

DALE KOOYENGA
WISCONSIN STATE SENATOR

State Capitol · P.O. Box 7882 · Madison, WI 53707-7882 · (608) 266-2512

August 13, 2019

TO: Members of the Senate Committee on Education
FR: Senator Dale Kooyenga
RE: Assembly Bill 67

Thank you for holding a public hearing on Assembly Bill 67. This bill would require the Department of Public Instruction (DPI) to include the percentage of students participating in music, dance, drama, and visual arts on the annual school district accountability report card.

Instrumental music courses have been proven to have a positive impact on student's ACT Aspire test scores. By requiring the DPI to include the percentage of students participating in art programs, the state will allow for further transparency on student engagement measures and local communities to better understand the services provided at their schools.

It is important to note that this bill will not create additional work for school districts, as these statistics are already collected by the student information systems. Officials would only need to upload the information into the state-wide WISEdata collection system.

Though AB 67 specifies that this information may not be used to evaluate a school's performance or school district's improvement, adding arts data to the reports cards will encourage schools to offer more extensive opportunities in the arts, enhance pupil attendance, and propel students in other subject areas.

Thank you again for hearing AB 67 and I respectfully ask for your support.



JOEL KITCHENS

STATE REPRESENTATIVE • 1ST ASSEMBLY DISTRICT

**Testimony for the Senate Committee on Education
Assembly Bill 67
Tuesday, August 13, 2019**

Thank you Chairman Olsen and fellow committee members for holding a public hearing and giving me the opportunity to submit this testimony on Assembly Bill 67, which will require the state Department of Public Instruction to include the percentage of students participating in the arts on the annual school and school district accountability report cards.

I am confident this legislation will provide a great benefit to our children and the entire state because, as numerous studies have convincingly shown, students who participate in the arts in school experience better pupil attendance and greater achievements in other subjects.

I strongly believe that is the case because the arts have a proven track record of inspiring creativity and self-confidence among our younger populations. If someone can develop those qualities at a young age, it will improve their chances of growing into mature and thoughtful adults who are resourceful and think outside the box.

While that transformation can help people individually, it also strengthens our state as a whole and improves our economy. I represent a district that has one of the most active arts communities in Wisconsin, so I have seen firsthand how much of an impact this industry has on tourism and an area's quality of life. As a matter of fact, the arts is one of the best economic development tools we have in this country.

Statistics show that Wisconsin's nonprofit arts and cultural sector, which generates nearly \$555 million annually in residential household income and \$40.5 million in state government revenue, helps support 27,000 full-time jobs.

I think it's important to bring this up because, if our students begin to lose interest in the arts, we risk the chance of negatively impacting our economy, as well as our state's culture and creativity.

Assembly Bill 67 will assist our educators in promoting the arts by requiring the annual school and school district accountability report cards to list the percentage of students participating in music, dance, drama and visual arts.

The arts data would be included on the report cards for informational purposes only and not be considered in a district's accountability calculations. However, I still believe it's vital that we provide this transparency so local communities will be more inclined to better understand and support what their schools are offering. Unfortunately, when school districts face budget challenges, the arts are frequently the first courses to be cut.

I hope that school districts will use this data internally so that they may compare their participation with other districts and make appropriate decisions when working on their budgets. It may also be used by school districts to better inform their voting populations during referendum discussions.

Since this legislation was first introduced, we have worked with the Department of Instruction to change the timeline of when this requirement would be implemented so DPI officials will not be overwhelmed when updating their report card system.

I want to thank you for taking the time to listen to my testimony, and I hope you consider supporting this bipartisan piece of legislation. I am also extremely appreciative of all the work that my Senate lead, Senator Kooyenga, and his staff put into this bill. I am now happy to answer any questions if you have them.

Senate Committee on Education
August 13, 2019

Testimony for Information on Assembly Bill 67

Thank you Chairman Olsen and members of the Committee on Education for the opportunity to provide informational testimony regarding the technical implementation of Assembly Bill 67. This bill requires the Department of Public Instruction (DPI) to include in the annual school district and school accountability report, commonly referred to as school and school district report cards, the percentage of pupils participating in music, dance, drama, and visual arts.

Under the bill, DPI must include this information for each high school and school district, and must also include the statewide percentage of pupils participating in each subject. The bill specifies that this information may not be used to evaluate a school's performance or school district's improvement.

