



2019-21

Biennial Report

October 15, 2021

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

Jill K. Underly, PhD, State Superintendent

Madison, Wisconsin

2019-21 Biennial Report:
Wisconsin Department of Public Instruction

Compiled by
Grant Huber
Policy Initiatives Advisor

Erin Fath
Policy, Budget, and Research Team Director



Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent
Madison, Wisconsin

This publication is available from:

Policy, Budget, and Research Team
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703

(608) 266-2804

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

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Preface

Under Wis. Stat. sec. 15.04(1)(d), the Wisconsin Department of Public Instruction (DPI) 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, 2021. This report provides an overview of the DPI, a review of departmental activities for the past biennium, and the goals and objectives for the 2019-2021 biennium.

Chapter 1: The State of Education in Wisconsin

As part of its biennial report, the DPI 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 DPI 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 DPI, under the leadership of State Superintendent Carolyn Stanford Taylor from January 2019 through June 2021, 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).

In July 2021, the State Superintendent Jill Underly was sworn into office, becoming the 28th individual to serve this role. Despite this change in administration, the DPI's mission remains unchanged. To be successful, the DPI 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 DPI 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 DPI will work together with districts and schools to advance educational equity.

To do that, the DPI 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
- Reforming the school funding system, so every district can thrive.

The following is a narrative of how the DPI 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 2019-21 biennium, the State Superintendent visited the following educational institutions. Note that due to the impact of the COVID-19 pandemic beginning in March 2020 and continuing through the end of the 2019-2021 biennium, the State Superintendent made several virtual visits, following health and safety protocols established by public health authorities to mitigate the spread of the COVID-19 disease. Virtual visits are indicated with an asterisk (*).

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

School / Library / CESA / Educational Institution	School District
Appleton High School	Appleton
Arcadia High School *	Arcadia
Bayview High School	Milwaukee
CESA 1	Waukesha
CESA 10	Chippewa Falls
CESA 11	Turtle Lake
CESA 2	Whitewater
CESA 4	West Salem
CESA 5	Portage
CESA 6	Neenah
CESA 7 *	Green Bay
CESA 8 *	Gillett
CESA 9 *	Tomahawk
Columbus Public Library	Columbus
Cuba City Middle School	Cuba City
DeForest High School	DeForest
Glendale Elementary	Madison
US Grant Elementary	Milwaukee
Harmony Elementary*	Milton
Hmong American Peace Academy	Milwaukee
James Madison Academic Campus	Milwaukee
John Muir Middle School *	Wausau
Lakeshore Technical College	Cleveland
Lancaster High School *	Lancaster
Lindberg Elementary	Madison
Lutheran College	Milwaukee
Madison College	Madison
Marquette Elementary	Madison
Moraine Park Technical College	Fond du Lac
Northwestern Technical College	Green Bay
Parkside Elementary	Monroe
Poplar Creek Elementary *	New Berlin
Prairie View Middle School	Sun Prairie

School / Library / CESA / Educational Institution	School District
Reagan IB High School	Milwaukee
Stanley Boyd Elementary	Stanley Boyd
Stuart Elementary	Milwaukee
Sullivan Elementary	Jefferson
UW Milwaukee	Milwaukee
UW-Madison	Madison
UW-Stout	Menomonie
UW-Superior	Superior
UW-Whitewater	Whitewater
Verona High School *	Verona
Waupaca Middle School	Waupaca
West Elementary School	Jefferson
Wisconsin School for the Blind and Visually Impaired	Janesville
Wisconsin School for the Deaf	Delavan

*Virtual visit.

