



2017-19

Biennial Report

October 15, 2019

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Carolyn Stanford Taylor, State Superintendent

Madison, Wisconsin

2017-19 Biennial Report:
Wisconsin Department of Public Instruction

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Preface

Under Wis. Stat. sec. 15.04(1)(d), 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, 2019. 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 2019-2021 biennium.

Chapter 1: The State of Education in Wisconsin

As part of its biennial report, the Wisconsin Department of Public 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. Stats. 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's public education system has been the great equalizing force in our state, laying a strong foundation for our citizens to be successful and for our communities to thrive. As a state, Wisconsin's public schools have much to be proud of, such as: high graduation rates, ACT scores, and Advanced Placement participation. However, Wisconsin still has gaps in achievement, access, and opportunity existing for far too many students.

The Department, under the leadership of State Superintendent Carolyn Stanford Taylor, is committed to the vision of every Wisconsin student a graduate, college and career ready while advancing educational equity for every child. Educational equity is making sure every student has access to the resources and educational rigor they need at the right moment in their education, across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income (Council of Chief State School Officers, 2017).

Although there was a change in the Department's administration in 2019, the Department's mission remains unchanged. To be successful, the Department wants all students who graduate from high school to be academically prepared and socially and emotionally competent by:

- Demonstrating knowledge through proficiency in academic content,
- Displaying skills like critical thinking, communication, collaboration, and creativity, and
- Demonstrating the habits of successful adults through behaviors such as perseverance, responsibility, adaptability, and leadership.

The Department recognizes not all Wisconsin students have the same needs or aspirations and every community has different strengths upon which to build. To achieve our vision, the Department will work together with districts and schools to advance educational equity.

To do that, the Department is focused on supporting 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, and
- Fixing the broken school funding system, so every district can thrive.

The following is a narrative of how the Department has taken action to address our mission and these broad categories 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 did much more in school districts, technical colleges, and public and private colleges and universities statewide and internationally. In the 2017-19 biennium, the State Superintendent visited the following educational institutions.

Table 1. The State Superintendent’s Visits to Educational Institutions

School / Library / CESA / Educational Institution	School District
Ashland High School	Ashland
Gordon L. Wilson Elementary	Baraboo
Barron High School	Barron
Red Creek Elementary	Black River Falls
Chetek Elementary	Chetek
Chetek Middle School/High School	Chetek
Chippewa Falls Middle School	Chippewa Falls
CESA 10	Chippewa Falls
Lakeshore Technical College	Cleveland
Clinton High School	Clinton
Taylor Prairie Elementary	Cottage Grove
Wisconsin School for the Deaf	Delavan
Denmark High School	Denmark
De Soto High School	De Soto
Chippewa Valley Technical College	Eau Claire
Florence Middle School/High School	Florence
Fond du Lac High School	Fond du Lac
CESA 8	Gillett
CESA 7	Green Bay
Greendale Middle School	Greendale
Highland School	Hartford
Lincoln Elementary School	Hartford
Hartford School District	Hartford
Holmen High School	Holmen
Black Hawk Technical College	Janesville
Wisconsin School for the Blind and Visually Impaired	Janesville
Jefferson High School	Jefferson
La Crosse Design Institute	La Crosse
Travers Elementary	Lake Geneva
Little Chute High School	Little Chute
Cherokee Heights Middle School	Madison
James Madison Memorial High School	Madison
Lindberg Elementary	Madison
Madison College	Madison
UW-Madison	Madison

(Continued on the following page)

School / Library / CESA / Educational Institution	School District
Goodman South Campus	Madison
Mendota Elementary	Madison
UW-Stout	Menomonie
Mequon-Thiensville School District	Mequon
Hopkins Lloyd Community School	Milwaukee
Maple Tree Elementary	Milwaukee
Milwaukee Area Technical College	Milwaukee
Parkview Elementary	Milwaukee
Reagan IB High School	Milwaukee
Stuart Elementary	Milwaukee
UW-Milwaukee	Milwaukee
Walt Whitman Elementary	Milwaukee
Riverside University High School	Milwaukee
Northside Elementary	Monroe
CESA 6	Neenah
New Berlin West	New Berlin
Oakfield Elementary	Oakfield
UW-Oshkosh	Oshkosh
CESA 1	Pewaukee
UW-Platteville	Platteville
CESA 5	Portage
Westosha Central High School	Salem
Sauk Prairie High School	Sauk Prairie
Menomonie Indian High School	Shawano
Monarch Library System	Sheboygan
St. Croix Falls High School	St. Croix Falls
UW-Superior	Superior
CESA 9	Tomahawk
CESA 11	Turtle Lake
Washington Island School District	Washington Island
Washington-Caldwell Elementary	Waterford
Hawthorn LAB School	Waukesha
Summit View Elementary	Waukesha
Waukesha North High School	Waukesha
Waupaca Middle School	Waupaca
Wausau West High School	Wausau
Whitehall High School	Whitehall
UW-Whitewater	Whitewater
Winneconne High School	Winneconne

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

Table 2. State Aid Disbursements (2017-18 and 2018-19)

Aid Program	2017-2018 Totals ¹	2018-2019 Totals ¹
General Aid: Equalization	\$4,406,006,636	\$4,484,696,857
General Aid: Integration	49,753,119	46,420,081
General Aid: Special Adjustment	14,681,957	11,641,113
Special Education and School Age Parents	368,939,100	368,939,100
Per Pupil Aid	377,925,750	547,715,190
Achievement Gap Reduction (AGR)/SAGE	109,059,500	109,059,500
School Library Aid (Common School Fund)	35,700,000	36,200,000
Pupil Transportation	24,000,000	24,000,000
High Poverty	16,830,000	16,830,000
Sparsity	18,496,200	25,071,896
Bilingual/Bicultural	8,589,800	8,859,800
State Tuition	6,582,477	6,850,677
High Cost Transportation	12,700,000	12,700,000
State Food and Nutrition Programs	7,274,522	7,252,506
Additional (High Cost) Special Education	9,239,000	9,353,800
County Children with Disabilities Education Board	4,067,300	4,067,300
Supplemental Special Education	1,750,000	1,650,000
Four-Year-Old Kindergarten Start Up Grant	1,350,000	736,500
Robotics League Participation Grants ²	209,968	250,000
Special Education Transition Incentive Grants	1,694,000	2,986,000
Special Education Transition Readiness Grants ²	-	1,498,000
Supplemental (Large Area District)	77,000	77,175
Aid for school mental health programs	-	3,000,000
School based mental health services grants	-	3,250,000
Summer School Programs (MPS)	-	1,400,000
Tribal Language Revitalization Grants ²	212,953	222,800
Gifted and Talented Programs ²	203,203	237,200
Reading Readiness ²	1,629,248	1,711,632
Personal Electronic Computing Devices Grant ²	-	8,867,778
Career & Technical Education	3,500,000	6,672,000
School Performance Improvement Grants	-	3,690,600
Financial Literacy ²	-	56,664
Educator Effectiveness Grant ²	5,579,994	5,746,000
Rural School Teacher Talent Pilot Program ²	499,403	500,000
Peer Review and Mentoring Grant ²	1,362,381	1,599,639
Headstart Supplement ²	5,934,949	6,264,097
Alcohol and Other Drug Abuse Programs ²	1,270,341	1,403,619

(Continued on the following page)

Aid Program	2017-2018 Totals ¹	2018-2019 Totals ¹
PARENTAL CHOICE/CHARTER SCHOOLS		
Independent Charter Schools	65,590,135	73,356,956
Milwaukee Parental Choice Program	213,478,247	220,570,391
Racine Parental Choice Program	21,876,345	25,258,978
Wisconsin Parental Choice Program	33,612,127	54,042,534
Special Needs Scholarship Program	2,982,287	8,461,066
STATE TOTAL	\$5,832,657,942	\$6,144,706,383

¹State aid disbursements between July 1, 2017 and June 30, 2019 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.

²The 2018-19 figures are the amount awarded, not distributed.

Chapter 2: The Operation and Performance of the Department of Public Instruction during the 2017-19 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 2019-21 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 student 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:

- [2019-2020 Wisconsin Blue Book](#) (pages 220-222)
[http://docs.legis.wisconsin.gov/misc/lrb/blue_book/2019_2020/060_executive.pdf]
- [Department's website](#) [<http://dpi.wi.gov/>]
- [Department's Divisions and Teams](#) [<http://dpi.wi.gov/div-teams>]

Major Program Goals for the 2017-2019 Biennium

The Department identified the goals below as part of its 2019-21 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.

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

During the 2017-19 biennium, the Department promoted the initiatives detailed below to improve educational services and to advance student learning.

Division for Academic Excellence

Academic and Career Planning (ACP)

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

Under Wis. Stat. sec. 115.28 (5), the Department is required to:

- Ensure that, beginning in 2017-18, every school board is providing academic and career planning services to students 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 students 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 2017-19 biennium, the Department, in partnership with the state's 12 Cooperative Educational Service Agencies (CESAs), provided technical assistance and training for the ACP software and promising practices for implementation. Numerous professional development opportunities were provided for teachers, counselors, and administrators to implement and improve ACP service delivery, including two state conferences sponsored by the Department (one in August 21-22, 2017, and one planned for December 10-11, 2019).

In addition, the Department contracts annually with the University of Wisconsin's Wisconsin Evaluation Collaborative to monitor and evaluate ACP implementation practices and provide recommendations based on the use of ACP opportunities in schools.

Career and Technical Education (CTE)

The Career and Technical Education (CTE) Team provides teachers and administrators with support to develop students who are prepared for postsecondary education and career success. Specifically, the team is responsible for setting standards for CTE and providing professional development for implementation of those standards, ACP, and career pathway development and implementation. The team also advises the students and teachers involved with the six career and technical student organizations (CTSO).

The vision for the CTE Team is to expand career pathways with an equity focus including:

- Expanding the number of students in programs of study or career pathways;

- Ensuring that every student has access to quality programs;
- Expanding the number of students of color and other special populations who are participating and concentrating in CTE.

The CTE Team develops, implements, and sustains the state system processes that bridge career development from K-12 to colleges, workforce, apprenticeship and military (e.g., enhances and coordinates a regional ACP approach to address high-skill, high-demand industry sectors).

