396,129,182
General Aid: Integration	57,264,452	56,033,009
General Aid: Special Adjustment	17,028,048	17,559,277
Special Education and School Age Parents	368,862,573	368,939,100
Per Pupil Aid	126,589,800	210,272,779
Achievement Gap Reduction (AGR)/SAGE^	108,934,500	109,059,500
School Library Aid (Common School Fund)	37,693,167	32,100,000
Pupil Transportation	23,943,873	23,954,000
High Poverty	16,829,998	16,829,998
Sparsity	17,674,000	17,674,000
Bilingual/Bicultural	8,589,800	8,587,832
State Tuition	8,224,537	8,056,783
High Cost Transportation	7,500,000	7,500,000
State Food and Nutrition Programs	6,775,500	6,752,921
Educator Effectiveness Grant	4,670,801	5,654,056
Additional (High Cost) Special Education	3,500,000	8,419,611
County Children with Disabilities Education Board	4,067,300	4,067,300
Supplemental Special Education	1,050,000	1,750,000
Peer Review and Mentoring Grant	1,183,620	1,400,463
Headstart Supplement	2,508,473	1,477,278
Four-Year-Old Kindergarten Start Up Grant	1,350,000	1,350,000
Alcohol and Other Drug Abuse Programs	975,205	1,228,831
Robotics League Participation Grants	N/A	250,000
Tribal Language Revitalization Grants	179,721	137,596
Gifted and Talented Programs	146,428	120,399
Special Education Transition Incentive Grants	N/A	99,999
Supplemental (Large Area District)	73,500	77,000
<u>PARENTAL CHOICE/CHARTER SCHOOLS</u>		
Independent Charter Schools	71,232,543	61,622,888
Milwaukee Parental Choice Program	195,466,809	201,918,353
Racine Parental Choice Program	15,089,582	18,022,906
Special Needs Scholarship Program	N/A	2,578,800
Wisconsin Parental Choice Program	18,369,152	22,382,459
STATE TOTAL	5,398,971,562	5,612,006,320

\*State aid disbursements between July 1, 2015 and June 30, 2017 to school districts, CCDEBs, CESAs, Independent Charter Schools, and private schools participating in a parental choice program. Equalization aid includes prior year delayed aid paid during these fiscal years.

^The state transitioned from the former SAGE (Student Achievement Guarantee in Education) to the AGR program beginning in 2015-16; some districts operated under an existing SAGE contract while others transitioned to AGR in 2015-16 or 2016-17. Thus, the amount shown above is the combined total for both AGR and SAGE contracts with districts.

## Chapter 2: The Operation and Performance of the Department of Public Instruction during the 2015-17 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 2017-19 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](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 2015-2017 BIENNIUM

The Department identified the goals below as part of its 2017-19 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 2015-17 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:

Wisconsin State Academic Standards specify what students should know and be able to do in the classroom. They serve as goals for teaching and learning. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom. Setting high standards enables students, parents, educators, and citizens to know what students should have learned at a given point in time.

In Wisconsin, the State Superintendent authorizes development and adopts state academic standards in many subject areas. All state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local community.

In 2016, the Wisconsin Department of Public Instruction initiated a new, transparent, and comprehensive process for reviewing and revising academic standards. The State Superintendent's Standards Review Council, a group of legislators, education, and business leaders, was formed as an important part of this process, and extensive public and legislative input is sought through public hearings and review periods.

The Wisconsin Standards for Computer Science are the first set of academic standards developed through this standards review process. With the adoption of standards for computer science, Wisconsin is one of nine states to have established academic standards for this increasingly important subject area. In the first half of 2017, work had begun on revising standards for music, science, and information and technology literacy.

To raise the bar for all children, the Department has:

- Adopted a new, transparent, and comprehensive process for reviewing and revising academic standards;
- 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

Adopted new Wisconsin Standards for Computer Science, and started revision of academic standards for music, science, and information and technology literacy.

### *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 developments in assessment, accountability, and reporting.

### *Testing*

- Wisconsin went through an RFP process during the 2015-16 year. As a result, the Forward Exam was administered online to approximately 440,000 students statewide in grades 3-8 in English language arts and mathematics, grades 4 and 8 in science, and grades 4, 8, and 10 in social studies during the 2015-16 and 2016-17 school years. Wisconsin educators reviewed the test questions to ensure appropriate rigor, quality, language load, cognitive complexity, content alignment, and that questions are free of bias and sensitivity. In addition, educators determined the achievement level standards and proficiency expectations to set the cut scores. Provided online, the Forward Exam incorporates innovative, improved, and better ways for students to demonstrate what they know as well as increasing efficiency.
- The ACT suite of assessments were administered statewide to high school students during the 2015-16 and 2016-17 school years (ASPIRE for grades 9 and 10 and ACT and WorkKeys for grade 11). The ACT measures English, reading, mathematics, science, and writing performance and was administered statewide via paper/pencil to approximately 64,000 students in grade 11. By offering the ACT statewide, all grade 11 students have the opportunity to participate in a college readiness assessment at no cost to their parents, thus addressing the need to close Wisconsin's achievement gap and address equity issues.
- The Dynamic Learning Maps (DLM) assessment, Wisconsin's alternate assessment taken by students with significant cognitive disabilities, was administered to approximately 5,400 students statewide in grades 3-8 in English language arts and mathematics, grades 4, 8, and

11 in science, and grades 4, 8, and 10 in social studies. Using the online format provides an efficient manner of testing.