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

Table 2. State Aid Disbursements (2019-20 and 2020-21)

Aid Program	2019-2020 Totals ¹	2020-2021 Totals ¹
General Aid: Equalization	\$4,579,235,002	\$4,746,770,055
General Aid: Integration	43,013,031	40,067,843
General Aid: Special Adjustment	5,583,674	7,463,991
Special Education and School Age Parents	384,472,300	450,276,200
Per Pupil Aid and Supplemental Per Pupil Aid	620,188,831	612,919,656
Achievement Gap Reduction (AGR)/SAGE	109,193,200	109,152,072
School Library Aid (Common School Fund)	43,450,000	39,000,000
Pupil Transportation	24,000,000	24,000,000
High Poverty	16,830,000	16,830,000
Sparsity	24,713,900	24,813,900
Bilingual/Bicultural	8,589,800	8,859,800
State Tuition	7,173,850	7,523,797
High Cost Transportation	13,500,000	13,500,000
State Food and Nutrition Programs	7,022,376	6,832,861
Additional (High Cost) Special Education	9,353,798	9,353,800
County Children with Disabilities Education Board	4,067,300	4,067,300
Supplemental Special Education	1,750,000	-
Four-Year-Old Kindergarten Start Up Grant	618,000	271,500
Robotics League Participation Grants	186,504	228,820
Special Education Transition Incentive Grants	3,327,000	3,589,000
Special Education Transition Readiness Grants	866,877	976,710
Supplemental (Large Area District)	76,125	80,675
Aid for school mental health programs	5,976,733	5,990,449
School based mental health services grants	4,264,197	5,190,015
Summer School Programs (MPS)	1,400,000	1,400,000
Tribal Language Revitalization Grants	159,077	190,930
Gifted and Talented Programs	210,654	166,329
Reading Readiness	1,905,807	1,609,176
Personal Electronic Computing Devices Grant	260,526	-
Career & Technical Education ²	6,499,987	-
School Performance Improvement Grants	3,051,783	-
Financial Literacy ³	34,508	-
Educator Effectiveness Grant	5,492,242	4,942,210
Rural School Teacher Talent Pilot Program	890,836	1,410,870
Peer Review and Mentoring Grant	1,161,673	1,217,287
Headstart Supplement	1,517,562	1,588,778
Alcohol and Other Drug Abuse Programs	1,247,607	1,164,217
Peer to Peer Suicide Prevention	-	20,193
Early College Credit ⁴	-	359,219

PARENTAL CHOICE/CHARTER SCHOOLS		
Independent Charter Schools	77,976,442	82,256,075
Milwaukee Parental Choice Program	229,706,262	235,189,718
Racine Parental Choice Program	28,626,086	31,575,205
Wisconsin Parental Choice Program	76,462,921	98,434,361
Special Needs Scholarship Program	13,073,605	18,313,175
STATE TOTAL	6,367,130,076	\$6,617,596,187

Sources: <https://dpi.wi.gov/sfs/statistical/basic-facts/state-aid-payments> and departmental data.

¹State aid disbursements between July 1, 2019, and June 30, 2021, 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.

²Funded in 2020-21 by the Department of Workforce Development.

³Funded in 2020-21 by the Department of Financial Institution.

⁴Payments for 2020-21 were claimed in 2019-20.

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

In addition to discussing the state of education in Wisconsin, the biennial report is also an opportunity for the DPI 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 2021-23 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 DPI 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:

[2021-22 Wisconsin Blue Book](#) (pp. 224 - 227)

[2021-22 Wisconsin Blue Book - Public Education](#) (pp. 361-369)

[Department's website](http://dpi.wi.gov/) [http://dpi.wi.gov/]

[Department's Divisions and Teams](http://dpi.wi.gov/div-teams) [http://dpi.wi.gov/div-teams]

Major Program Goals for the 2019-2021 Biennium

The DPI 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 2019-21 biennium, the DPI 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 2019-21 biennium, the DPI, 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.

In addition, the DPI 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.
- Provide data that inform the Office of Civil Rights process.

The DPI 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).

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 educational 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.

The Teaching and Learning Team

The Teaching and Learning Team partners with educators, schools, families, community members, internal and external governmental agencies, and professional organizations to provide leadership, professional learning, and resources to promote equity and advance innovative learning for all students to graduate community, college, and career ready. It does so by setting and supporting rigorous and relevant learning for students; promoting equitable student-centered learning environments; bringing professional learning to the field, supporting impactful practices and systems change in Wisconsin public schools; and celebrating student, educator, school, and district excellence. Highlights from 2020-21 include the following:

- Launched a comprehensive summer learning website for districts to plan for summer learning.
- Created family guides to support families with understanding grade-level expectations for content-area learning.
- Supported districts with opening and operating schools during COVID-19 and beyond to ensure an equitable education for all students:
 - Published Education Forward, the guidance for opening and operating schools in multiple learning environments during the 2020-21 school year.
 - Led statewide professional learning to support continuity of learning. This year-long series focused on creating just and equitable learning environments, planning instruction and assessments that accelerate learning, and using data to plan forward.
- Managed the flexibility application process for districts applying for waivers for the 2019-20 and 2020-21 school years.