Technical Implications

This bill presents a number of technical implications and will necessitate work within DPI and for districts as well as schools participating in the Milwaukee, Racine, and Wisconsin Parental Choice Programs.

- As of the 2018-19 school year, DPI is collecting course information from districts. This happens through the **WISEdata Roster (Roster)**.
 - The Roster system has been in place since 2016-17, but only for grades 7-12. Districts were encouraged to participate, but it wasn't required.
 - Starting in the 2018-19 school year, the Roster was **required** for all schools and grade levels 7-12.
- The Roster, as part of all collections, has data checks built into the system. These are business rules that help ensure the data are in an expected format and are as accurate as possible. These checks are called **validation errors**. This is important because, while all course information is required in 2018-19, DPI focused efforts to define those validation errors specifically on data that is required as part of Career and Technical Education reporting (Perkins) and the College and Career Readiness data to be included in the report cards.
 - These validation errors are important for data quality. As they aren't in place for arts data, this will require technical work for DPI and for the student information system (SIS) vendors.
 - This technical work requires a year advance notice for vendors to incorporate the requirements into their local systems.
- DPI also has processes in place to monitor data quality in preparation for a snapshot (i.e., when we take an official "picture" of the data). These processes focus on certain data elements, and

result in direct communications to schools and districts to highlight when they might have data errors that should be corrected prior to the snapshot.

- The Roster snapshot for 2018-19 will be on December 10.
 - Data quality review processes are underway for 2018-19 Roster data.
 - The data quality review process focuses on the data that have active validation errors; we do not have this process in place for arts data, and adding additional data quality checks requires more staff and more time at DPI and in the field.
- **Choice schools do not currently participate in the Roster collection.**
 - Bringing choice schools (and their SIS vendors) on board to WISEdata for enrollment and demographic snapshots was a significant challenge – for the schools, for their vendors, and for DPI.
 - Bringing choice schools and their vendors up to speed with a course collection would likely require an even bigger challenge for the schools, vendors, and DPI.

Assembly Amendment 1

Assembly Amendment 1 delays implementation of the bill by one school year and moves the language regarding the date of implementation from a non-statutory provision into a statutory provision. Therefore, under the amendment, DPI must include the required information in the report cards **published for the 2020-21 school year**, which will be published by November 30, 2021. This amendment allows time for the technical implementation of AB 67 if enacted. It should be noted that requiring the publication of the first year of a data collection could lead to potential errors in the new data that is submitted.

Hello, my name is Christine Hayes and I am a music educator starting year 31, in the Whitewater Unified School District, currently teaching K-5 elementary General Music and Choir. My message in support of bill AB 67, is to bring forth the child's voice from the music classroom in which I teach, elevating for you the importance of Music and the other Arts in every school in WI.

I teach students to delve into the creative and expressive world of making music. This includes composing and playing instruments collaboratively, making feelingful decisions, revising their work, performing it, then critiquing it. The children take initiative in their learning. This artistic approach brings to each child an equal playing field, where they start from their personal level of knowledge and experience, develop confidence, and grow from that point. As a music educator, I have seen children in our English Language Learner and Special Education programs break through language, mental and physical barriers to be successful, creative musicians by applying life skills in an emotionally expressive way, that cannot be achieved in other academic areas. Children who lash out in other areas, find solace in music. Academically gifted children forge ahead in other subject areas by making cognitive and affective music connections to other subject areas, thus expanding their divergent thinking skills and deepening their comprehension in multiple subjects, understanding a connected world of knowledge.

Jeremy in 4th grade wrote "When I was thinking about how I could make the world a better place, I knew it had to be through music." To create a better world you do not only have to pick up the trash and save electricity, you can also help the world through music. I am 10 years old and I too can bring peace through music. Come to our school! I will be playing for peace!

Nicole in 5th grade wrote after finishing her group composition project, "I am more of an independent person, so I learned to work with other people more and to consider everything they have to say. I also

learned that I had to work in a group in order (for us) to succeed. I could never have done all that by myself.

When listening to a professional ensemble at our school, students applied their musical knowledge to have a heightened emotional experience, one they will carry with them. Weston in 5th grade reflected, " What I heard was some great history about the song they played. I also heard some fantastic music from country music to Renaissance. It made me feel excited because the tempo was fast and the way they played it was energetic and exciting. I got to listen to some genres of music I love. What I really liked was when they let us sing with them because I love to sing.