- During this period, the assessment team staff have convened an external advisory group of experts including teachers, administrators, curriculum and instruction directors, assessment specialists, researchers, the Wisconsin Response to Intervention (RtI) Center, CESAs, and educator prep programs that will provide us with feedback and guidance needed to produce the best possible classroom assessment resources.
- Assessments such as ACCESS for ELL to the English learners and National Assessment of Educational Progress (NAEP) for sampled schools were also administered during the biennial period.
- The Office of Student Assessment works with various assessment vendors to ensure process improvements, to develop and make available professional development resources, to offer trainings, and to disseminate communications to ensure smooth and valid test administration.

#### *Accountability*

- The 2015-16 School and District Report Cards were released to the public in the fall of 2016. The code used to create and calculate school and district report cards was reviewed and refined, reducing the number of lines of code by half. This increased efficiency of the system and reduced the amount of time needed to run the code for results. (Please note that 2014-15 School and District Report Cards were not released per state statute.)
- The 2015-16 School and District Report Card release included first-time report cards for private schools participating in the parental choice program.
- The Office of Educational Accountability was instrumental in the development of two grants awarded to the Wisconsin Department of Public Instruction; namely, the New Skills for Youth Grant and the fourth State Longitudinal Data Systems Grant. Through the New Skills for Youth Grant, the state will increase access to high quality and relevant career pathways and to advance the state accountability system to include more and better measures of college and career readiness. Through the State Longitudinal Data Systems Grant, focus is on increased support of data-informed planning in schools and districts via the WISExplore process.
- The Office of Educational Accountability drafted the accountability portion of Wisconsin's plan to address the reauthorization of the federal Elementary and Secondary Education Act referred to as the Every Student Succeeds Act (ESSA). As part of the responsibility, they conducted a myriad of data analyses as well as the collection and review of public input and feedback.
- To increase efficiency, the Office of Educational Accountability moved to using Customer Relationship Management (CRM) software to manage the significant influx of questions and comments associated with the release of school and district report cards. By using the CRM,

staff are better able to communicate with, document, and process requests from the field in a timely manner.

## Preparing Students to be College and Career Ready

The Wisconsin Educational Opportunities Program (WEOP) mission is to prepare youth and adults to pursue higher educational opportunities by providing college and career readiness programs, resources, and support.

- The WEOP received over \$9.3 million through the federal Talent Search Grant, Upward Bound Grant, Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), and the Wisconsin Precollege Scholarship Program, serving students primarily who are from economically disadvantaged families and are potentially first-generation college students.
- The WEOP improved services to students by developing a college and career readiness scope and sequence that is used with 6<sup>th</sup>-12<sup>th</sup> grade students in target schools. Lessons are also online to increase efficiency and are updated regularly to maintain relevance.
- Based on feedback from students, families, and advisors, report cards regarding student participation in WEOP services are sent to families and a summer bridge program was developed to ensure that graduating seniors follow through with their college plans.
- To increase efficiencies, WEOP entered into data sharing agreements with school districts to provide timelier academic advising and entered into an Interagency Agreement with the Wisconsin Center for Educational Research to automate scholarship payments. In addition, WEOP conducted a simplified bid process, allowing them to acquire a new student database for tracking progress of students enrolled in all WEOP services and offerings.
- The WEOP has done extensive work to decrease paperwork burden and to streamline applications by reducing unnecessary and redundant sections in the Precollege Scholarship Program, GEAR UP program, and Talent Search Program.

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 continue to be able to 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 Title I team at the Department of Public Instruction has created initiatives and partnerships leading to more efficient and effective practices for districts receiving federal Title I money and students receiving services through Title I.

- In June 2016, DPI opened WISEgrants, a comprehensive federal grant portal. WISEgrants is an innovative federal grants management system designed, developed, and operated by DPI staff. It is used for administering federal grants, including budgeting, claiming funds, and fiscal monitoring. WISEgrants was built upon the foundation of the Education Department General Administrative Regulations (EDGAR), the federal Uniform Grant Guidance (2 CFR Part 200), and the Wisconsin Uniform Financial Accounting Requirements (WUFAR) for school districts. It is a system that is efficient and has standardized processes and procedures for subrecipients and DPI staff.
- In 2015, DPI was awarded a support grant from the State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center, a national technical assistance center funded by the U.S. Department of Education's Office of Special Education Programs. Through this project, DPI has identified key overlaps between two major federal education programs, Title I and Special Education. The identification has resulted in significant efficiencies in technical assistance, funding distribution, and monitoring of Title I and Special Education grants.
- The DPI and the Department of Children and Families (DCF) are undertaking a strategic planning effort to develop a base of information using cross-department data to assist DPI, school districts, and county and tribal child welfare agencies in better identifying and serving children in out-of-home care (foster care) to meet education stability goals. Materials developed thus far include: a guide to all points of contact for school districts and child welfare agencies, agency roles and responsibilities, and guidance materials as well as other resources.
- With the implementation of the reauthorized Elementary and Secondary Education Act known as Every Student Succeeds Act (ESSA), focus has been directed to identifying and meeting the needs of homeless children and youth. DPI offered school districts and consortia an opportunity to apply for an Education for Homeless Children and Youth grant. Eighteen applicants were funded for this three year grant.
- The Wisconsin Migrant Education Program staff conducted a needs assessment to ensure better service provision for migrant students, resulting in a new service plan delivery model that will address those needs.