The CTE team develops and implements academic standards for six CTE program areas. The team provides 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. Additionally, the team provides professional development for six CTE academic areas through state and national professional associations, and develops resources for inclusion in WISELearn.

The CTE team provides advice and support to school chapters of the six CTSOs (FFA, Family, Career and Community Leaders of America, HOSA, DECA, SkillsUSA, and Future Business Leaders of America), and supports professional development for CTE teachers and faculty advisors. The team works with CTSOs to design and implement regional and state competitive events that enable students to apply their knowledge and skills.

The CTE Team collects enrollment information at the grade 11 and 12 levels from the secondary districts receiving Carl Perkins Act (CPA) funds. The collected enrollment information is used to:

- Respond to the Federal Performance Report;
- Assist districts in measuring progress on the Core Indicators of Performance; and
- Provide data that inform the Office of Civil Rights process.

It is critical that districts report all enrollment information requested by CTE data in a way that is timely, concise, complete, and accurate. CPA grant participating districts are required to submit their CTE data at the end of each school year in addition to the Graduate Follow-up Report.

The Department of Public Instruction continues to partner with the Department of Workforce Development (DWD) to administer the Career and Technical Education Incentive Grants. This funding incentivizes school districts to support CTE programming, which results in an industry-recognized certification designed to mitigate workforce shortages in industries or occupations identified in consultation with the DWD and the Wisconsin Technical College System (WTCS).

State funding for this grant program was increased from \$3 million to \$3.5 million (annually). Upon final verification, 5,525 students were confirmed eligible for the Class of 2017; 6,672 students were eligible for the Class of 2018, showing an increase of certification attainment in every year the program has been in place. These students were confirmed to have graduated from high school and earned an approved industry-recognized credential.

The CTE Team works with business, industry and labor representatives, and educators on the integration of school-based and work-based learning and appropriate career development experiences. The team:

- Sets benchmarks for student mastery of skills and competencies within a given career field;
- Manages and provides technical assistance for state cooperative programs in occupational areas, employability skills, and leadership skills;
- Provide work-based learning leadership support to local education agencies (LEAs) for child labor laws and all work-based learning options, both local and state, including DWD's youth apprenticeship (YA), though YA is managed by DWD;
- Partners with DWD on redefining quality work-based learning in the state including all types including YA. DWD embarked on the revalidation of YA programs offered statewide.

Global Education

The goal of global education is global competence. Globally competent students understand issues through a global lens – they investigate and value the diverse perspectives of our interconnected and interdependent local and global communities and cultures. Globally competent students are prepared to communicate and collaborate to contribute to the greater good. Thus, global competence supports both workforce and world readiness. To advance global education, the Department has conducted the following activities:

- Partnered with the University of Wisconsin-Madison and the Wisconsin Economic Development Council to publish the [Wisconsin Language Roadmap](#), a strategic planning framework for improved language learning outcomes for workforce, economic, and community development. Collaborators for implementation now include DWD;
- Included global competence and community engagement as standards within the revised Wisconsin Standards for World Languages to privilege preparation for language use within our local and global communities;
- Partnered with the Ministry of Education in Hessen, Germany and Wisconsin school districts to facilitate an annual high school student exchange program. Engaged in planning for trilateral teacher and administrator education seminars with Hessen, Germany and the Nouvelle-Aquitaine region of France;
- Met with representatives from Heilongjiang, China and the Office of the Governor to plan for guest teacher program development;
- Collaborated with Thailand's Ministry of Education and Wisconsin school districts to host a delegation of students and teachers from Thailand for three weeks of intercultural learning each spring;
- Worked with Chiba Prefecture, Japan to interview and recommend Wisconsin representatives to serve as Assistant Language Teachers in Japanese schools for up to five

years of service. There are currently 17 Wisconsin representatives participating in this program;

- Worked with the State Superintendent's International Education Council for sustained attention to global learning across institutions and learning environments;
- Recognized the Council-nominated Global Educator of the Year;
- Hosted the biennial Wisconsin Global Youth Summit (2017) in cooperation with the Division for International Studies at the University of Wisconsin-Madison;
- Hosted a Global Educator Consortium (2018) to assess and set goals for global learning in Wisconsin school communities;
- Supervised the expanded implementation of the Global Education Achievement Certificate Program. More than 100 Wisconsin schools are now approved to facilitate and recognize global learning through this initiative. Close to 300 graduates were recognized as Global Scholars in the spring of 2019.

Information Technology (IT) Education Grant

The IT Education Grant was awarded to and administered in collaboration with Microsoft Imagine Academy partners. A total of 223 Microsoft Imagine Academy sites were activated with 718 curriculum-related content downloads. A total of 225 site-based licenses were available to support certification testing; however, end-of-year reports indicate that only 142 schools registered to participate. A total of 122 certification licenses were assigned and 75 schools completed certification testing. A total of 2,533 Microsoft Office Associate (MOS) and Microsoft Technology Associate (MTA) student certifications were associated with the 75 participating school programs. The total number of MOS student certifications attained increased from our previous statewide high of 3,393 to 5,114. The schools in the program had a MOS pass rate of 44.6 percent (2,493 certifications out of 5,559 attempts). Microsoft Technology Association (MTA) student certifications attained also increased from our statewide high of 72 to 97; however, only 40 of the 97 student certifications were associated with schools in the program. The schools in the program had a MTA pass rate of 37.0 percent (40 certifications out of 108 attempts). In addition to student certifications, teachers at schools in the program attained 69 MOS, 8 MTA, and 2 Microsoft Certified Educator (MCE) certifications as part of their professional learning.

Innovative Teaching and Learning with Virtual Learning Time

Wisconsin Administrative Code Chapter PI 8, which governs school district standards, was modified to recognize new and emerging methods of delivering instructional programming. The modifications to this rule spur innovative ways to engage students and teachers outside of the traditional school day and space through virtual options for learning. Times may be used on a day when school is cancelled, as a planned day, or as a makeup day when a day of school was missed. There are a variety of reasons a school would use Virtual Learning Time; these include, but are not limited to, snow or other inclement weather, professional development, widespread illness, and other emergencies (e.g., flooding). It is up to individual school districts to determine how many days they can effectively deliver instruction via Virtual Learning Time, including how many

consecutive days. Resources can be found on the Department's [Virtual Learning Time for Public Schools](https://dpi.wi.gov/cal/innovation/virtual-learning-time) webpage. [<https://dpi.wi.gov/cal/innovation/virtual-learning-time>]

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:

- Issued tens of thousands of provisional and lifetime licenses, per 2017 Wisconsin Act 59;
- Continued development of the customer relationship management (CRM) system to more efficiently and effectively answer the more than 40,000 questions per year received from stakeholders;
- Staffed a dedicated phone line for district administrators 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, including a complete rewrite of Wis. Admin. Code chapter PI 34;
- Conducted criminal background checks of license holders, including those who hold old Life licenses that were issued before 1984;
- Conducted investigations and hearings leading to license revocation;
- Conducted annual program approval reviews for all educator preparation programs;
- Maintained a database of all licensed Wisconsin educators;
- Conducted license audits of all school districts;
- Added license areas to the federal teacher shortage list, making more teachers eligible for loan forgiveness.

Implementation of the Educator Effectiveness System (the EE System) provides another tool for ensuring that all Wisconsin schools continuously support, develop, and retain quality educators. The close of the 2018-19 school year marked the end of the fifth year of EE System implementation statewide. At this time, the statewide evaluation of the EE System indicates:

Districts continue to improve implementation of the System. Specifically, educators have a better understanding of the intended purpose and use of EE as a tool for continuous improvement. Evaluators have significantly improved the accuracy and usefulness of feedback and have provided more time for educators to actually use the feedback. The quality of feedback in the average school in 2018 was better than the feedback in 82 percent of all schools in 2016.

Improvements to feedback resulted in increased use of feedback—where educators had high quality feedback and the time or opportunity to use the feedback, they were more likely to use the feedback. When educators have increased opportunities to use the feedback, student outcomes improved in English Language Arts (ELA) and math.

- The impact compounded over time, with growth equivalent to 22.7 additional instructional days in math for one year’s improvement in providing opportunities to use feedback, and another 18.1 for a second year of improvement.
- The impact compounded over time, with growth equivalent to 16.1 additional instructional days in ELA for one year’s improvement in providing opportunities to use feedback, and another 15.4 for a second year of improvement.

When educators increased the use of feedback, student outcomes improved in ELA and math. The impact compounded over time, with growth equivalent to 23 additional instructional days in math for one year’s improvement in providing opportunities to use feedback, and another 18.8 for a second year of improvement.

Results also suggest that implementation of Educator Effectiveness can either promote or hinder retention of new teachers. New teachers in schools that implement EE as a learning-centered process, with useful and accurate feedback, have greater trust in their principal and view them as a more effective leader. By increasing the trust teachers have with their principal, a learning-centered EE approach promotes greater teacher commitment to their school and results in greater teacher retention. The opposite is true in schools that provide less and less effective feedback. For more information, review the evaluation briefs here: [student achievement brief](#) and [teacher retention brief](#).

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 as a learning-centered process. In the past two years, the Department engaged external partners (the Wisconsin Association of School District Administrators, the Association of Wisconsin School Administrators, CESAs, and educator preparation programs) to embed the work of Educator Effectiveness into the professional development the partners provide schools and districts in order to continually improve implementation of Educator Effectiveness and, as a result, improve student outcomes.

Robotics League Participation Grants

The Department administered \$250,000 each year of the biennium budget to robotics teams across the state. Eligible teams participated in a competition that required teams to design and operate robots. The competitions needed to be sponsored by a nonprofit corporation as described under s. 501 (c) 3 of the Internal Revenue Service. Furthermore, one of the organizational purposes of the nonprofit needs to be encouraging young people to develop an interest in science, technology, engineering, and math (STEM). A total of 121 teams received grant awards in the 2017–2018 school year. These grants were awarded to teams of students in grades 6 through 12 from school districts or charter schools established under Wis. Stat. sec. 118.40(2r) and (2x), private schools and home-based private education programs.