Indeed, when former students say to me, "I sing to my child every night. Thank you for all I gained in music." I know that they have heart embedded lifelong skills.

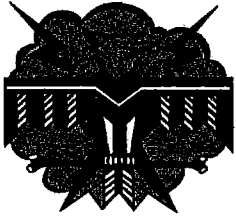
You have heard the children. Quality music and arts education enrich all aspects of our children's lives and bring together creative ideas into collaborative products and performances. They heighten the senses and understanding of the beauty in the world. We must insist on these opportunities for every child in Wisconsin, and document their involvement as a vital part of their public education.

Thank you.

This bill requires the DPI to include enrollment percentages in Music, Visual Art, Drama/Theater and Dance on the annual State of WI School District Report Cards. It is our hope that the inclusion of this data point will elevate the importance of 'Music and the Arts' in every school district in Wisconsin.

in support of AB 67. The hearing is scheduled at 10 am in room 411 South of the Capital building. The bill has passed in the Assembly and is now working its way through the Senate.

This bill requires the DPI to include enrollment percentages in Music, Visual Art, Drama/Theater and Dance on the annual State of WI School District Report Cards. It is our hope that the inclusion of this data point will elevate the importance of 'Music and the Arts' in every school district in Wisconsin.



SCHOOL DISTRICT OF BARABOO

423 Linn Street
Baraboo, WI 53913
(608) 355-3950 · Fax (608) 355-3919



August 13, 2019

To : Members of the Senate Education Committee
From : Doug Mering Baraboo School Board

Subject: Assembly Bill 67 School District and School Accountability Report Against as Written

Thank you members of the Senate Education Committee for giving me the opportunity to speak on the school accountability report bill . In the Baraboo School District we are very proud of what we do for our students in the area of music, visual arts ,drama, and dance. Every school district has their strength and or weaknesses in these areas. I do not believe that this bill will be able to clarify those differences to the public who will be viewing these school report cards. If you go ahead with this bill it is my hope that at the very least you will be including the same requirements of all private voucher schools and independent charter schools in the state. That would be only fair.

I do want to address some concerns regarding the school report card as it relates to private voucher schools. Currently when the public views the school report cards for a public school district versus private voucher schools they are not getting an apples to apples comparison. Understanding that they are not the same but when it comes to the academic components of that school report card the comparisons should be the same and as readily available to the viewing public.

I have attached a copy of the school report card of a local voucher school. I have also attached a copy of the Baraboo School Board Voucher Transparency Resolution. Though most of that resolution deals with voucher schools and their transparency of costs to the viewing public it

does talk about academic accountability of schools which is not visible on many of the voucher schools in the state. This is particularly the case in many of the smaller voucher schools in the rural parts of our state. As long as a school exceeds a minimum of 10 students for the whole voucher school ,the school should also need to report its overall data and get a school score. We are spending public money in these schools but the tax paying public are not getting any accountability for the money they spend.

In the end all schools should be accountable for the results of their students. But the emphasis should be on all. The State should not be expanding mandating provisions of visible accountability until this is done in all areas. I am against the bill as written and feel this should be a local control issue to add this data of arts participation to the report card. Baraboo would support this change as an option for school districts to include this information.

I also look forward to the day when the Voucher Transparency Bill , Assembly Bill 299 is brought forward and passed by the legislature. Your constituents appreciate an open and transparent government.

Sincerely,



Doug Mering

Cc- Senator Jon Erpenbach
Senator Howard Marklein
Representative Dave Considine
Representative Tony Kurtz
Kim Kaukl(WIRSA)
Dan Rossmiller(WASB)
Chris Kulow(WASB)
Baraboo Board of Education
Dr. Lori Mueller
Ellen Wieland
Susan Enders- Baraboo News Republic



Saint John's Lutheran School
Portage | Private - Choice Students
School Report Card | 2017-18 | Summary