Preschool Development Grant

In 2020, the Wisconsin Department of Children and Families (DCF) was awarded a one-year Preschool Development Grant (PDG) B-5 Planning Grant to complete a needs assessment and a strategic plan to improve Wisconsin's early childhood state system. Based upon the work of this grant, DCF applied for and was awarded a three-year PDG Renewal (PDG-R) grant to continue the activities identified in the strategic plan for the years of 2021-2023. In the summer of 2020, the DPI distributed grant monies for the PDG Young Learners Tribal Language Revitalization (formerly referred to as the 2020 PDG for American Indian Language Revitalization). Grants were distributed on a competitive one-time basis to tribal early childhood education programs or tribal

Head Start programs serving American Indian nations and tribal communities of Wisconsin. The work of these grants has carried over into 2021 due to the COVID-19 pandemic. The focus of the 2020 grants is to improve the transition to elementary school and academic outcomes, and support reducing achievement gaps while addressing the linguistic and cultural needs of students from American Indian nations and communities in Wisconsin. The funds will be used to support startup and collaboration costs (e.g., materials, curriculum development, educator training or professional development).

Global Education

Global education provides students with information, resources, experiences, and feedback to help them develop and demonstrate global competence. Global competence is defined as the capacity to examine local, global, and intercultural issues, to understand and appreciate the perspectives and worldviews of others, to engage in open, appropriate, and effective interactions with people from different cultures, and to act for collective well-being and sustainable development. (OECD/Asia Society, 2018)

To support global teaching and learning, the DPI:

- Supports local school district facilitation of Wisconsin's Global Scholars Program.
- Cooperates with the UW-Madison Division of International Studies to host Global Learning Summits.
- Recognizes excellence in global education through the Global Educator of the Year award.
- Collaborates with international partners for global learning experiences.
- Facilitates professional learning with global educators.

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:

- Training and instructional design resources for standards-based world language learning through community engagement and with intercultural and global competence.
- Integrated the Certificate of Global Competence and the Seal of Biliteracy within the CTE state skills credentials application alongside other pre-college talent markers. Enhancement supports data collection and reporting as well as improving the visibility of these credentials recognizing students' language, intercultural, and global competence.
- Concluded our student exchange in partnership with the Ministry of Education in Hessen, Germany, and Wisconsin school districts. Planning forward for teacher and administrator education seminars.

- Consult with local school communities to provide systems of support for successful student exchange experiences.
- 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 spring of 2019.
- 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 20 Wisconsin representatives participating in this program.
- Recognized WI teacher as Global Educator of the Year.
- Hosted the biennial Wisconsin Global Learning Summit (2020) in cooperation with the Division for International Studies at the University of Wisconsin-Madison.
- Hosted quarterly Global Scholars Program Coordinator meetings to assess and set goals for global learning in Wisconsin school communities.

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 143 schools registered to participate. A total of 113 certification licenses were assigned and 72 schools completed certification testing. A total of 5800 Microsoft Office Associate (MOS) and Microsoft Technology Associate (MTA) student certifications were associated with the 75 participating school programs over the two-year budget.

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 over 100,000 provisional and lifetime licenses, per 2017 Wisconsin Act 59.
- Continued development of the customer relationship management (CRM) system to more efficiently and effectively answer 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 ways to address them.