## 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:

- Developed and partnered with CESAs to implement new PDP Team training to support license renewal and advancement.
- Implemented a new customer relationship management (CRM) system to more efficiently and effectively answer the more than 50,000 questions per year received from stakeholders.
- Provided district administrators a dedicated phone line to quickly answer questions related to employment.
- Worked with the Professional Standards Council and other stakeholder groups to study school staffing challenges and develop a strategic plan to address them.
- Promulgated emergency and permanent rule changes to assist schools and districts cope with staffing challenges.
- 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. The close of the 2016-17 school year marked the end of the third year of EE System implementation. At this time, the statewide evaluation of the EE System indicates:

- Districts have implemented the System and are evaluating educators using the EE processes.
- Educators have a better understanding of the intended purpose and use of EE as a tool for continuous improvement.
- Educator perceptions of the System have improved drastically. Specifically, 67% of educators in 2014-15 *disagreed* that the EE System would help them improve as a teacher or impact student outcomes. In contrast, 89% of educators in 2016-17 *agreed* that the System would improve their practice and impact student outcomes.
- The evaluation indicates the System works as intended:

- The System can effectively measure what it is intended to measure if used appropriately.
- The System increases educator job satisfaction (and retention) if used appropriately.
- The next phase of the evaluation will determine whether the resulting changes in practice positively impact student achievement.

To see these improvements in implementation, 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.

A particularly successful example of professional development created by the Department in association with the CESAs was “Working on the Work” (WOW). This series of events was aligned across the year to allow deep engagement. Approximately half of all districts (45%) and 1,500 educators attended each of the events in 2016-17. Comments from attendees indicated the series provided the deepest and most authentic learning they had experienced and, interestingly, topics specifically addressed in the series showed improvement in implementation in the evaluation of the System. This Department will continue to work with CESAs to provide this series.

The Department has received extensive praise nationally regarding its EE System. With the flexibility of ESSA, many states have opted to revise their EE System to emulate Wisconsin’s System.

## 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 resources to support school districts in implementing 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.
- Launched a new Marketing Education Youth Apprenticeship (YA) program through a partnership among Dane County School-to-Work Consortium, Department of Workforce Development, and Department of Public Instruction. The YA Marketing Career Pathway offers four units of entry level experiences in sales, merchandising, research, advertising and communication, and marketing management.
- Supported the establishment of transcribed credit agreements for the purpose of transitioning secondary students to technical colleges. Over 32,000 high school students enrolled in technical college courses.
- 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

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 (March 2017), in cooperation with the Division for International Studies at University of Wisconsin-Madison. Summits were held annually 2013-2017 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. Eighty-four high schools currently offer this pathway to their students and form the Wisconsin Global Schools Network.

## Information Technology and Digital Learning

During the 2015-2017 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 equitable access to information and knowledge resources to all residents of the state.

- 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 2016, Wisconsin residents used 11,194,753 online resources through BadgerLink, an increase of 5 percent from 2014.
- Delivered Equitable Access and Educational Opportunities through WISCAT: The WISCAT and Interlibrary Loan team at RL&LL work to provide Wisconsin residents access to materials and information not readily available at their local library. The WISCAT system is used by libraries of all types and sizes, but is most impactful in small and rural communities and schools. Residents of these areas are able to access the same high quality resources as residents in large cities because of the commitment to sharing made by libraries across the state and nation. In the 2015-2017 biennium, 360,317 items were made available to Wisconsin residents through the WISCAT platform. In this same period, the Interlibrary Loan team maintained a 94 percent fill rate for requests. 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): Wisconsin state agencies are required by statute to make available documents created to preserve a record of major state government programs. The Wisconsin Document Depository program distributes select print state documents to designated depository libraries statewide. The Wisconsin Digital Archive provides long-term, online access to these documents. 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 15,000 documents are available digitally. 109,154 documents were viewed in the 2015-2016 biennium.
- 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.
  - Job Seeker Website: RL&LL staff consulted with public librarians across the state to develop and maintain a listing resource for public libraries to provide information to help Wisconsin residents build skills and find jobs.

## Districts of Innovation

The Department has responded to school district requests regarding flexibilities and innovations for instructional programming. A revised and updated version of “Fostering Innovation” is now available. This document is located on the DPI website at this link: <https://dpi.wi.gov/news/dpi-connected/fostering-innovation-wisconsin-schools>. A new tool called “Districts of Innovation” for is available to use when creating new innovative instructional programs that improve learning. The tool is found at this link: <https://dpi.wi.gov/innovation>.