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. 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, educators and education leaders, parents, 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. Since 2016, academic standards in 10 content areas have been developed or revised through this standards review process.

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

- Adopted a transparent, and comprehensive process for reviewing and revising academic standards;
- Revised or developed academic standards in 10 content areas using this transparent, and comprehensive process;
- Worked with CESAs and other professional organizations to create shared leadership to continue implementation of Wisconsin academic standards; and
- Expanded professional development opportunities for educators.

WISELearn

In 2015, the Department 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. The WISELearn project includes resources on professional learning in the areas of technical assistance and ways to improve pedagogical practices. WISELearn also provides connections for Wisconsin Educators through great internet collaborative and web conferencing tools that are freely available. The competitive WISELearn offers annual grants through a collaborative project facilitated by CESA 4 and CESA 5 to support sharing; evaluating; and developing high-quality, standards-aligned materials using the WISELearn platform.

Division for Finance and Management

School Nutrition

The School Nutrition Team (SNT) was approved to participate in the USDA National School Lunch and School Breakfast Programs Demonstration Project to Evaluate Direct Certification with Medicaid Data for Free and Reduced-Price Meals. This demonstration project strengthens and increases the number of students who are directly certified to receive free meals but also, for the first time ever, directly certifies students eligible to receive reduced-price meals, based on Medicaid data. Preliminary evaluation data shows that over 90,000 additional students were certified to receive either free or reduced-price meals because of this demonstration project.

The mission of the SNT is to “Ensure a strong nutrition foundation that supports learning and development for all students through statewide leadership, guidance, partnership and advocacy.” School nutrition professionals play a vital role in accomplishing this mission. The SNT recognizes this and is committed to providing training opportunities for school nutrition professionals to ensure they have adequate knowledge and skills to serve quality school meals.

To further enhance an initiative that was developed through a USDA Professional Standards Grant, Wisconsin Team Nutrition (WI TN) wrote for and was awarded almost \$700,000 to improve school nutrition professionals’ knowledge, skills, and self-efficacy related to school meal programs through the expansion of the Goal Oriented Achievement Learning Skills Training Certificate Program (GOALS). The SNT developed GOALS to provide school nutrition professionals with opportunities to meet USDA’s professional standards objectives, receive knowledge and skills specific to their job description, and provide recognition to school nutrition professionals who demonstrate competency.

Division for Learning Support

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 2018 and 2019, 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. The Department’s monitoring is aligned with our College and Career Ready Individualized Education Program (IEP) framework as well as our Results Driven Accountability System. The information gathered from the monitoring system is used to support local school districts in providing education and services to children with disabilities.

Mental Health Referral Pathways

Mental Health referral pathways are the procedures and policies that a school has in place to help identify and connect students to needed mental health resources, both in the school and in the community. These referral pathways are an essential piece of a comprehensive school mental health system because they provide next steps for staff and families when a student need is identified, promote coordination of supports within schools and between schools and outside organizations, and improve student outcomes through early identification and intervention. This

[Mental Health Framework guidance document](https://dpi.wi.gov/sspw/mental-health/framework) includes a checklist to guide the creation and implementation of a referral pathway and other helpful forms that can be adapted to fit the local context. [<https://dpi.wi.gov/sspw/mental-health/framework>]

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 Positive Behavioral Interventions and Support (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.

Transition Incentive Grants

The Special Education Transition Incentive Grant is a categorical aid program created under 2015 Wisconsin Act 55 (the 2015-17 state biennial budget) to incentivize positive post school outcomes for students with disabilities. The 2016-17 school year was the first year for which aid was paid under this grant program and will be available to districts through the 2020-21 survey year. The state law specifies that each district is eligible to earn up to \$1,500 beginning with the 2019-20 survey year for each student whose response to the Indicator 14 survey indicates that they met the specified postsecondary education/paid work outcome criteria.

In 2018, there were 2,986 eligible responses; payments were funded at \$1,000 per eligible response; thus, \$2,986,000 of the available \$3,600,000 was allocated. Included below is a summary of results of the 2018 survey of students who exited in 2016-2017:

2018 Indicator 14 – unduplicated outcomes of students who exited in 2016-17 (Data Collection)

- **31% (1,243) HIGHER EDUCATION:** Completion of at least one term at a two-year College or Technical College or four-year College or University regardless of participation in Employment or Other Postsecondary Education or Training I.
- **40% (1,595) COMPETITIVELY EMPLOYED:** 90 consecutive or cumulative days in a community setting or self-employed, working 20 hours or more per week and earning minimum wage or greater or the military AND not counted in Higher Education and regardless of engagement in other Postsecondary Education or Training or Other Employment.
- **4% (148) OTHER POSTSECONDARY OR TRAINING:** Completion of at least one term at any other short-term education or training program, humanitarian program or high school completion program AND not counted in Higher Education OR Competitive Employment and regardless of engagement in Other Employment.
- **8% (334) OTHER EMPLOYMENT:** 90 consecutive or cumulative days of employment in any setting AND not counted in Higher Education OR Competitive Employment OR Postsecondary Education or Training Program.

- **16% (638) Not Meeting Participation Criteria:** Respondents who have: (a) not completed at least one term in a higher education program or other postsecondary education or training; (b) never been competitively or otherwise employed; (c) have been underemployed; (d) have missing data elements.

For a list of schools and the payments made in June 2019 see

<https://dpi.wi.gov/sites/default/files/imce/sped/spp14-transition-incentive-aid-payments-2019.pdf>

Transition Readiness Grants

The Transition Readiness Grant (TRG) program was created under 2017 Wisconsin Act 59 (the 2017-19 biennial budget) with a base funding of \$1,500,000. This program was designed to support Wisconsin's students with disabilities to successfully transition to competitive work and post-secondary education environments after high school. In the first year of this grant program (the 2018-19 school year), 37 grants were awarded to school districts across the state, representing all 12 CESAs. Grants for the 2019-2020 school year have already been awarded (in summer 2019) to 39 districts, again representing all 12 CESAs. Each award was between \$25,000 and \$100,000.

The awards were based on five evidence-based practices to improve transition outcomes for students with disabilities: transportation options, post-secondary tuition and supports, Project SEARCH tuition and supports, transition certificates for certified staff members, and training for paraprofessionals. Funding in the second year of the grant was prioritized for schools who had not previously received an award and those districts needing the most support for transition outcomes for students with disabilities.

Division for Libraries and Technology

IT Customer Services

The Customer Services team has been dedicated to assisting school district staff in data submission and overall understanding of the various WISE applications and data reporting requirements. Dedicated Help Desk support staff answer questions and troubleshoot issues with district staff. Additionally, Customer Services has provided an abundance of user documentation and training resources, including hundreds of webpages, knowledge base articles, e-learning courses, mini tutorials, an annual WISEdata Conference, and weekly user group webinars for updates, demos, and Q&A. The team continues to focus on customer support and resources enhancements which will enable the users to complete their work efficiently.

See also "WISE Suite" under "Improvements Made by the Department".

Division for Student and School Success

Accountability

The 2016-17 and 2017-18 School and District Report Cards were released to the public in the fall of 2017 and 2018, respectively. The code used to calculate and create the report cards is under continual review to refine and increase efficiency. The goal is to maintain accuracy while reducing

the amount of time needed to run the code for results and for the code to produce the report cards.

In this biennium, the department released a Request for Bids to procure a vendor to provide required value-added growth data for the School and District Report Cards. The contract with the winning vendor, Education Analytics, started in May 2019.

The Department of Public Instruction has undertaken steps to fulfill requirements in 2017 Wisconsin Act 59 for School and District Report Cards to include a number of college and career readiness data elements. Through the WISEdata Roster system, public school districts are reporting course-level data that will be included in report cards: dual enrollment, industry-recognized credentials, Advanced Placement, and youth apprenticeship. Several of these data elements are also required as part of Carl Perkins reporting. The WISEdata Roster system satisfies both reporting requirements in state statute and federal law.

The Office of Educational Accountability has convened an accountability advisory group, comprised of public school and district staff, choice school staff, and CESA staff, to discuss technical and reporting changes for state accountability, informed by the college and career readiness reporting requirements in Act 59. The group has met in-person two times over the last two years, and has held over a dozen virtual meetings. These meetings focus on aspects of the School and District Accountability Report Cards, which provide data on multiple indicators, focused on four priority areas:

- Student Achievement – performance on the Forward, DLM, and ACT with writing assessments in ELA and math;
- Student Growth – improvement over time on the Forward assessment in ELA and math;
- Closing Gaps – progress of student subgroups in closing gaps in ELA and math performance and/or graduation rates; and
- On-track and Post-secondary Readiness – performance on key indicators of readiness for graduation and post-secondary pursuits.

The Office of Educational Accountability continues to support implementation of two grants awarded to the Department: the New Skills for Youth Grant and the fourth State Longitudinal Data Systems Grant. Through the New Skills for Youth Grant, the state is increasing access to high quality and relevant career pathways and advancing 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, supported by on-demand online modules focusing on assessment and data literacy, and research-practice partnerships with the University of Wisconsin-Madison.

Per Wisconsin's approved state plan to implement the Every Student Succeeds Act (ESSA), the Office of Educational Accountability designed and released new ESSA Accountability Reports to fulfill identification requirements in the law and inform and support continuous improvement efforts in schools across the state. The ESSA Accountability Reports were released publicly on March 5, 2019, as part of a joint notification that includes accountability for the federal IDEA law.

This combined approach to federal accountability streamlines reporting as well as local access to data to make continuous improvement.

Assessments

The Forward Exam was administered online to approximately 440,000 students statewide in grades 3 through 8 in ELA and math; grades 4 and 8 in science; and grades 4, 8, and 10 in social studies during the 2017-18 and 2018-19 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 2017-18 and 2018-19 school years (ACT Aspire Early High School for grades 9 and 10 and ACT with writing for grade 11). The ACT measures English, reading, math, science, and writing performance and was administered statewide via paper and pencil to approximately 65,000 students in grade 11. By offering the ACT statewide, all grade 11 students have the opportunity to participate in a college and career readiness assessment at no cost to their parents, thus addressing the need to close Wisconsin's achievement gap and address equity issues.