- Promulgated emergency and permanent rule changes to assist schools and districts with staffing challenges due to COVID-19.
- Promulgated changes to administrative rules to address updates and needs expressed by stakeholders and educator preparation programs. Examples include acquisition of a license under DPI administrative code (PI 34) for speech and language pathologists and school social workers licensed by the Department of Safety and Professional Services.
- Conducted criminal background checks of license holders, including those who hold life licenses as required under statute.
- Conducted investigations and hearings leading to license revocation.
- Conducted annual program approval reviews for educator preparation programs and approved additional programs leading to licensure.
- Approved alternatives to the Foundations of Reading Test for some special education preparation programs.
- Maintained a database of all licensed Wisconsin educators.
- Conducted license audits of all school districts.
- Implemented changes to licensure and educator preparation in response to the rewrite of the administrative code (PI 34) in 2018:
 - Educator preparation programs have until 2023 to update their programs leading to licensure under the new rules.
 - New provisions were also implemented, such as the requirements that tribal governments must endorse for an individual to be licensed in the American Indian Language License, American Indian History, Culture, and Tribal Sovereignty License, the Tribal, Community and School Liaison License, and the American Indian Language and Culture Aide License.
 - Pathways to licensure were established for those entering the education field who were prepared in a clinical setting.

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. 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 to educators and have provided more time for educators to actually use the feedback.
- Improvements to the evaluation system 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 in the educator evaluation system, student outcomes in English Language Arts (ELA) and math are improved.

- The impact compounded over time:
 - 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.
 - 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.

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 \$500,000 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 139 teams received grant awards in the 2019–2020 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. See 2019-20 report: [2019-20-Robotics-Grant-report-final.pdf \(wi.gov\)](#)

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. 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 gain the knowledge and skills necessary for success beyond the classroom. Setting high standards enables students, parents, educators, and citizens to know what students 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 DPI initiated a new, transparent, and comprehensive process for reviewing and revising academic standards. The State Superintendent's Academic 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.

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 20 content areas using this transparent, and comprehensive process since 2016.
- Worked with CESAs and other professional organizations to create shared leadership to continue implementation of Wisconsin academic standards.
- Expanded professional development opportunities for educators.

[WISELearn](#)

The Division for Libraries and Technology has been working since 2013 on the development of WISELearn, which is a portal for Wisconsin students, parent, guardians, teachers, administrators, and librarians to engage with quality, standards-aligned educational resources and professional learning that represent the diversity of our global community.

WISELearn is made up of a collaborative repository called WISELearn Resources Library, as well as additional materials provided by DPI Teams and partnerships made with Wisconsin teachers and administrators in mind.

Improvements made during the biennium include:

- Growing collaborative efforts with higher education and public library sectors around the state on Open Educational Resources (OER) and the use of the WISELearn repository.
- Expanding the school library groups and hub work to support library planning and collaboration.

- Developing a tool to evaluate and identify OER in WISELearn for bias and alignment to culturally and linguistically responsive and sustaining teaching and learning.

Division for Finance and Management

School Nutrition

The School Nutrition Team (SNT) has managed the United States Department of Agriculture (USDA) Seamless Summer Option (SSO) operated in schools and districts around Wisconsin since March of 2020. The SSO allows children aged 18 and younger to receive up to two free meals per day, without the need to qualify. The SSO has played a critical role in combatting the nutrition insecurity and childhood hunger that has increased during the COVID-19 pandemic.

Throughout the pandemic, the SNT has worked with school nutrition professionals across the state to implement USDA Child Nutrition Program waivers to ensure that students had access to nutritious food, whether learning in-person or virtually. Additionally, we have collaborated with the Wisconsin Department of Health Services to ensure those children eligible for the USDA Pandemic-Electronic Benefits Transfer (P-EBT) Program receive the additional funding for meals when they are not able to be in school buildings to learn.

Wisconsin Team Nutrition continues to operate under the 2019 Team Nutrition Training Grant which awarded \$700,000 to improve school nutrition professionals' knowledge, skills, and self-efficacy related to school meal programs through professional development and training opportunities. Additionally, Wisconsin Team Nutrition received the 2021 Team Nutrition Training Grant which awarded \$300,000 for the development of standardized recipes that feature Wisconsin agricultural products for use in school nutrition programs.

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 2019 and 2020, 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.

An online training module to complement the existing DPI Referral Pathways resources on developing and improving school mental health referral pathways is now available. The module leads teams through establishing and improving the essential components of functional pathways, drawing on district examples, and provides practical tools and resources for implementation.