## School Nutrition

The efforts of Wisconsin Team Nutrition (WI TN) build upon evidenced-based strategies that engage key stakeholders and children in fostering healthier environments that help to reduce the prevalence of childhood obesity. Awarded \$799,406 in grant funds to be used to enhance and expand current state initiatives that are working to improve and create environments that are conducive to healthy eating and physical activity. Activities included wellness summits, Whipping up Wellness Student Chef competitions, development of local wellness policy tool and toolkit, WI School Meals Rock student video contest, culinary skills and behavioral economics training for school food service personnel, school garden grants, and breakfast in the classroom promotion.

Wisconsin is one of eight states across five regions of the U.S. picked to participate in the Pilot Project for Procurement of Unprocessed Fruits and Vegetables, which was authorized by the 2014 Farm Bill. We are entering the fourth year in testing the Pilot Project in Wisconsin. Fifty School Food Authorities (SFAs) in Wisconsin are participating in the Pilot Project. Collectively, the SFAs have allocated \$942,403 to the Pilot Project for School Year 2017-18. Under the pilot, SFAs are granted flexibility in using a portion of their USDA Foods entitlement dollars to purchase locally-grown unprocessed fruits and vegetables for the National School Lunch Program (NSLP). Furthermore, this program provides additional opportunity for SFAs to bolster local farm economies while providing the children who participate in our school meals programs with healthy food from within their own communities.

The DPI School Nutrition Team was awarded a two year Farm to School Grant to:

- 1) Develop and strengthen relationships with the three Bureau of Indian Education (BIE) schools in Wisconsin to provide targeted training and technical assistance to support the use of traditional foods in the NSLP and SBP,
- 2) Develop a Tribal F2S Toolkit after the trainings to highlight specific recipes, projects, successes, and lessons learned,
- 3) Create five 2-3 minute videos on nutrition education that will highlight traditional foods. The toolkit and videos will be available for free to all Wisconsin schools, and will be a valuable resource for foodservice directors across the state. Based on the April 8, 2015 tribal foods meeting previously mentioned, support to incorporate traditional foods into NSLP and SBP in tribal schools was identified as a very strong need by governmental organizations and Wisconsin tribal nations.

Supporting the USDA's goal of providing nutritious, low cost meals to school children, the SNT wrote for and was awarded a USDA Professional Standards Grant. To ensure that all WI school nutrition professionals have the knowledge, skill set, and resources they require to address the nutritional health and well-being of WI school children, our grant created three new initiatives:

- GOALS Certificate of Excellence: Create a step-by-step approach that will allow school nutrition professionals in WI to earn a DPI GOALS Certificate of Excellence in learning areas specific to their job descriptions, with tiered levels for directors, managers, and other staff, signed by the State Superintendent of Public Instruction.
- Spanish First: Provide training opportunities in Spanish and Spanish language training resources to ensure that the training needs reach a larger number of school nutrition professionals in WI.
- Team Up for School Nutrition Success workshop: Connect school nutrition professionals in a mentor/mentee relationship to provide tailored technical assistance in efforts to support them in enhancing their school meal programs while maintaining strong student participation.

## Improvements Made by the Department

The Department has made several improvements in multiple program areas over the 2015-17 biennium, as described below.

### 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. For both 2016 and 2017, the U.S. Department of Education's Office of Special Education and Rehabilitative Services, found that Wisconsin met the requirements and purposes of Part B of IDEA. For both years, Wisconsin received the maximum points possible for its compliance score. In addition to ensuring compliance, the special education monitoring system, through item selection, technical assistance, and guidance documents, keeps the focus on improving outcomes for students with disabilities. The department has aligned its monitoring system, as well as the model Individualized Education Program (IEP) forms, to support our Results Driven Accountability efforts on improving literacy outcomes for students with disabilities and our College and Career Ready IEP framework. For more information about the Department's special education monitoring system, visit:

<https://dpi.wi.gov/sped/educators/rdapcsa>.

### Wisconsin Transition Outcome Work Highlights

Data reported through the 2016 Post-school Outcomes Survey of 2014-15 high school graduates with disabilities identified that 31.44% of respondents were enrolled in higher education (up from 27.15 in 2015), 68.39% were either enrolled in higher education or competitively employed (up from 64.51% in 2015), and 81.05% were engaged in some type of postsecondary education, job training, or employment (up from 77.81% in 2015). The Department with the support of the Transition Improvement Grant regional CESA coordinators developed and provided direct technical assistance for several post-school initiatives and resources available to school districts. A new user-friendly transition planning app, [WiTransition App](#), assists students in being more engaged in their post-secondary IEP transition planning. Twenty-four [Project SEARCH](#) sites across Wisconsin provide students with disabilities new opportunities for employment experience. Districts are supported to utilize transition and graduation rate improvement planning tools which can be found at [https://www.posthighsurvey.org/creating\\_a\\_tip.php](https://www.posthighsurvey.org/creating_a_tip.php) and <https://www.wigrip.org/> to increase inclusive practices, engage students in career development, collaborate with vocational rehabilitation, support community work experiences, and employ culturally and linguistically responsive practices.