Overall Score



NR-DATA*

*Insufficient data to produce a score

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

Priority Areas	School Score	Max Score	K-8 State	K-8 Max
Student Achievement	NA/NA	NA/NA	63.9/100	
English Language Arts (ELA) Achievement	NA/NA	NA/NA	32.4/50	
Mathematics Achievement	NA/NA	NA/NA	31.5/50	
School Growth	NA/NA	NA/NA	66.0/100	
English Language Arts (ELA) Growth	NA/NA	NA/NA	33.0/50	
Mathematics Growth	NA/NA	NA/NA	33.0/50	
Closing Gaps	NA/NA	NA/NA	69.9/100	
English Language Arts (ELA) Achievement Gaps	NA/NA	NA/NA	35.5/50	
Mathematics Achievement Gaps	NA/NA	NA/NA	34.4/50	
Graduation Rate Gaps	NA/NA	NA/NA	NA/NA	
On-Track and Postsecondary Readiness	NA/NA	NA/NA	86.6/100	
Graduation Rate	NA/NA	NA/NA	NA/NA	
Attendance Rate	NA/NA	NA/NA	74.6/80	
3rd Grade English Language Arts (ELA) Achievement	NA/NA	NA/NA	6.3/10	
8th Grade Mathematics Achievement	NA/NA	NA/NA	5.7/10	

Priority Area Weights	Percentage Weight
Student Achievement	NA
School Growth	NA
Closing Gaps	NA
On-Track and Postsecondary Readiness	NA

Note: For details about how weights are determined, see weighting calculator: https://oea-dpi.shinyapps.io/overall_weighting_calculator/

School Information

Grades	KG-8
School Type	Elementary School
Enrollment	27
Percent Open Enrollment	Not applicable

Race/Ethnicity

American Indian or Alaskan Native	0.0%
Asian	0.0%
Black or African American	0.0%
Hispanic/Latino	7.4%
Native Hawaiian or Other Pacific Islander	0.0%
White	88.9%
Two or More Races	3.7%

Student Groups

Students with Disabilities	0.0%
Economically Disadvantaged	100.0%
English Learners	0.0%

Student Engagement Indicators **Total Deductions: NA**

Absenteeism Rate (goal <13%)	NA
Dropout Rate (goal <6%)	NA

Test Participation Information

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

Group	ELA 1-Year	ELA 3-Year	Math 1-Year	Math 3-Year
All-Students Rate	<20	66%	<20	66%
NA	NA	NA	NA	NA

^Note: Outlier score fluctuation is noted by ^ when any school or district report card has a 10-point or greater change (up or down) in its Overall Score. This amount of change in a single year is considered an outlier, and may or may not be reflective of actual school/district change in performance. Careful and cautious review of the report card and all supplemental pages is recommended. For assistance in better understanding this report card, contact the Office of Educational Accountability: reportcardhelp@dpi.wi.gov.



SCHOOL DISTRICT OF BARABOO

423 Linn Street
Baraboo, WI 53913
(608) 355-3950 · Fax (608) 355-3919



Resolution in Support of Wisconsin Voucher Transparency Bill (Assembly Bill 299)

WHEREAS, the School District of Baraboo Board of Education is committed in its effort to provide all children with the highest quality educational opportunities available; and

WHEREAS, the School District of Baraboo Board of Education supports local control and the ability of the elected school board members to make decisions to support the learning of our students; and

WHEREAS, private school voucher advocates have consistently pushed for expanding the use of taxpayer-funded vouchers to pay tuition of students in private schools in Wisconsin; and

WHEREAS, the former Governor and members of the Wisconsin Legislature have proposed expanding voucher programs into many more communities and have proposed increasing state payments to voucher schools; and

WHEREAS, payments to voucher schools under the approved budget will range from \$7,985 to \$8,631 per student in 2019-20. Current state aid for the School District of Baraboo for 2019-20 is \$6,611 per student which is \$1,606 less than what is allocated to the average area voucher school students; and

WHEREAS, many of the students who go to our local voucher schools have qualified for vouchers by attending public schools for as little as one day to be considered public school students. Also, many of the students come from the homeschooled population. This is burdening our local property tax payers; and

WHEREAS, Assembly Bill 299, the "Wisconsin Voucher Taxpayer Transparency Bill", authored by state Senator Chris Larson (D-Milwaukee) and Representative Jodi Emerson (D-Eau Claire) would require property tax bills to include information from school districts regarding the amount of any net reduction in state aid, if any, to school districts as a result of pupils enrolled in the statewide voucher program, the Racine voucher program, or the Milwaukee voucher program; and

WHEREAS, the increase in statewide property taxes due to school boards needing to levy to offset lost aid due to the voucher program was only \$3 million in 2013, but had grown to \$25 million in 2016-17, \$37 million in 2017-18, \$47 million in 2018-19; and is estimated to grow to \$55 million in 2019-20. The number of voucher schools has increased from 25 in 2013-14 to an estimated 252 in 2019-20; and