Wisconsin School Mental Health Framework

Wisconsin launched the Wisconsin School Mental Health Framework in 2015. Since that time the [Student Services Prevention and Wellness Team \(SSPW\)](#) has provided resources to support this framework including guidance on conducting a School Mental Health Needs Assessment, a Mental Health system Planning Template, universal screening, and developing mental health Referral Pathways. This framework helps districts partner with students, families, and communities to build a comprehensive school mental health system that provides a continuum of services and supports to promote students' and staff's mental health and wellbeing. This framework completed in 2015 is undergoing revisions and updating and will be available in the fall of 2021.

The updated framework provides guidance on building and improving comprehensive school mental health systems using six components: teaming, continuum of supports, data, mental health referral pathways, needs assessment and resource mapping, and sustainability. The framework leverages existing equitable multi-level systems of support (MLSS) structures as they relate to behavior and academics, to integrate mental health services and supports into one delivery system. It also focuses on the strong universal implementation of mental health promotion activities such as social and emotional learning, mental health literacy education for students and staff, school climate efforts, and staff wellness programming. The framework is presented through the lens of the guiding principles of trauma sensitive schools, including choice, collaboration, trustworthiness, cultural competence, empowerment, and safety.

Social and Emotional Learning

Social and Emotional Learning (SEL) in Wisconsin began in earnest in 2018 with the publication of the Wisconsin Social and Emotional Learning Competencies PK-Adult. Between 2019-2021 the SSPW team has grown the resources to support schools and districts in the systemic implementation of SEL. These resources include training, alignment, and connection of social and emotional learning to existing initiatives and learning environments, promoting SEL for students and adults, aligning SEL to workforce development, and building SEL assessment literacy. Additionally, SSPW hosted a statewide SEL and Equity professional learning community in 2020-21. Over 100 individuals participated in 5 sessions conducted monthly to learn together how SEL can be a driver and builder of equity. Finally, SSPW envisioned and realized the Wisconsin Center for Resilient Schools, a new statewide coaching center designed to help school and district teams bring comprehensive school-based mental health and trauma-sensitive SEL to full-scale implementation. This free resource is available to schools and districts in Wisconsin, including private, charter, tribal, and state schools.

SSPW has partnered with numerous individuals and organizations to create and disseminate the work listed above. The Wisconsin Safe and Healthy Schools (WISH) Center hosts and supports the SEL Team Implementation Training and the SEL Training of Trainers training on their Canvas platform. These trainings build local capacity to develop and sustain comprehensive SEL in the

school and district. The SSPW team has also collaborated with the Collaborative for Academic, Social and Emotional Learning (CASEL) in the development of resources. Wisconsin is a member of CASEL's Collaborating States Initiative, which provides access to SEL expertise and peer support to promote SEL.

Mental and Behavioral Health Screening

SSPW had been providing guidance and technical assistance to schools and districts in the screening of mental and behavioral health of students. In collaboration with Dr. Katie Eklund, Associate Professor of School Psychology, and the University of Wisconsin, the SSPW created "Understanding the Differences: Social and Emotional Learning Competence Assessment and Social, Emotional, and Behavioral Screening and Assessment." This document helps educators understand the different types of screening associated with social and emotional learning and wellbeing and provides guidance on choosing the appropriate tools and understanding legal consent requirements.

Youth Suicide Prevention

SSPW continues to support resources to address youth suicide prevention. DPI's Gatekeeper Training Module is available free and is accessible online. The Youth Suicide Prevention webpage includes resources on student programs, prevention strategies, and screening resources. During the last two years, the state legislature appropriated funding to support the Peer to Peer Suicide Prevention grant. This competitive grant provides funding to schools to implement student-driven suicide prevention programs. During the 2020-21 school year, 62 schools received funding for up to \$1,000 per grant. 51 percent of schools completing a year-end survey, reported that they were very effective in accomplishing their stated goal, 21 percent extremely effective, and 21 percent somewhat effective.

Trauma Sensitive Schools (TSS)

SSPW continues to provide online training in Trauma Sensitive Schools with an easily accessible Online PD system. Also provided are supports in aligning TSS to WI's equitable MLSS, and evaluation resources. Beginning in 2019, SSPW began to expand the partnership with CESAs and now supports a TSS Lead at each CESA with training, a professional learning community, tools, and resources to enable them to better support schools and districts in their regions. An action planning tool was created, as well as materials for an orientation session for school teams, and regional meeting agenda templates.