The ACT Aspire Early High School is an online assessment that measures student readiness in English, math, reading, science, and writing. . Scores predict how a student will perform on the ACT when they reach grade 11. Students who need academic interventions can be identified earlier in their high school careers.

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 through 8 in ELA and math; 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.

Other assessments administered during the biennial period included ACCESS for ELL to the English Learners and the National Assessment of Educational Progress (NAEP) for sampled schools. .

The Office of Student Assessment works with various assessment vendors to ensure process improvement, to develop and make available professional development resources, to offer trainings, and to disseminate communications to ensure smooth and valid test administration.

Preparing Students to be College and Career Ready - Wisconsin Educational Opportunities Program

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.

WEOP continued to deliver and develop college and career readiness workshops to students in grades 6 through 12 in target schools. Statewide services through the Early Identification Program (EIP) allowed staff to provide services to students in grades 8 through 12 statewide after completion of the Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP). Report cards regarding student participation in WEOP services are sent to families at the end of each academic year.

WEOP received over \$3,093,385 through the federal Talent Search Grant, Upward Bound Grant, the state-funded EIP, and the Wisconsin Precollege Scholarship Program serving students primarily from economically disadvantaged families and potentially first-generation college students. Without funding from the GEAR UP Grant (the program ceased October 2017), WEOP staff continued services on a no-cost extension throughout the 2017-2018 school year. Upward Bound was awarded \$40,000 in supplementary funds to implement a STEM program into the 2018-2019 school year.

WEOP entered into data sharing agreements with school districts to provide timely academic advising. WEOP entered into an Interagency Agreement with the Wisconsin Center for Educational Research to develop a GEAR UP Scholarship System (GUSS) to nominate eligible GEAR UP students for the GEAR UP scholarship and track payments.

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.

During the biennium, the Department fully implemented the Every Student Succeeds Act (ESSA), including:

- Approval of the [Consolidated State Plan](#) on January 16, 2018;
- Establishment of the [WISEdash ESSA page](#), to meet all federal reporting requirements;
- Identification of an [ESSA Ombudsman](#) to work with private schools and public school districts to ensure equitable services are appropriately provided (the Department contracts with the Wisconsin Council of Religious and Independent Schools to provide this service).

Local Education Agencies (LEAs) were required to have an approved [LEA Plan](#) for the 2018-19 school year. All LEAs in Wisconsin that needed to do so have met this requirement. LEAs now have the ability to update their plan as needed.

The Department has established a [Continuous Improvement Process Rubric](#) to support educational systems and align educator practices in service to each and every student, college and career ready. As an example of how this process works, Title I and Special Education have released joint federal identifications that resulted in significant efficiencies in technical assistance, funding distribution, and monitoring of Title I and Special Education grants.

As a result of the Comprehensive Needs Assessment (CNA) completed in 2017, Wisconsin restructured the MEP service delivery plan into a regional summer model, which began July 2018. Sub-grantees for the regional summer MEP are determined through a grant application process. To be funded, a summer Migrant Education Program (MEP) must offer at least a three-week program, with a minimum of 60 hours of services provided. Services will include school readiness for preschool; literacy and mathematics for K-8 students; and credit accrual and leadership opportunities for high school students and out-of-school youth (OSY). Services will focus on the individual needs of the students in the program. Summer MEP will identify, assess, and serve OSYs. Referrals to appropriate migrant service providers will be made depending on individual youth needs. Regional program staff will facilitate transition for all migratory students from the summer program to the regular year.

Improvements Made by the Department

The Department has made several improvements in multiple program areas over the 2017-19 biennium, as described below.

Agency Wide

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.

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.

Federal Funding Conference (Cross Agency)

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.

Onboarding Process

The Department developed an agency wide onboarding process which streamlined the system of employee orientation for human resources, facilities, technology support, and new employees. All new employees begin once every two weeks on a Monday with an in-person orientation at the GEF 3 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.

Division for Academic Excellence

American Indian Studies Program – Training for CESAs

The Department's American Indian Studies Program and all 12 CESAs have collaborated to provide training opportunities with school districts across the state to integrate American Indian Studies in Wisconsin requirements (often referred to as Wisconsin Act 31) in their into lesson plans, material selections, pedagogical practices, and district curriculum. The table below lists the training workshops titled "American Indian Studies: Implementing Wisconsin Act 31" in 2017-2018 and 2018-2019 academic years.

Table 3. 2017-2019 American Indian Studies: Wisconsin Act 31 Training Workshops

CESA, City, State	2017-18 Date	2018-19 Date
CESA#1 Pewaukee, WI	November 30, 2017	March 7, 2019
CESA#1 Pewaukee, WI	November 30, 2017	March 7, 2019
CESA#2 Whitewater, WI	October 20, 2017	October 29, 2018
CESA#3 Fennimore, WI	October 27, 2017	April 30, 2019
CESA#4 West Salem, WI	March 2, 2018	March 6, 2019
CESA#5 Portage, WI	March 1, 2018	March 5, 2019
CESA#6 Oshkosh, WI	March 10, 2018	February 9, 2019
CESA#7 Green Bay, WI	April 7, 2018	February 25, 2019
CESA#8 Gillett, WI	March 8, 2018	April 9, 2019
CESA#9 Tomahawk, WI	November 1, 2017	November 5, 2018
CESA#10 Chippewa Falls, WI	March 9, 2018	April 17, 2019
CESA#11 Turtle Lake, WI	May 4, 2018	May 3, 2019
CESA#12 Ashland, WI	October 26, 2017	November 2, 2018

Arts Education Data Project

The Wisconsin Arts Education Data Project dashboard features arts content area coursework data from Wisconsin public schools for the 2013-14, 2014-15, and 2015-16 school years. The dashboard and website were launched in March 2018. The dashboard provides various levels of information for the viewer to see – from state, to district, to school – utilizing arts course and enrollment data to paint a picture of arts education opportunities across Wisconsin. To access the [Wisconsin Arts Education Data Project website](https://dpi.wi.gov/fine-arts/data), go to <https://dpi.wi.gov/fine-arts/data>.

Digital Learning

The Wisconsin Digital Learning Plan [<https://dpi.wi.gov/digital-learning>] refresh, built on elements of Future Ready Schools, was released in December 2016. The State Superintendent’s Digital Learning Advisory Council (DLAC) makes recommendations about the plan and monitors its progress. 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 of the plan continues to be on 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, Innovative Leadership; Professional Learning and Building Capacity; and Data and Privacy.

To advance Digital Learning in Wisconsin, the Department has done the following:

- Hosted annual Future Ready Schools Summits to help school collaborative leadership teams work on digital learning initiatives in collaboration with the Association of Wisconsin School Administrators (AWSA) and the Wisconsin Association of School District Administrators (WASDA);

- Released the refreshed Wisconsin Standards for Information and Technology Literacy (ITL) to help support districts in cross-curricular integration and connections to preparing future-ready students;
- Created a longitudinal data process for digital learning progress in the state to help guide direction in programming and school technical assistance, leveraging the Future Ready Dashboard resources;
- Collaborated with the Wisconsin Education Technology Leaders (WETL) to promote the Consortium of School Networking (CoSN) Certified Educational Technology Leaders (CETL) credentialing process as a high-quality professional digital learning option for administrators;
- Collaborated with the Department of Administration's (DOA) Division of Enterprise Technology to administer the Technology for Educational Achievement (TEACH) Teacher Training and Infrastructure grants to support rural programming and broadband equitable access;
- Collaborated with our CESA Digital Learning network to help implement the Wisconsin Digital Learning Plan priorities and the Information and Technology Literacy standards;
- Created a technical assistance ESSA, Title IVA website, to promote the integrated spending and effective use of technology funds;
- Partnered with AWSA to host a Future Ready Principal webinar series;
- Created an annual Digital Learning Statewide Survey to benchmark the progress of the Wisconsin Digital Learning Plan state and local goals. Survey results are released on the annual Digital Learning Day to help draw awareness to policy, practice, research, and funding;
- Promote annual Hour of Code to support the equitable integration of the ITL standards, computational thinking, and integration across curricular areas.

E-Learning Development

The Teaching and Learning Team 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.

English Learners and Multilingual Education

The Department continues to collaborate with school districts to better support the needs of English Learners (ELs), fostering asset-based language learning approaches that build on valuing what multilingual learners bring to Wisconsin schools. During 2017-19, the Department highlights the following:

- Developed the EL Policy Handbook in consultation with Wisconsin school districts. This handbook documents Wisconsin’s collective best practices to serve and support ELs and their families;
- Established a Wisconsin Seal of Biliteracy, a credential awarded to students who demonstrate attainment of high levels of proficiency in English and one or more partner language. Starting with five school districts, this program continues to grow annually;
- Brought together diverse stakeholders from across the state to identify key practices around language, literacy, content, school environment, professional development, and teacher capacity to improve learning opportunities for EL students, including validating the need for expanding dual language learning opportunities for students through its work with the Superintendent’s Advisory Council to Support Multilingual Learners;
- Led the buildout of the English Language Development (ELD) standards as a collaborator with WIDA, a 38 state assessment consortium, founded through the Department. The ELD standards support EL students’ social, instructional, and academic language proficiency in the domains of reading, writing, speaking, and listening;
- Created additional online resources and online and site-based professional development opportunities to support Wisconsin school districts focused on supporting multilingual learners, including immigrants and refugees, creating safe and healthy schools, Title III, supporting ELs with disabilities, and addressing the needs of ELs within an Equitable Multi-level System of Support.

Environmental Education – Green Ribbon Schools

Four Wisconsin schools, one district, and one early learning center joined the 20 others from Wisconsin who have been recognized by U.S. Department of Education Green Ribbon Schools: Kromrey Middle School in Middleton-Cross Plains Area School District, Houlton Elementary School in Hudson School District, Oregon Middle School and Brooklyn Elementary School, both in the Oregon School District; Washburn School District; and Schlitz Audubon Nature Preschool in Milwaukee. To be eligible for the federal award, the school first achieved “Sugar Maple” status – the highest of four levels of state recognition—in Green and Healthy Schools Wisconsin by reducing environmental impacts and costs, improving health and wellness, and preparing students to address sustainability issues. Lincoln Avenue Elementary School also achieved Sugar Maple status, becoming the first public school in Milwaukee and the state’s first bilingual school to reach this level.