### Disproportionality and Multi-Level System of Supports

The Department funds both the Disproportionality Technical Assistance Network and the Wisconsin Response to Intervention (RtI) Center, both with a focus on systems change through equitable practices. Both projects have impacted the large achievement gaps between students of color and their white peers this biennium. Since 2006, the Department has collected and analyzed special education data to identify local education agencies with race-based patterns of over-identification in special education identification, discipline, and placement. The Department has identified three-year trends for reducing the likelihood of being Black and identified as having



a disability, generally, and in the following disability categories: Emotional Behavior Disability (EBD), Other Health Impairment (OHI), Specific Learning Disability (SLD), and Speech or Language Impairment (S/L).

Schools receiving supports through the Wisconsin RtI Center, and implementing practices within an equitable multi-level system of supports with high levels of fidelity and in a sustained fashion have seen a greater overall percentage of students meeting interim reading benchmarks and a greater decrease in suspension rates than the state as a whole. This trend is also true for students with disabilities and English language learners. Additionally, these schools are closing the gap between African American, Hispanic, and American Indians and their white peers as measured by interim assessment and suspension data at a faster rate than the state as a whole.

## College and Career Ready Individualized Education Programs (CCR IEPs)

The Department revised sample Individualized Education Program (IEP) forms available to districts across Wisconsin to emphasize the important role IEPs play in preparing for college and career readiness for students receiving special education services. CCR IEP: Improving Outcomes for Students age 3 through 21, revisions included a focus on the linkages to a student's present levels of academic and functional performance in relation to grade level peers with the student's disability-related needs, annual goals, and services to support access, engagement, and progress in general education curriculum and environments. Updated forms and guidance also emphasized the importance of literacy and reading instruction to support college and career readiness and alignment with the Department of Education's focus on Results Driven Accountability (RDA), known in Wisconsin as Reading Drives Achievement: Success through Literacy. To support enhanced discussions at IEP meetings, the Department provided CCR IEP trainings with the support of Regional Network Directors (RSN) in each of the 12 Cooperative Educational Service Agency (CESA) regions, as well as two statewide trainings, and updated online web page resources that includes guidance documents, and a CCR IEP online discussion tool available to families, educators, and others who support students with IEPs. In addition, the Department with the assistance of University of Wisconsin System schools hosted seven regional CCR IEP discussion forums and met with over one hundred faculty and staff from Institutions of Higher Education across Wisconsin to discuss improved IEP systems, resources, and information to support preservice educators.

## School Mental Health Framework

The School Mental Health Framework document was designed to promote district- and school-based teaming to facilitate mental health supports for school-age children. Built upon the multilevel system of support and implementation components of PBIS, the Framework is aligned with, and advances, the Department's vision for Wisconsin: that every child is a graduate, college, and career ready. Teams utilize a self-assessment, reflect on the results, and develop a plan for professional development and action resulting in sustainable school mental health policies and practices.

## Trauma Sensitive Schools Initiative Modules

The Department has developed a series of online training modules modeled after the Positive Behavioral Intervention and Supports (PBIS) school improvement process, focusing first on

universal practices, followed by strategies for students who need additional support, and intensive interventions for students who require ongoing support. The training is designed to assist schools to incorporate trauma sensitive practices through the use of online trainings, readings, and implementation tools.

## Social Emotional Learning

Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. The Department has developed Social Emotional Learning competencies and related resources for schools and families to support comprehensive social and emotional learning opportunities for students at school, in after-school settings, and at home.

## 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, located in WISEdash, 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.

## Development of Math and Literacy Resources

Standards-based resources for standards, instruction, and assessment in the areas of literacy, English language arts (ELA), and mathematics are available free and online for all Wisconsin educators and administrators to access and utilize to further their expertise in supporting all students toward college and career readiness. These resources are on a range of content-specific topics like supporting struggling readers and designing for rigor in the mathematics classroom. Resources are continuously added to and revised to reflect educational research. DPI literacy, ELA, and mathematics consultants maintain connections to partners such as practicing educators, CESA staff, and university professionals to inform their work and respond to needs across the PK-20 education field.

## 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 with school districts across the

state to integrate American Indian Studies in Wisconsin (often referred to as 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 first cohort of the Arts Education Data Project. Wisconsin has submitted three 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 late fall 2017 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

Houlton Elementary School in the Hudson School District and Kromrey Middle School in the Middleton-Cross Plains Area School District were among only 45 schools recognized nationwide as a 2017 U.S. Department of Education Green Ribbon School. Additionally, the Washburn School District was among only nine nationwide to receive the District Sustainability Award, and the University of Wisconsin-Stevens Point was one of nine institutions that received a Postsecondary Sustainability Award. The program recognizes early learning centers, schools, school districts, and postsecondary institutions that demonstrate promising practices to improve the health of students and staff members, reduce environmental impact and utility costs, and engage students in environmental learning experiences. There are currently more than 400 schools and districts working toward recognition.

## Wisconsin Instructional Coaching Collaborative

The Wisconsin Instructional Coaching Collaborative (an expansion of the Statewide Literacy Coach Network) is a blended professional learning community that engages coaches throughout Wisconsin in deepening their coaching practice and content knowledge - specifically literacy and mathematics content knowledge - through face-to-face and virtual learning opportunities. The Wisconsin Instructional Coaching Collaborative will engage more than 100 coaches in face-to-face learning during 2017-18 and will utilize WISELearn technologies for virtual learning.