Federal Grant Programs to Support Student Mental Health

Wisconsin receives funding through federal and state grants to support comprehensive school mental health. The AWARE grant, School Climate Transformation Grant, and the Federal School-Based Mental Health Professionals Grant program all provide funding to the state and local school districts to implement comprehensive school mental health programs, expand and support multi-level systems of support and improve school climate, and increase the school-based mental health professional workforce in Wisconsin with an emphasis on increasing diversity, reducing the student to pupil services staff ratios as well as increasing access to school-based mental health professionals in underserved, rural communities.

School Climate

The school climate transformation grant provides funding for districts to receive training and technical assistance in implementing Screening Brief Intervention Referral to Treatment (SBIRT) to schools, an evidence-based program used as an early intervention strategy to address AODA concerns and other emerging issues. It also provides funding to increase training and technical assistance provided by the RtI center to high schools looking to increase the fidelity of Positive Behavior Intervention and Supports (PBIS) implementation at tiers 1 and 2. This year, the climate project also adopted a focus on educator wellness by providing training and technical assistance on implementing DPI and Rogers Behavioral Health's Compassion Resilience Toolkit for Schools. This toolkit focuses on building individual resilience skills while identifying and eliminating systems-level barriers to staff wellness.

State Funding to Support Mental Health

In the 2019-21 biennial budget, funding was appropriated to support school mental health in three areas:

- A competitive grant program to support school districts and independent charter schools to implement comprehensive school mental health programs in collaboration with local community mental health providers, The grant program provides 10 million dollars to 153 districts or independent charter schools across Wisconsin. Funds are used for a variety of activities, such as: hiring mental health navigators, purchasing mental health screening tools and resources, SEL curricula, making improvements to spaces for school-based therapy sessions, mental health literacy training, staff time for planning school mental health efforts, and consultation with community providers.
- Statewide training of Youth Mental Health First Aid (YMHFA), Screening, Brief Intervention, Referral to Treatment (SBIRT), and Trauma Sensitive Schools.
- Aid for Mental Health Programs - Categorical aid for eligible public schools, charters, and some private schools for partial reimbursement of increases in expenditures on social workers (salary and fringe) from one year to the next.

Bullying Prevention

SSPW provided webinars and free online bully prevention training modules. A resource guide for schools is currently being developed and will be available in 2022.

Tobacco Prevention

Skills Based Health lessons featuring tobacco prevention resources will be made available to educators to help students practice the skills necessary to avoid or stop tobacco products. The lessons were featured at the July 2021 Best Practices in Physical Education and Health Conference.

Alcohol and Other Drug Abuse (AODA) Program Grant

This two-year grant will be used by public school districts in Wisconsin to provide a myriad of supports and interventions in order to develop and deliver a comprehensive K-12 AODA program. Programming which may be supported by the grant includes curriculum delivery, staff training, peer-to-peer program support, and parent and community activities. Areas that may be addressed by the grant include AODA, bullying/violence prevention, tobacco/vaping prevention, and Alcohol Traffic Safety. This year a total of \$908,906 was allocated to 48 projects representing 61 school districts, including five consortia. This is a funding rate of 92 percent of the districts seeking funds, totaling 86 percent of the dollars requested by all applicants. Grantees receive first and second-year funding of equal amounts. Supporting documents, forms, and resources can be found on the AODA webpage.

The results of the 2019-20 AODA program, which included 45 projects representing 68 school districts including five consortia and a total of \$886,495 in funding, achieved positive outcomes for the grantees' students. Despite the global pandemic affecting the programming of 48 percent of the grantees, 2,889 students were trained as peer helpers and provided their services to 9,883 other students. 5,052 students were presented with an AODA-based classroom curriculum, 1,343 students were disciplined under updated AODA policies and 60,038 families received information on AODA issues from their local district. Major program objectives achieved included AODA prevention, improving school climate, asset building, and violence prevention.

State Alcohol and Other Drug Abuse (AODA) Mini-Grant

For the 33rd year and as part of the DPI's efforts to encourage youth initiatives that promote healthy, resilient, and academically successful learners, we are making these student-led grants available again for the 2021-22 school year: <https://dpi.wi.gov/sspw/aoda/mini-grant>.