Green and Healthy Schools Wisconsin is a partnership of the Department of Public Instruction and the Department of Natural Resources, along with the Wisconsin Center for Environmental Education. Currently, 315 schools, districts, and early learning centers in 58 counties are seeking recognition.

Environmental Literacy and Sustainability

Wisconsin continues to be a leader in environmental education. The state is among four others who have adopted standards in this area, and the 2018 Wisconsin Standards for Environmental

Literacy & Sustainability break the mold, pushing the field to consider what really matters for students. The Department is developing new models for effective professional learning in environmental education through instructional coaching. Educators are learning to use their place—the school grounds, a garden, their community—to address learning for the whole child, realizing the academic, social, and health benefits of environmental education.

Gifted and Talented Education

Statute and administrative rules outline school district requirements for serving students with identified gifts and/or talents. Students can be identified in one or more of five areas of giftedness: general intellectual, specific academic, leadership, creativity, and the visual and performing arts. To advance gifted and talented education in our state, the Department did the following:

- Obtained a 2015-2018 federal Javits grant to address issues of disproportionality in the identification and instruction of high-ability/high-potential students in Wisconsin. The specific focus was on disproportionality tied to English learners and students who qualify for free/reduced priced lunch, as well as disproportionality for students of color. The Department obtained two extensions for the grant with a final sunset date of April 30, 2020;
- The three overarching Javits grant project goals are collaboration, assessment, and instruction. Consequently, through the grant the Department is attempting to build collaborative and culturally responsive systems that support high-ability/high-achieving students while assessing and identifying an increased percentage of high-ability/high-achieving students who are considered culturally, linguistically, and economically diverse students (CLED). The end goal is that through improved instructional practices, we will increase the performance of these CLED high-ability/high-achieving students;
- Worked with the Kenosha Unified School District, Milwaukee Public School District, Racine Unified School District, the Wisconsin RtI Center, and UW-Whitewater to increase each school's capacity to address the needs of historically underrepresented gifted/talented students. These partners then helped in the creation of a statewide plan for a rollout of the lessons learned throughout the project;
- Contracted with all twelve CESAs to provide Javits-related professional development and technical assistance to LEAs in their region to help address issues of disproportionality for high-ability/high-potential students throughout the state;

More information about Javits and general information about working with gifted/talented students can be found on the Department's [Gifted and Talented Pupils webpage](https://dpi.wi.gov/gifted).
[<https://dpi.wi.gov/gifted>]

Instructional Materials & Professional Learning Continuous Improvement Strategy

The instructional materials and professional learning (IMPL) continuous improvement strategy is a research-based strategy focused on ensuring that all students have equitable access to the education necessary to achieve their full potential. A key aspect is that all students receive strong, standards-aligned instruction. When students receive instruction based on instructional materials

aligned to state standards, the opportunity to learn increases. Furthermore, when high-quality materials are combined with professional development, students make gains in learning. This continuous improvement strategy connects academic standards, instructional materials, and professional learning for equitable outcomes.

Teachers deserve high-quality instructional materials and ongoing support to implement those materials. Mounting evidence suggests that providing teachers with access to high-quality, standards-aligned instructional materials and curriculum-based professional learning can result in improvement in student outcomes, making this a research-based continuous improvement strategy.

The Department aims to improve support for all teachers by ensuring that districts have the information they need to select high-quality instructional materials and to provide professional learning that supports effective implementation of those materials in ELA and math. Much statewide work is being done to support and advance this strategy in school districts, CESAs, and educator preparation programs at institutions of higher education. The Department has received competitive grants from private foundations to support this work.

Math and Literacy Resources Development

Standards-based resources for standards, instruction, and assessment in the areas of literacy, ELA, and math 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 such as instructional practices to advance equity; the writing process (featuring Wisconsin students and authors); supporting struggling readers; and designing for rigor in the math classroom. Resources are continuously added to and revised to reflect educational research. Education consultant staff on the Math and Literacy Team 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.

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. The grant pilot project began in 2017 and runs through the end of calendar year 2019. The goal of the grant is to increase the number of students graduating in a career pathway in a high demand area. The quality elements for a state endorsed regional pathway are comprised of a sequence of related pathway courses aligned to employer-defined skill sets, a dual credit college course, a work-based learning experience, and an industry-recognized credential. State-endorsed pathways have been developed in Nursing, Construction, Advanced Manufacturing, and Technology. Education, Business, Finance, Marketing, and additional Healthcare pathways are currently in development.

The project is predicated on better regional coordination and cooperation between employers and 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. The career pathways elements will now be part of the Wisconsin quality requirements in Perkins V applications beginning in 2020-21.

Online Safety

In partnership with the Department of Justice (DOJ), the Department worked to create awareness about Internet safety and to creating the online resource “[Keeping Kids Safe Online Month](https://dpi.wi.gov/internet-safety/keeping-kids-safe-online-month-october)”. [<https://dpi.wi.gov/internet-safety/keeping-kids-safe-online-month-october>]

This webpage provides a compilation of resources, tools, and information to empower all stakeholders (students, teachers, families, and administrators) to make safe, smart, and ethical decisions about technology use. Over the last few years, there has been a shift from 'acceptable' to 'responsible' use of digital resources. This shift is a change in expectations for use of technology in and out of the classroom. Keeping kids safe online is a fundamental goal of school districts, the [Wisconsin Digital Learning Plan](#), and the [Wisconsin Information and Technology Literacy \(ITL\) Standards](#). [<https://dpi.wi.gov/digital-learning>] [<https://dpi.wi.gov/imt/it-literacy-standards>]

To support Keeping Kids Safe Online, the Department has completed the following:

- Created a centralized website resource for cross-agency teams and the DOJ to post resources;
- Created crosswalks of the ITL Digital Citizenship content strand with the Department Social and Emotional Learning competencies to provide technical assistance to schools;
- Promoted activities and resources for the annual Keeping Kids Safe Online month in October;
- Increased technical assistance and communications to stakeholder groups;
- Released a parent module, Interact, to support home dialogue for families about online safety.

Online and Blended Learning: Wisconsin Digital Learning Collaborative (WDLC)

The statewide web academy provider, known as the Wisconsin Digital Learning Collaborative (WDLC), has been established pursuant to the authority granted in Wis. Stat. sec. 115.28 (53) to provide equitable access to high-quality online education by offering online learning to school districts, CESAs, charter schools, and private schools located in this state. Funding to support online learning and the WDLC is provided by the Public Service Commission Universal Service Fund program.

The WDLC consists of two collaborating organizations, the Wisconsin Virtual School and the Wisconsin eSchool Network, which provide partnership pathways to schools. The two organizations partner with the Department to provide a single point for school districts to access quality online courses, professional learning, research and best practices, and administrative planning support.

To advance online and blended learning in Wisconsin, in collaboration with the WDLC, the Department has completed the following:

- Created a course catalog that contains personalized learning options for students such as virtual summer school offerings;
- Provided professional learning opportunities to educators around blended learning, best practices for digital instruction, and design principles for digital learning;
- Created an [Online and Blended Learning Guide](https://dpi.wi.gov/online-blended-learning) [https://dpi.wi.gov/online-blended-learning] to assist schools with research, planning, policy, and funding for digital learning projects;
- Participated in research studies around topics of interests such as program design, best practices for online instructors, special education students in virtual learning environments, and rural equity topics;
- Collaborated with Department partners around rural equity access issues relative to Digital Learning and the Wisconsin Digital Learning Plan goals.

The Wisconsin Digital Learning Collaborative provides 40,000 enrollments per year.

STEM Education

The Department continues work to provide a vision for effective Science, Technology, Engineering and Math (STEM) education for Wisconsin. From late 2018 through 2019, a cross division team has met to refresh a vision and mission statement for STEM education as well as create resources to support inclusive STEM programs. This team has conducted an internal review of their STEM programs and has gathered feedback from the field about the resources. Next, the team will develop next steps for dissemination of resources, including exploring options for funding a coherent statewide STEM education initiative.

In June of 2018, department staff supported an elementary-focused STEM summit at Oshkosh Corporation in Oshkosh, Wisconsin. Approximately 40 stakeholders representing a wide range of organizations from across the state attended and shared ideas on moving elementary STEM education forward.

In June of 2018, one of the Department's staff members on the Teaching and Learning Team was one of four individuals representing Wisconsin at the National STEM Education Forum in Washington, DC. This group was able to provide feedback on the now released federal strategic plan for STEM education, "Charting a Course for Success: America's Strategy for STEM Education."

Division for Finance and Management

Business Services

The department has done a considerable amount of work to help its employees with financial and procurement related items. Semimonthly drop-in hours were created so department staff can

receive assistance from the Business Services team on transactions or questions related to travel, contracts, purchasing or other business related items. A frequently asked questions document was created to combine many different guidelines into one place to find answers on common or unusual situations. The intranet webpages were reorganized and documents clarified. Communication and transparency has increased with voucher and contract logs directly accessible on the intranet, as well as the creation of a newsletter.

Community Nutrition

The USDA Child and Adult Care Food Program (CACFP) implemented new meal patterns on October 1, 2017, which now require CACFP participants to have access to meals with more whole grains, a greater variety of vegetables and fruits, and less added sugar and solid fats. The Department was awarded the CACFP Meal Service Training grant in 2018 to provide training for CACFP operators on ways to plan and prepare nutritious foods that contribute to the wellness, growth, and development of children, and the health and wellness of older adults and chronically impaired disabled persons.

The Summer Food Service Program has increased participation each year in Wisconsin. Summer meals are critical in the lives of Wisconsin youth, whose risk for food insecurity increases during the summer months when they no longer have access to the National School Lunch and School Breakfast Programs. In 2018, USDA recognized six outstanding Wisconsin Summer Meal Program sponsors who work hard to offer high quality meals that are appetizing, appealing, and nutritious.