## WISELearn

In 2015, the DPI launched a new digital portal, WISELearn, which provides a centralized location for classroom resources, professional learning resources, and internet-based, collaborative connections for all Wisconsin educators. This free online portal brings Wisconsin and national content, including Open Educational Resources, to one easy to search spot. Wisconsin educators, through a collaborative project facilitated by CESA 4 and CESA 5, have curated standards aligned content into the resource repository. The WISELearn project includes resources on professional learning in the areas of technical assistance and ways to improve pedagogical practices. And, WISELearn provides connections for Wisconsin Educators through great internet collaborative, and web conferencing tools that are freely available.

## Race to the Top

Four years are completed of the federal Race to the Top (RttT)-Early Learning Challenge Grant and we are in a year five with a no cost extension. 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.

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 2015-17 biennium, the Department procured Career Cruising as the ACP software program for school districts to voluntarily use. Numerous professional development opportunities were provided for teachers, counselors, and administrators to develop a plan for full implementation of ACP services in the 2017-18 school year.

## Career and Technical Education (CTE) Incentive Grants

The Department of Public partnered with the Department of Workforce Development to administer the Career and Technical Education Incentive Grants. This funding incentivizes 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 per year, to be distributed to school districts. Upon final verification, 3934 students were confirmed eligible for the Class of 2015 and 4682 students were eligible for the Class of 2016. These students were confirmed to have graduated from high school and earned an approved industry-recognized credential.

## New Skills for Youth Grant

Wisconsin received a \$2 million JPMorgan Chase, New Skills for Youth grant, which supports a regional pilot model to develop career pathways in high demand industry sectors. This will better coordinate our public partners in secondary and higher education with economic and workforce development, fostering an employer-led, talent development approach that develops seamless transitions from secondary education to a variety of postsecondary options, including work, military, registered apprenticeship and college.

## Microsoft Imagine Academy

The Microsoft Imagine Academy was offered in Wisconsin to support students earning an information technology certificate. A total of 3,648 certifications were attained by students and teachers during the 2016-2017 school year (representing a 115% year over year growth). A total of 94 schools tested students in 2016-2017. Students achieved 3,393 certifications (2,036 unique students) in Microsoft Office Specialist (MOS); additionally, teachers attained 167 certifications (94 unique teachers) in MOS.

## CTE Skills Standards Database

DPI implemented a new registration system for teachers and administrators. This database allows DPI to track the number of students and school districts enrolled in the Skills Co-Op Program in addition to the number of students that complete the program, and the number of instructors delivering related instruction. This database is user friendly, allowing teachers and administrators to use their WAMS identification to login into the system

## 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. System improvements have been made each year of the biennium to improve the user interface for educators and to make the backend more efficient for application processing. During 2015, 37,059 educator submitted over 40,000 applications in the ELO system, and the department was able to approve 97.9% of all paid applications. In 2016, the department received almost 44,000 applications from 34,973 educators.

## Public Libraries and Technology

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

- 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.
- BadgerLink staff created and began implementation of a comprehensive outreach plan.

- New Public Library Annual Report data requirement *Successful Retrieval of Electronic Information* led to a complete update of library IP registrations by BadgerLink staff.
- Upgraded WISCAT website to HTTPS for enhanced patron privacy.
- Improved Interlibrary Loan referral workflow to reach a 94% request fill rate.
- Interlibrary Loan staff led a workgroup to revise the Wisconsin Interlibrary Loan Guidelines to reflect changes to the national ILL code. The 2016 revised version was approved by COLAND in September 2016.
- Wisconsin Digital Archive staff worked to standardize metadata and remapped content to prepare for harvest by the Digital Public Library of America.
- All items in the Wisconsin Digital Archive now include a rights statement.
- The Wisconsin Digital Learning Plan [<https://dpi.wi.gov/digital-learning>] was released as an update of the original 2012 plan. The Plan provides school districts strategies for making learning more meaningful and relevant for students, more accessible for economically disadvantaged students, and more cost-effective upon implementation. The focus, throughout the Plan, continues to be learning environments that are equitable, personalized, applied, and engaging. Wisconsin has adopted five of the Future Ready Framework Gears: Instruction, Learning, and Assessment; Technology and Hardware; Empowering, Innovation Leadership; Professional Learning and Building Capacity; and Data and Privacy.
- Built WISELearn, the statewide educator portal, for sharing digital lesson plans, digital curriculum materials, open education resources, social networks and promoting virtual professional learning opportunities.
- Via the Wisconsin Digital Learning Collaborative (WDLC) [<https://dpi.wi.gov/imt/digital-learning/collaborative>] (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. The WDLC provides professional learning opportunities to educators around blended learning, best practices for digital instruction as well as design principles for digital learning.
- Hosted a national Future Ready School Summit to help school collaborative leadership teams work on digital learning initiatives.
- Created a longitudinal data process for digital learning progress in the state to help guide direction in programming and school technical assistance
- Created a DPI Online and Blended Learning Guide [<https://dpi.wi.gov/online-blended-learning>] to assist schools with research, planning, policy, and funding for digital learning projects.