In 2020-21 there were 48 applications and all applications were funded for a total of \$46,650. In the 2019-20 school year there were 111 applications (of which 78 were funded) for a total of \$72,280.

Driver Education

The DPI approves all Driver Education programs in public and private schools. For the 2021-22 school year there are 118 approvable Driver Education programs including 27 overseen by Cooperative Education Service Area 2. In 2020-21, there were 128 programs approved by the department.

Pupil Services

Education consultants for pupil services are responsible for the provision of expert leadership, consultation, and technical assistance activities to local school districts, state and local agencies, parents, and interest groups, including understanding and implementing best practices and providing guidance on a range of topics that impact students across the state. Consultants are liaisons to the professional associations through regular attendance and participation at board meetings, and participation in conferences. Education consultants provided orientation sessions for professionals new to the fields of school counseling, school social work, and school nursing.

Support to the field through school counseling, school social work, school psychology, and school nursing listservs provides ongoing and timely information, resources, updates, and sharing of best practices.

School Health Services

The school nursing and health services consultant has the responsibility for providing leadership in the areas of school nursing practice, school health policy, and school health programs. During the 2019-21 time frame a majority of effort has been spent providing leadership and resources to schools to navigate the global SARs-CoV2 pandemic. Over 13 resources documents were developed including a comprehensive school health services toolkit. These documents were continually revised as new recommendations were made by state and federal public health agencies. The DPI's COVID-19 webpage originated on the School Health Services webpage, where much of the infection control and mitigation measure resources still reside. Additionally, ESSER funds were used to create two training modules for school staff on COVID-19 and the use of Personal Protective Equipment.

New School Nurse orientations were held in 2019 (in person) and 2020 (virtual) and were attended by over 75 new school nurses each time. Two articulate modules were created for school nurses on Wisconsin School Health Services Related Laws and Delegation in the School Setting for New School Nurses. The Medication Administration in Wisconsin Schools document was revised, along with Delegation in the School Setting. Meeting Student Health Needs While on Field Trips- Tool Kit for Wisconsin Schools was created as an original document. Guidance on School Nurse Definition, Licensure, and Certification was developed in response to new changes in DPI school nurse licensure and questions from the field on the hiring of school nurses.

Health Education

School health curriculum, instruction, and assessment involves planning, implementing, and evaluating a sequential and developmentally appropriate PreK-12 curriculum that deals with important health and safety issues. DPI has focused on the creation of Skills-Based Health lessons for tobacco prevention and cessation, brain health, anti-human trafficking, and shaken baby syndrome. These lessons will be presented through the DPI website, email distribution lists, and presentations.

The annual School Health Award assists K-12 schools in completing the Action for Healthy Kids Assessment. This assessment, based on the Center for Disease Control's School Health Index, allows the school to recognize areas of strength and concern. Over the last two years, schools have been awarded nearly \$40,000 in celebration of their commitment to the health and well-being of their students. The DPI education consultant for Health and Physical Education continues to partner with professional organizations and other state partners to provide updated and inclusive best practices. For more information see the health education webpage.

Anti-Human Trafficking Lessons for Youth and Facilitator Training

SSPW in collaboration with the Department of Children and Families (DCF), created youth lessons for grades 7-12 in anti-human trafficking and provide free training to school staff and community

partners in the facilitation of these lessons. Additional resources have been linked in a new webpage titled, Reducing and Responding to Sexual Violence in Schools.

A New Online Module for Using the Indicator and Response Guide for the Mandated Reporting of Child Exploitation was created to assist staff with understanding their reporting requirement and risk signs to look for.

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 2022-23 survey year. The state law specifies that each district is eligible to earn up to \$1,000 for each student whose response to the Indicator 14 survey indicates that they met the specified postsecondary education/paid work outcome criteria.

In 2020, there were 3,589 eligible responses; payments were funded at \$1,000 per eligible response; thus, \$3,589,000 of the available \$3,600,000 was allocated. Included below is a summary of the results of the 2020 survey of students who exited in 2018-2019:

2020 Indicator 14 – unduplicated outcomes of students who exited in 2018-19 (Data Collection)

25.79% (1,218) 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.