School Financial Services

The Department administered eight new state aid and grant programs in the 2017-19 biennium. Teams collaborated across the agency to collect data and determine payments on programs created to support increased investments in student mental health, special education transition services, technology, and more. Payments under these programs totaled nearly \$24 million in the 2018-19 school year.

The Department began the process of collecting school level expenditure data, as required by the Every Student Succeeds Act (ESSA). Districts and independent charter schools will submit year-end actuals for the 2018-19 school year, which will be used to determine per-pupil amounts to be reported to the U.S. Department of Education and the public. Additionally, the WISEdata collection is expanding to collect financial data beginning with the 2020-21 school year.

School Management Services

The Department received a \$95.6 million five-year federal charter schools grant in 2017-18, the largest in the country. This grant provides federal funding for the start-up, replication and expansion of high-quality charter schools. The Department awarded 26 subgrants totaling \$17.4 million in 2017-18 and 11 subgrants totaling \$7.4 million in 2018-19. The objectives of the grant are to: support the growth of high-quality charter schools, especially those focused on improving academic outcomes for educationally disadvantaged secondary charter school students; strengthen and improve authorizing quality; and promote and support collaboration and sharing of best practices. The Department must expend a minimum of 90 percent of its award on

subgrants and seven percent on technical assistance. The Department may spend a maximum of three percent on grant administration.

As part of this grant, the department has contracted for the establishment and operation of the Wisconsin Resource Center for Charter Schools (WRCCS) to implement the statewide plan for charter school technical assistance, support and dissemination of best practices. The primary WRCCS partner is CESA 9. The Center also collaborates with the WDLC and several other statewide and national partner organizations.

Division for Learning Support (Special Education)

College and Career Ready Individualized Education Programs (CCR IEPs)

Throughout the 2017-18 and 2018-19 school years, the Department continued to support the field in providing high quality training for Individualized Education Program (IEP) development. Wisconsin's college and career ready (CCR) IEP training to improve outcomes for students age three through 21, includes 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. These trainings also emphasize the importance of literacy and reading instruction to support college and career readiness and alignment with the U.S. Department of Education's focus on Results Driven Accountability (RDA), known in Wisconsin as Reading Drives Achievement: Success through Literacy.

These trainings are provided by the Department's Special Education team staff and also by the Regional Special Education Network (RSN), to districts in each of the 12 CESA areas of the state. Training over the last two years has reached over 1,000 participants across the two years including special and general education teachers, administrators, related service staff, and families. Trainings have been enhanced to include focuses on social and emotional learning as well as the role of related services staff in IEP development. Participants of CCR IEP trainings consistently rate this training as highly relevant to their work, note that it assists in developing IEPs that link student needs to IEP goals and services, and gives them the ability to write IEPs that are more likely to support specific reading needs of students.

Disproportionality and Equitable Multi-Level System of Supports

The Department funds the Disproportionality Technical Assistance Network and the Wisconsin Response to Intervention (RtI) Center, which focus on system changes 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, discipline, and placement.

Through supports offered by the Wisconsin RtI Center and the Positive Behavioral Intervention and Supports (PBIS) Network, schools that sustain the implementation of an Equitable Multi-Level Systems of Supports framework at fidelity are improving academic and behavioral outcomes for all students, while accelerating outcomes for students with IEPs and students of color, thus closing the gaps between student groups in these areas. Detailed information on the impact of

implementing Equitable Multi Level Systems of Supports can be found in the [Wisconsin RtI Center's Annual Report](https://wisconsinrticenter.org/wp-content/uploads/2019/02/2017-18_Annual_Report_full-version.pdf). [https://wisconsinrticenter.org/wp-content/uploads/2019/02/2017-18_Annual_Report_full-version.pdf]

Division for Learning Support (Student Services/Prevention and Wellness)

Compassion Resilience Online Toolkit

The Department, in collaboration with Rogers InHealth, and many stakeholder partners, have developed an online toolkit that addresses staff wellness, compassion fatigue, and compassion resilience. The [toolkit](http://www.compassionresiliencetoolkit.org) can be found at www.compassionresiliencetoolkit.org.

Districts are invited to use these materials to create a two-year focus on the supports and skills necessary for educators to engage in their work with good self-care strategies, healthy collegial relationships, and the steps to compassionate action with members of the school community.

Field Trip Tool Kit

Meeting Student Health Needs While on Field Trips Tool Kit for Wisconsin Schools is a new resource for school districts and school nurses. With a new school year comes new field trips. For students with chronic health conditions, this takes more planning. The tool kit can be located under both the [Resources](#) and the [Tools](#) sections of the Department's [School Nursing webpage](#). [https://dpi.wi.gov/sspw/pupil-services/school-nurse]

Mental/Behavioral Health Screening Guide & New Webpage

The Department has released a screening guide to support schools in selecting and implementing mental and behavioral health screeners. The goal of screening is to generate new and useful information so that students can be better served in interventions that prevent or mitigate mental health challenges and promote resiliency. Thoughtful selection and implementation of a screening measure are critical to meeting this goal. Additionally, the Department has developed an action planning checklist that school teams can use to organize their planning process. Resources can be found at: <https://dpi.wi.gov/sspw/mental-health/mental/behavioral-health-screening>

Social and Emotional Learning

Social and Emotional Learning (SEL) 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 and 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. People can schedule an SEL consultation or a technical assistance call or subscribe to an email list. More resources are available on the SSPW webpage.

Suicide Prevention Online Training

A Web-based Suicide Prevention Training is available for all staff. There is a new interactive online suicide prevention gatekeeper training on the Student Services/Prevention and Wellness

Webpage. Anyone can take the online training and learn more about the signs and symptoms of suicide, how to show care and concern, and how to get help or tell someone that can help for someone in need. This is a beginner or gatekeeper type of online training.

Tobacco Prevention

The Department now has a checklist aligned with the sample comprehensive school tobacco policy language from the Public Health Law Center available on the Department's Tobacco Prevention website. [<http://dpi.wi.gov/sspw/aoda/tobacco-program>]

Trauma Sensitive Schools Initiative Modules

The Department has developed a series of online training modules modeled after the 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 with online trainings, readings, and implementation tools. Training and technical assistance is also available.

Division for Libraries and Technology

Public Libraries and Life Long Learning

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

- 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;
- 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 the WISCAT website to HTTPS for enhanced patron privacy;
- Improved Interlibrary Loan referral workflow to reach a 94 percent request fill rate;
- Led a workgroup to revise the Wisconsin Interlibrary Loan Guidelines to reflect changes to the national ILL code;
- 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;
- Working with the Department's Division for Academic Excellence, continued to develop the statewide educator portal (WISELearn) for sharing digital lesson plans, digital

curriculum materials, open education resources, social networks, and for promoting virtual professional learning opportunities.

Data Privacy

- Reviewed and enhanced the comprehensive approach to data governance, management, security and privacy, and participated in a Legislative Council Study on this topic;
- Supported districts and schools with data privacy efforts by compiling resources from other organizations like the Privacy and Technical Assistance Center (PTAC) on its data privacy page. [<https://dpi.wi.gov/wise/data-privacy>];
- Created a personally identifiable information (PII) module and two Student Records modules to assist districts in privacy training. This work includes support at the local school district level around these topics as well as aspects focused on the student including digital citizenship;
- Joined the Student Data Privacy Consortium (SPDC) which serves as a clearinghouse for data privacy and security resources available to school districts statewide;
- Continued to build and implement a variety of integrated data systems, adding new systems to its Wisconsin Information System for Education (WISE) portfolio as well as added new information and features to existing systems.

WISE Suite

Data Snapshots

With the implementation of WISEdata, the Department has streamlined the data snapshot process from school districts for all required data. WISEdata, as well as the new snapshot process, has resulted in data that is of higher quality and allows for more timely public and federal reporting of Wisconsin's data. The Department has published many resources to help districts with their data submission prior to the set snapshot date including the following:

- Better explanation of the uses and differences of the WISE pieces;
- A new webpage dedicated to snapshot preparation with presentations and helpful reference guides: <https://dpi.wi.gov/wisedata/schools/snapshot-prep>;
- Specific reference guides for District Administrators to help them understand WISEdata and WISEdash.

WISEdash for Districts

A main focus of this biennium was to integrate the new data flowing in from WISEdata. Another focus included working with our dashboard vendor to upgrade WISEdash to provide users with a new, clean user experience and tools to take their student data analysis and continuous school improvement into the future. There are new menus, navigation, and analysis capabilities. Charts and graphs are modernized, too. Over the last few years WISEdash for Districts has expanded its

focus from continuous improvement planning to also being used for data quality and early warning information. Usage has increased year over year.

In addition to completing the WISEdata integration and WISEdash upgrade, the Department continued to add data, dashboards and features to support districts in their improvement planning efforts. Some examples include: Cohort Trends, Snapshot Dashboards to help with data quality review and snapshot preparation, Education Environment, Free Application for Student Federal Aid (FAFSA), Postsecondary Continuation and Completion, Homeless subgroup information and specific metrics for primary nighttime residence and unaccompanied youth status, statewide and school comparisons, additional early warning indicators including College and Career Readiness (CCREWS) and Chronic Absenteeism, and student growth percentiles.

WISEdash Public Portal

The [WISEdash Public Portal](https://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp) is the Department's one stop shop for required, certified public reporting. Data is refreshed twice a year, once in the fall when the assessment results are published; and once in the spring after the data snapshot. The Department has streamlined the data collection system (WISEdata) and related data loading procedures for the data warehouse; as a result, data has been made available much sooner, compared to prior years.

[<https://wisedash.dpi.wi.gov/Dashboard/portalHome.jsp>]

The WISEdash landing (home) page was updated to include several K-12 student-related statistics, and improved the visibility of new data announcements. When a district, school year, and topic combination is selected by the user and a data errata letter exists for the combination, a dynamic section appears between the filters and the metrics with a link to the letter.

During the 2017-19 biennium, the Department added new dashboards to the public portal (e.g., seven-year graduation and completion rates, discipline). Additionally, the Department created a new ESSA "landing page" tab within the WISEdash portal, which includes links to other dashboards within WISEdash as well as other department web sites.

WISEdata

The Department implemented the second phase of the interoperable data system that leverages each school district's local student information system for data reporting, and created a statewide support system for local school district staff to monitor their data quality prior to final reporting.