- Collaborated with the Wisconsin Education Technology Leaders (WETL) to promote the CoSN Certified Educational Technology Leaders (CETL) credentialing process as a high quality professional learning for administrators
- Collaborated with the DOA Division of Enterprise Technology to administer the TEACH Teacher Training and Infrastructure grants to support rural programming and broadband equitable access.
- Collaborated with the Education Information System (EIS) team to continue to build a digital infrastructure to support elearning, video, website and digital content production to help our school districts
- Data Privacy - Reviewed and enhanced the comprehensive approach to data governance, management, security and privacy. Participated in a Legislative Council Study on this topic. DPI supported districts and schools with data privacy efforts by compiling resources from other organizations like PTAC (the Privacy and Technical Assistance Center) on its data privacy page [<https://dpi.wi.gov/wise/data-privacy>]. In addition, DPI created a PII module and two Student Records modules to assist districts in privacy training. This work includes support at the local school districts level around these topics as well as aspects focused on the student including digital citizenship.
- Continued to build and implement a variety of integrated data systems. DPI added new systems to its Wisconsin Information System for Education or WISE portfolio as well as added new information and features to existing systems.
- WISEdata - Implemented the first phase of the interoperable data system that leverages each school district's local student information system for data reporting. Created a statewide support system for local school district staff to monitor their data quality prior to final reporting.
- WISEid - Improved the software tool local school districts use to assign unique student IDs for data reporting, by integrating it into WISEdata. The WISEid is a unique ID for both staff and students and helped to remove the SSN as a unique id.
- WISEstaff - Made improvements to the tools that local school districts use to enhance the quality of staff data required to be reported.
- WISEdash for Districts - Added data, dashboards and features to support districts in their improvement planning efforts. This included: Phonological Awareness and Literacy Screener (PALS); dropout data; Aspire test; ACT 11 test; Badger test; Forward test; DLM test; Workkeys; Access for ELLs test; Star test; Achievement Gap dashboards; added Homeless status disaggregation; added statewide comparisons to existing dashboards; added cohorting feature; improved the data inquiry procedures and features. Integrated the flow of data from local schools districts between WISEdata and the WISEdash system of dashboards. Data are now available to district staff in real-time.
- WISEdash Public Portal - DPI fully transitioned from using WINSS, our legacy public reporting site, to WISEdash Public Portal. Continued to make available data through the

portal for public stakeholders and added new data including: dropouts, Aspire, ACT 11, Badger, Forward, and DLM.

- WISExplore - Continued funding to advance the capacity of local school districts staff to use data and data tools to make continuous improvements.

## 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.

#### *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, and 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 for 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 2017 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 2016, 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: <https://dpi.wi.gov/sspw/aoda>.

#### *Program and Grant Appropriations*

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

Programs	2015-16		2016-17	
	Approp.	Awards	Approp.	Awards
Assistance for AODA Program Youth AODA Program Grants				
s. 115.36 Wis. Stats. s. 20.255 (2) (kd), Wis. Stats.	\$1,284,700	\$1,284,700 (43 school district and consortium grants plus 82 student mini-grants)	\$1,284,700	\$1,284,700 (43 school district and consortium grants plus 86 student mini-grants)
s. 115.36 Wis. Stats. s. 20.255 (1) (kd), Wis. Stats. Administration	\$355,855	\$2,420 (fellowships) \$353,435 (administration)	\$356,295	\$2,860 (fellowships) \$353,435 (administration)
Alcohol/Driver and Traffic Safety Education				
s. 346.655, Wis. Stats. s. 20.255 (1) (hm), Wis. Stats.	\$178,607	\$0 (0 grants) \$178,607(administration)	\$178,607	\$0 (0 grants) \$178,607 (administration)
Federal Safe and Drug-Free Schools Act				
Administration/Technical Assistance	*\$0	\$0 (administration)	*\$0	\$0 (administration)
Entitlements	*\$0	\$0(0 grants)	*\$0	\$0 (0 grants)

\*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 2015-17 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 decreased from biennium to biennium. Local districts reported a total of 4,608 complaints for the 2013-2015 biennium. There were 2,732 complaints reported for the 2015-2017 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 five appeals during this biennium, a decrease from the six received during the 2013-2015 biennium.

### NUMBER OF DISCRIMINATION COMPLAINTS RECEIVED BY SCHOOL DISTRICTS

Protected Class/Basis of Complaint	2014-2015 School Year*	2015-2016 School Year*
Ancestry	9	8
Disability	157	156
Pregnancy or Marital Status	9	9
National Origin	30	29
Race	358	351
Religion/Creed	16	16
Sex	580	566
Sexual Orientation	221	218
<b>TOTAL</b>	<b>1380</b>	<b>1352</b>

\*Complaint data is collected in the following school year. Therefore, 2016-2017 school year data is not yet available.

**Note:** All districts reported for the 2014-2015 school year. River Falls and Sevastopol have not yet reported 2015-2016 school year data.