WHEREAS, the School District of Baraboo Board of Education was required to levy \$220,988 in taxpayer dollars to be allocated to the statewide voucher program in 2018-19, and local taxpayers are not provided with information about their tax dollars being spent on voucher schools. When voucher school programs expand in our community, the School District of Baraboo loses state aid to the voucher schools and our school board must raise additional property taxes to replace the aid lost to the voucher schools or lose that funding permanently under the state-imposed revenue limits. The following table illustrates the effect that the voucher program has on the school aid deduction for the School District of Baraboo:

Year	Grades K-8	Grades 9-12	Total Voucher Students	School District of Baraboo School Aid Deduction	Community Christian School Total Enrolled Students
2017-18	1.5	0	1.5	\$11,295	68
2018-19	22	6	28	\$220,988	115
* 2019-20	23	7	30	\$244,072	123
* 2020-21	23	7	30	\$252,442	123
<p>* Estimated enrollment numbers as the District does not receive student's grade or any other information.</p> <p>Community Christian School is the only private school in the School District of Baraboo that is recognized by the State of Wisconsin as a voucher school.</p>					

WHEREAS, just as property tax bills show how much money goes to public schools and technical colleges, transparency requires, and taxpayers deserve to know, the cost of the voucher schools programs; and

WHEREAS, voucher schools are not bound by most state instructional requirements or graduation standards; are not subject to the state's accountability requirements (i.e., no school report cards are issued for voucher schools); are not held to the public accountability requirements in major federal laws, including special education; are not governed by locally elected school board members who must stand for election or re-election; do not have to accept all students; do not have to provide students with the same due process protections as public schools; do not have to afford equal opportunities

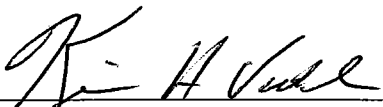
to students regardless of race, color, national origin, ancestry, creed, religion, pregnancy, marital or parental status, sex, sexual orientation, gender, gender identity, gender expression, or physical, mental, emotional or learning disability, or any other characteristic protected under State or Federal civil rights laws; do not have to employ teachers who have a background or licensure in the subjects they teach; and do not have to adhere to open meetings and public records laws; and

WHEREAS, the voters of Wisconsin have never had an opportunity to vote on whether or not Wisconsin should have a taxpayer-supported voucher schools program; and

WHEREAS, multiple studies throughout the nation have shown that voucher school students do not perform better in reading and math than students in public schools, and the nonpartisan Wisconsin Legislative Audit Bureau released a five-year longitudinal study in 2011 which concluded that students in Milwaukee using vouchers to attend private schools perform no better on standardized tests than their counterparts in public schools;

THEREFORE, BE IT RESOLVED that the School District of Baraboo Board of Education calls on Governor Tony Evers, the Wisconsin Assembly, and the Wisconsin Senate, to support the Wisconsin Voucher Taxpayer Transparency Bill in an effort to be open, honest, and transparent with the taxpayers of Baraboo and Wisconsin.

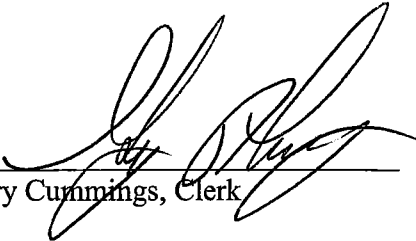
IN WITNESS WHEREOF, the undersigned, being all of the members of the School District of Baraboo Board of Education, have executed this resolution this date August 12, 2019.



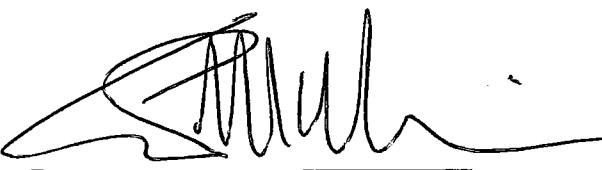
Kevin Vodak, President



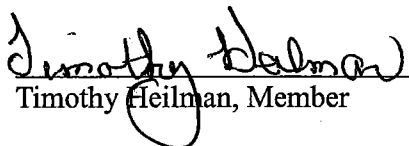
Doug Meng, Vice-President




Gary Cummings, Clerk



Sean McNevin, Treasurer



Timothy Heilman, Member



Mike Kohlman, Member



Nancy Thome, Member