WISEExplore

The Department continued funding to advance the capacity of local school districts staff to use data and data tools to make continuous improvements.

WISEid

The Department 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

The Department made improvements to the tools that local school districts use to enhance the quality of staff data required to be reported.

Division for Student and School Success

Wisconsin's Strategic Assessment Systems (SAS)

The Department has developed Strategic Assessment Systems (SAS) professional learning resources for educators. The SAS website and the SAS in Wisconsin group in WISELearn provide access to a variety of resources to support educators, teams, schools, and districts in deepening the knowledge, implementing the practices, and embedding the habits related to strategic assessment.

These resources support educators' understanding of the purpose of assessment, why it is critical for college and career readiness, and the role each assessment type plays in driving the teaching and learning process. They are designed to build capacity for assessment literacy, effective data inquiry, and collaborative professional communities committed to processes of continuous improvement.

Some of the featured resources include: a video series with facilitators' guides; an interactive timeline that serves as an example of how strategic assessments can be included in the classroom throughout the school year at different grade levels and in different subject areas; charts; terminology; recommended readings; assessment inventories; and suggested data use resources.

Chapter 3: Information on Specific Areas of Interest

The Department is required to report on specific areas of interests in education, found in this chapter of the report:

- 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 students 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 students; 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

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, grant awards, disbursement of funds, 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 40 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 WISH 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 K-12 prevention and intervention programs designed to address AODA issues 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 also perform 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 2019 survey was implemented. [<https://dpi.wi.gov/sspw/yrbs>]

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 titled *Report on 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>.

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

Table 4. AODA Program and Grant Appropriations

Programs	2017-18		2018-19	
	Approp.	Awards	Approp.	Awards
Assistance for AODA Program Youth AODA Program Grants				
Wis. Stat. sec. 115.36 Wis. Stat. sec. 20.255 (2) (kd)	\$1,284,700	\$916,781 45 projects representing 66 school districts, (including consortium grants) 64 student mini-grants	\$1,284,700	\$883,680 (45 projects representing 68 school districts including consortium grants plus 75 student mini-grants)
Wis. Stat. sec. 115.36 Wis. Stat. sec. 20.255 (1) (kd)	\$355,855	\$3,075 (24 fellowships) \$353,435 (administration)	\$356,295	\$4,275 (66 fellowships) \$353,435 (administration)
Alcohol/Driver and Traffic Safety Education				
Wis. Stat. sec. 346.655 Wis. Stat. sec. 20.255 (1) (hm)	\$178,607	\$0 (0 grants) \$178,607 (administration)	\$178,607	\$0 (0 grants) \$178,607 (administration)
Federal Student Support and Academic Enrichment*				
Administration/Technical Assistance	\$285,744	\$57,149 (administration) \$228,595 (Technical Assistance)	\$713,606	\$142,721 (administration) \$570,885 (Technical Assistance)
Entitlements	\$5,429,128	\$5,429,128 (436 grants)	\$13,558,521	\$13,558,521 (436 grants)

* Title IV, Part A was newly enacted in 2017-2018 and is known as the Student Support and Academic Enrichment (SSAE) Grant. Title IV, Part A is a flexible block grant that authorizes activities in three broad areas: well-rounded education; improving school conditions for learning to ensure safe and healthy students, and the effective use of technology to improve academic achievement and digital literacy.

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. Under Wis. Stat. sec. 118.13 (3) (a) 3., the State Superintendent is required 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 students in the state.

Each school district annually submits a brief report that includes the name and address of the employee designated to receive discrimination complaints and the number of discrimination complaints, both verbal and written, received in the reporting year. Based on these annual reports, the total number of discrimination and/or harassment complaints at the school district level has increased from biennium to biennium. There were 4,918 complaints reported for the 2017-2019 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 10 appeals during this biennium, an increase from the five received during the 2015-2017 biennium.

Table 5. Number of Discrimination Complaints Received by School Districts

Protected Class/Basis of Complaint	2016-2017 School Year*	2017-2018 School Year*
Ancestry	17	14
Disability	251	248
Pregnancy or Marital Status	12	13
National Origin	102	61
Race	595	690
Religion/Creed	55	57
Sex	950	1,063
Sexual Orientation	441	349
TOTAL	2,423	2,495

*Complaint data is collected in the following school year. Therefore, 2018-2019 school year data is not yet available.

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. [<https://dpi.wi.gov/sped/pupil-nondiscrimination>]

The Status of American Indian Education in the State of Wisconsin

American Indian Students Enrolled in Public School Districts

During the 2017-2019 biennium, American Indian or Alaska Native students comprised approximately 1.1 percent of public school enrollment in the state of Wisconsin. In 2017-2018, the number of American Indian or Alaska Native student enrollment was 9,623 and in 2018-2019 the number of American Indian or Alaska Native student enrollment was 9,516.

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 a clear picture of what is going on, 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: 2018-19 scores were not available at the time of publication of this report.

Table 6. Student Achievement

Grade	# AI/AN	2017-2018				# AI/AN
		English/ Language Arts		Math		
		AI/AN	All	AI/AN	All	
3	676	23.5%	40.2%	29.6%	50.5%	N/A
4	679	25.5%	44.4%	23.9%	45.3%	N/A
5	730	23.2%	44.6%	26.3%	46.7%	N/A
6	718	21.8%	43.2%	19.8%	44.5%	N/A
7	730	27.0%	44.9%	19.2%	39.2%	N/A
8	731	18.7%	37.0%	16.7%	36.6%	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A

Special Education

During the 2018-19 academic year, there were 2,103 American Indian students identified as having a disability and receiving special education services. This figure represents 22.1 percent of

the Wisconsin American Indian student population, whereas 14 percent of the Wisconsin student population as a whole has been similarly identified and served. For 2017-2018, 2,097 American Indian students, or approximately 21.8 percent of the American Indian population, were identified for special education services. This figure compares to the statewide special education rate of 13.8 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 2017-19 biennium, 13 public school districts were identified as having racial disproportionality of American Indian students in special education identification, discipline, and/or placement. As a result, these school districts were required to review their policies, procedures, and practices to ensure that the racial disproportionality 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 the 2017-2018 academic year, American Indian students in Wisconsin had a higher dropout rate (3.0 percent) as compared to the student population as a whole (1.4 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 89.6 percent of the overall student population.

Postsecondary Planning and Preparation

For the 2017-2018 academic year, postsecondary enrollment by level for American Indian students is the following: 46.4 percent (104) American Indian students enrolled in two-year institutions in comparison to 31.6 percent (11,624) of all students, 53.6 percent (120) American Indian students enrolled in four-year institutions in comparison to 67.9 percent (24,994) of all students, and 0.0 percent (0) American Indian students enrolled in multiple levels in comparison to 0.5 percent (185) of all students.

In 2017-18, 638 American Indian students (approximately 84.4 percent) of Wisconsin American Indian students participated in the ACT compared to 60,608 (approximately 94.0 percent) of all students. American Indian students scored an average composite score of 17.2 compared to 19.8 for all students.

In 2017-2018, 157 American Indian students, or 5.2 percent of those tested, took one or more AP exams as compared to 16.9 percent participation rate (44,119) for all Wisconsin students. In addition, 49.8 percent of American Indian students scored a 3 or above on AP exams in comparison to over 66.5 percent (49,870) 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, Wisconsin. The school had 364 American Indian students enrolled in 2017-2018 and 373 in 2018-2019.

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 900 students each year during the 2017-2019 biennium. The Lac Courte Oreilles Ojibwe School (PK-12), located near Hayward, Wisconsin, served 271 students in 2017-2018 and 275 students in 2018-2019. The Menominee Tribal School (K-8), located in Neopit, Wisconsin, served 210 students in 2017-2018 and 200 students in 2018-2019. The Oneida Nation School System (4K-12), located in Oneida, Wisconsin, served 508 students in 2017-2018 and 445 students in 2018-2019.

Licensed American Indian Educators

License records show that there are few American Indian educators working as administrators or licensed staff in Wisconsin public school districts. In the 2018-2019 school year, there were 244.97 FTE American Indian educators working as licensed staff, 175.05 FTE of whom were teachers; and 12.12 FTE licensed administrators, of whom 4.10 FTE were principals and 3.94 were district administrators. NOTE: American Indian educators that do not require a license issued by the Department for the position in Wisconsin schools is 194.10 FTE. In total, 439.07 licensed and non-licensed FTE American Indian educators worked in Wisconsin schools during 2018-2019 academic year.

American Indian Language and Culture Education Licenses

The Department updated Wisconsin Administrative Code Chapter PI 34 in August 2018, which covers educator preparation and licensing. As part of the licensure updates, the American Indian Language and Culture Education Licenses were updated to include provisions for certification of school staff working in school districts with American Indian students enrolled. The five licenses that were updated and are available for individuals to apply include the following:

- American Indian language license;
- American Indian language and culture aide license;
- American Indian language and culture – school counselor license;
- American Indian history, culture, and tribal sovereignty license;
- Tribal, community, and school liaison license.

Wisconsin First Nations Education Website

The Wisconsin First Nations Education website launched in November 2017 was created by the Department's American Indian Studies Program, Wisconsin Public Television, and the University of Wisconsin-Madison's School of Education. This website is a collection of resources and materials designed to provide educators with accurate and authentic educational materials for teaching and learning about the American Indian nations and tribal communities of Wisconsin.

The website also assists educators in fulfilling Wisconsin Act 31, the statutory requirement that all school districts provide instruction on the history, culture, and tribal sovereignty of the American Indian tribes and bands of Wisconsin.

Current Tribal Lands Map and Native Nations Facts

The Current Tribal Lands Map and Native Nations Facts released in November 2018 was created by the Department's American Indian Studies Program, Wisconsin Public Television, and the University of Wisconsin-Madison's School of Education. The map was developed to guide students in learning who their tribal neighbors are in the state of Wisconsin. The map also supports students' understanding of current tribal lands and nations in Wisconsin. Facts about each of the American Indian nations are also provided, including population on tribal lands and within Wisconsin, tribal land size, seat of government, and more. Wisconsin's American Indian nations vetted the map and facts during the development of the map.