As required by PI 9.06 of the Administrative Code, all school districts conducted a self-evaluation of pupil nondiscrimination and equality of educational opportunities during the 2016-2017 school year. Each district was asked to provide an opportunity for participation in the evaluation by pupils, teachers, administrators, parents and residents of the school district; prepare a written report of

the evaluation which shall be available for examination by residents of the school district; and assure the department the evaluation was completed.

The **Pupil Nondiscrimination Program** [<https://dpi.wi.gov/sped/pupil-nondiscrimination>] 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.

## The Status of Indian Education in the State of Wisconsin

### *American Indian Students Enrolled in Public School Districts*

During the 2015-2017 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: 2016-17 scores were not available at the time of publication of this report.

Grade	# AI/AN	2015-2016				# AI/AN	2016-2017			
		English/ Language Arts		Mathematics			English/ Language Arts		Mathematics	
		AI/AN	All	AI/AN	All		AI/AN	All	AI/AN	All
3	767	25.9%	43.5%	30.9%	48.6%	N/A	N/A	N/A	N/A	N/A
4	761	24.4%	43.7%	22.7%	44.8%	N/A	N/A	N/A	N/A	N/A
5	777	23.0%	42.7%	24.0%	44.7%	N/A	N/A	N/A	N/A	N/A
6	746	21.5%	42.9%	20.1%	43.4%	N/A	N/A	N/A	N/A	N/A
7	740	22.3%	42.0%	16.5%	39.6%	N/A	N/A	N/A	N/A	N/A
8	766	24.6%	41.2%	14.4%	34.0%	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

### *Special Education*

During the 2016-17 academic year, there were 2,218 American Indian students identified as having a disability and receiving special education services. This figure represents 21.3 percent of the Wisconsin American Indian student population, whereas 13.5 percent of the Wisconsin student

population as a whole has been similarly identified and served. For 2015-2016, 2,164 American Indian students, or approximately 20.7 percent of the American Indian population, were identified for special education services. This figure compares to the statewide special education rate of 13.7 percent. The percentage of American Indian students identified for special education has increased slightly compared to the percentage of American Indian students identified for special education during the last biennium.

For the 2015-17 biennium, eight 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 2015-2016 academic year, American Indian students in Wisconsin had a higher dropout rate (3.3 percent) as compared to the student population as a whole (1.5 percent). Similarly, in the same academic year, the completion rates for American Indian students receiving a high school diploma was lower -- 77.8 percent of American Indian students earned a regular high school diploma in four years compared to 88.2 percent of the overall student population.

#### *Postsecondary Planning and Preparation*

For the 2015-2016 academic year, postsecondary enrollment by level for American Indian students is the following: 52.4 percent or 130 American Indian students enrolled in two-year institutions in comparison to 34.1 percent of all students, 45.2 percent or 112 American Indian students enrolled in four-year institutions in comparison to 62.4 percent of all students, and 2.4 percent or 6 American Indian students enrolled in multiple levels in comparison to 3.5 percent of all students.

In 2015-16, approximately 83.3 percent of Wisconsin American Indian students participated in the ACT compared to approximately 92.1 percent of all students. American Indian students scored an average composite score of 17.2 compared to 20.3 for all students.

In 2015-2016, 145 American Indian students, or 4.7 percent of those tested, took one or more AP exams as compared to a 15.4% participation rate for all Wisconsin students. In addition, 51.1 percent of American Indian students scored a 3 or above on the AP exams in comparison to over 65.6 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 316 American Indian students enrolled in 2015-2016 and 335 in 2016-2017.

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 2015-2017 biennium. The Lac Courte Oreilles Ojibwa School (PK-12), located near Hayward, WI, served 272 students in 2015-2016 and 282 students in 2016-2017. The Menominee Tribal School (K-8), located in Neopit, WI, served 233 students in 2015-2016 and 210 students in 2016-2017. The Oneida Nation School System (4K-12), located in Oneida, WI, served 461 students in 2013-2014 and 473 students in 2014-2015.

#### *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 2015-2016 school year, there were 200.47 FTE American Indians educators working as licensed staff, 164.95 FTE of whom were teachers; and 9.59 FTE licensed administrators, of whom 3.15 FTE were principals and 2.94 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. COLAND is comprised of 19 members appointed by the Governor. 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 2015-2017 biennium, COLAND provided leadership to the state and the library community to improve library services and cooperation by:

- Supporting the work of the Public Library System Revision Steering Committee and assisting with communication of the plan to ensure that comprehensive, accurate, and timely information about system restructuring is conveyed throughout the Wisconsin library community.
- Supporting and encouraging library professionals to form alliances with local, state, and national decision makers to demonstrate the value of libraries in education, literacy, employment, entrepreneurship, and digital access.
- Encouraging conversations related to ebooks, cooperative contracts, access to digital information, and other information technology development.
- Supporting the partnership with the Department of Corrections and DOC Library Services and Educational Technology Coordinator.

- Supporting revisions to ongoing issues for school librarian licensing and professional standards, and advocate for adequate staffing of school libraries.

### *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. The report 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.

## Health Problems Education Program

Established under Wis. Stat. sec. 115.35, the Department has a health problems education program. During 2015-2017, 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; Children's Hospital of Wisconsin – Milwaukee; 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.