Memorandum of Understanding (MOUs) or Agreements

The Department is working to establish Memoranda of Understanding or MOU between each of Wisconsin's eleven federally recognized American Indian nations and the department in an effort to strengthen our ties and collaboration. Currently, there are five agreements signed, which include the following American Indian nations in Wisconsin:

- Bad River Band of Lake Superior Chippewa;
- Lac Courte Oreilles Band of Lake Superior Chippewa;
- Lac du Flambeau Band of Lake Superior Chippewa;
- Oneida Nation;
- Red Cliff Band of Lake Superior Chippewa

Traditional Foods

In 2016, the School Nutrition Team was awarded a USDA Support Services grant to increase the utilization of traditional foods in school meals programs in Wisconsin. Through this grant, individuals from the School Nutrition Team, the Education Information Services Team, and the Teaching and Learning Team (specifically, the American Indian Studies Program in collaboration with the three Bureau of Indian Education schools in Wisconsin) produced resources and materials for school nutrition professionals and classrooms. In December 2018, the following resources and materials were completed as part of the grant project:

[American Indian Traditional Foods in USDA School Meals Programs: A Wisconsin Farm to School Toolkit](#)

[<https://dpi.wi.gov/sites/default/files/imce/school-nutrition/pdf/amer-ind-trad-foods-toolkit.pdf>]

[Nutrition Education videos](#): Bison, Cranberries, Maple Syrup, the Three Sisters (Corn, Beans, and Squash), and Wild Rice. [Access from this webpage: <https://dpi.wi.gov/school-nutrition/farm-to-school/traditional-foods>]

Council on Library and Network Development (COLAND)

2017-2019, Executive Summary, Biennial Report, July 2019

COLAND prepares a biennial report in compliance with Wis. Stat. sec. 43.07 (5): “On or before July 1 of every odd-numbered year [COLAND will] transmit to the state superintendent a descriptive and statistical report on the condition and progress of library services in the state and recommendations on how library services in the state may be improved.”

Introduction

The Council on Library and Network Development (COLAND) advises the State Superintendent of Public Instruction to ensure that all Wisconsin residents have access to library and information services. The 19 member council, appointed by the governor, functions as a forum by which librarians and members of the public identify, study and collect public testimony on issues affecting Wisconsin libraries and other information services. Members serve three-year terms. Council findings are communicated as advisory recommendations to the State Superintendent, Governor and Legislature. To ensure access to library and information services COLAND carries out these responsibilities:

- Promote free access to knowledge, information and diversity of ideas by all Wisconsin residents;
- Facilitate the most effective use of library resources through interlibrary cooperation among all types of libraries;
- Promote cooperation and resource sharing among public, school, academic and other types of libraries and related agencies;
- Plan, coordinate, evaluate and set statewide priorities for the development of networks to enable library cooperation and resource sharing within Wisconsin.

COLAND Goals for 2017-2019

COLAND members develop and implement goals and objectives that are important to all Wisconsin libraries and information service. The work of COLAND during the biennium focused on the following five goal areas. Progress toward these goals is documented in the full COLAND report.

- **Goal 1:** To support the recommendations of the Public Library System Redesign project and to assist with communication of the plan and activities to ensure that comprehensive, accurate and timely information about the system restructuring is conveyed throughout the Wisconsin library community.
- **Goal 2:** To support and encourage 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.

- **Goal 3:** To encourage the conversations related to eBooks, cooperative contracts, access to digital information, and other information technology development.
- **Goal 4:** To support the partnership with the Department of Corrections (DOC) and DOC's Library Services and Educational Technology Coordinator.
- **Goal 5:** To support revisions to ongoing issues for school librarian licensing and professional standards, and advocate for adequate staffing of school libraries.

Challenges and Opportunities

COLAND identified the following challenges and opportunities this biennium, and transmitted to the State Superintendent four recommendations to address them.

Challenges

- **Funding:** The public library funding model is a combination of federal, state, and local funding. Most community library funding comes from municipal and county budgets. State funding distributed through public library systems, especially for technology services, broadband and digital collections, supplements state funding. Wisconsin receives nearly \$3 million annually in federal Library Services and Technology Act (LSTA) funding from the Institute of Museum and Library Services (IMLS), which is used for state-wide initiatives that leverage cooperative purchasing. Many public libraries have seen reductions in local funding due to budget pressures on local government. State funding for public library system aid (PLSA) has sustained more than one round of budget cuts over the past several years; most recently, a 10 percent reduction in FY12. While funding has been increased more recently, the current state PLSA appropriation (\$16,013,100 annually) is still not at the highest point that it was, pre-budget reductions (\$16,783,500 annually). Federal LSTA funding for libraries is consistently at risk of being reduced or eliminated. The loss of that nearly \$3 million in annual, federal funding would have a major negative impact on libraries across the state, as state or local budgets will not likely fill the gap.
- **Increased requirements for technology skills:** Businesses require job applications and benefits to be conducted online, and more government forms and processes are only available online. Librarians need to keep up with changing technology in order to teach technology skills to their community members.
- **Broadband:** The increased demand for high speed internet for people who do not have access at home will continue to be a challenge. It is important that the State continue to invest in broadband access so that it is affordable and available to all Wisconsin residents.
- **Adequate staffing to support student learning:** Public schools have cut back on the number of school media specialists in recent years.
- **University of Wisconsin Libraries:** UW libraries are challenged to maintaining academic resources to support undergraduate and graduate students and faculty research since there has been no state increase in 17 years. The university research enterprise brings in

hundreds of millions of dollars to the state through research grants and will lose its competitive edge if libraries cannot support the research needs.

- **Common School Fund (CSF):** The interest earnings on the CSF are distributed to public school districts as School Library Aid. This is the primary source of funding for school libraries to purchase print and electronic resources. Some legislative proposals in recent years would impact the balance of the CSF, and thereby the amounts available to public schools as School Library Aid.

Opportunities

- Increased collaboration:
 - among libraries to share resources and expertise has been a game-changer for continuing to improve services in the face of declining funding;
 - among public library system services to share resources, expertise, and funding; and,
 - between public libraries and Workforce Development Boards will provide better support for retraining displaced workers and for assisting with career development.
- Technology applications will continue to be adopted in order to improve the quality and efficiency of library services.

Recommendations

COLAND makes the following recommendations to the State Superintendent:

1. Continue to support and fund pilot programs and collaborative projects among systems to achieve the Vision for 21st century library systems;
2. Advocate for sustainable funding for libraries at the federal, state, and local level. Support increased use of technology to provide equitable access to learning resources for all Wisconsin residents;
3. Support the value of library education and development of library staff;
4. Support the value and continued need of the Common School Fund to fund school libraries and support increased staffing for school libraries

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 four credits in English, three credits in math, three credits in science, three credits in social studies, and one and one-half credits in physical education in grades 9-12, and a one-half 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 student who participates in sports or in another organized physical activity, as determined by the school board, to complete an additional 0.5 credits in English, social studies, math, science, or health education in lieu of 0.5 credits in physical education.

Table 7. 2017-18 State Law Credit Requirements, District Credit Requirements (Average), and Districts Exceeding Minimum Requirements (Percentage)

Credit Requirements for Required Subjects							
Statewide	English	Math	Science	Social Studies	Health Education	Physical Education	
State Law - Required Minimum	4	3	3	3	0.5	1.5	
Credits Required by Districts - Average	4	3	3	3.1	0.5	1.5	
Districts Exceeding Minimum - Percent	1.6	1.8	1.3	20.6	2.6	6	
Credit Requirements for Additional Subjects							
Statewide	Computer Science	Arts	World Languages	Vocational Education	Personal Finance	Misc Required	Electives
State Law - Encouraged Minimum	0	0	0	0	0	0	8.5
Credits Required by Districts - Average	0.1	0.1	0	0.2	0.3	0.2	9
Districts Exceeding Minimum - Percent	17.4	14.1	0.8	20.1	52.1	20.6	50.8
Other Requirements for Graduation							
Statewide	Civics Exam Required	Hours of Community Service	Health Credits Fulfilled in Grades 7-8				
State Law - Required Minimum	Y	0	0				
Percent of Districts Requiring	97.4	17.4	25.8				

Table 8. 2018-19 State Law Credit Requirements, District Credit Requirements (Average), and Districts Exceeding Minimum Requirements (Percentage)

Credit Requirements for Required Subjects							
Statewide	English	Math	Science	Social Studies	Health Education	Physical Education	
State Law - Required Minimum	4	3	3	3	0.5	1.5	
Credits Required by Districts - Average	4	3	3	3.1	0.5	1.5	
Districts Exceeding Minimum - Percent	1.8	1.8	1.3	18.4	1.8	6.5	
Credit Requirements for Additional Subjects							
Statewide	Computer Science	Arts	World Languages	Vocational Education	Personal Finance	Misc Required	Electives
State Law - Encouraged Minimum	0	0	0	0	0	0	8.5
Credits Required by Districts - Average	0.1	0.1	0	0.2	0.3	0.2	8.9
Districts Exceeding Minimum - Percent	14	12.2	2.1	20.5	57.1	22.9	51.9
Other Requirements for Graduation							
Statewide	Civics Exam Required	Hours of Community Service	Health Credits Fulfilled in Grades 7-8				
State Law - Required Minimum	Y	0	0				
Percent of Districts Requiring	98.4	18.2	27.8				

Health Problems Education Program

Established under Wis. Stat. sec. 115.35, the Department has a health problems education program. During 2018-2019, the Department utilized the health education cadre and other national consultants for curation of skills-based health education resources on alcohol, tobacco and other drugs, dimensions of wellness, dementia and brain health, anti-human trafficking, and shaken baby syndrome. The Department also carried out a wide variety of activities to strengthen school health education. The full range of topics addressed through these activities include teaching health using the skills-based approach; Whole School, Whole Community, Whole Child; model school tobacco policy; anti-human trafficking; social and emotional learning (SEL); human growth and development; nutrition; physical activity; 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 online 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; 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; Lotus Legal; Shaken Baby Association, Inc.; Wisconsin Department of Children and Families; 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.

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