45.66% (2,156) 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.

4.55% (215) 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.

6.46% (305) 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.

17.53% (828) 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.

Click here to see an interactive map with statewide results of the 2020 Indicator 14 survey:

<https://wi-dpi.maps.arcgis.com/apps/MapSeries/index.html?appid=31c4db02ae2546ce8154897142eafea8>

For a list of schools and the payments made in June 2021 see <https://dpi.wi.gov/sites/default/files/imce/sped/pdf/tig-aid-payments-june2021.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. Grant awards for the 2021-22 school year were released in September 2020. Awards were made to 29 school districts and consortia representing all 12 CESAs. Each award was between \$25,000 and \$100,000.

The awards were based on four evidence-based strategies to improve transition outcomes for students with disabilities: transportation options, post-secondary tuition and support, Competitive Integrated Employment (CIE) training programs, and transition training for staff members. Funding was based on a competitive process and prioritized for those districts that had not previously received a grant award. For the 2021-22 grant year 17 grantees have not previously received TRG funds. A list of the 2021-22 TRG grantees can be found here: https://dpi.wi.gov/sites/default/files/imce/sped/pdf/21-22_Public_Award_list.pdf.

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 as well as field and route general questions submitted to DPI. The team maintains School Directory data and oversees the process and administration of school modification requests. The team also handles security access to DPI applications for internal users and District Security Administrators. 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, workshops, an annual WISEdata Conference, and weekly user group webinars for updates, demos, and Q&A. The team continues to focus on customer support and resource enhancements which will enable customers to complete their work efficiently.

Division for Student and School Success

Accountability

The [Office of Educational Accountability](#) (OEA) continued to provide high-quality data analyses of student outcomes that facilitates continuous school improvement. Throughout 2019 and 2020, under the direction of Cabinet, OEA met regularly with an Accountability Advisory Group to develop changes to school and district report cards. The group comprised public school and district, choice school, and CESA staff. The output of this work resulted in improvements to report cards focusing on three areas: 1) new and enhanced visuals; 2) replacement of the Closing Gaps priority area with the new Target Group Outcomes measure; and 3) reporting of new course and program data.

The original aim for implementation of these report card improvements was to take place with 2019-20 report cards; however, the passage of 2019 Wisconsin Act 185 prohibited the release of report cards for the 2019-20 school year. OEA used this opportunity to create accountability “preview reports” and securely released the reports to schools and districts in January 2021. The preview reports used prior-year data, did not have overall scores or ratings, and were not released publicly. Instead, these reports served to help schools and districts learn about and provide feedback on the design changes that would take effect in future report cards.

After releasing the preview reports, OEA continued to engage with stakeholders including the Advisory Group, Accountability Trainers, advocacy groups across the state, and through publicly released surveys to gather feedback and further refine report card improvements. OEA also worked with a Technical Advisory Committee to determine categorical scoring thresholds using an equi-percentile methodology that aligned the thresholds with those of the previous report card. These improvements will be demonstrated in fall 2021, when 2020-21 report cards are released.

OEA also continued to implement Wisconsin’s ESSA federal accountability system as part of a larger federal accountability landscape known as Joint Federal Notifications. This cross-team project involves close collaboration with Title I and Special Education teams. The department applied for, and was granted, waivers from the U.S. Department of Education (USDE) for producing ESSA federal identifications in 2020 and 2021 due to COVID disruptions. During this time, OEA produced informational reports and participated in technical assistance calls to support schools and districts in continuous improvement.

Aside from implementing state and federal accountability systems, OEA continued to engage in other activities to support the agency and our stakeholders across the state. OEA led the implementation of the USDE Blue Ribbon Schools awards program by working with Cabinet to nominate up to eight schools for these national awards and providing technical assistance to nominated schools throughout their application process. OEA regularly produced resources and communications to the field through avenues such as the District Assessment Coordinator (DAC) Digest, Office of Educational Accountability (OEA) Newsletter, and DPI Connections. OEA also continued to support other teams across DPI through the fulfillment of various data requests and by performing quality assurance protocols.

Assessments

The **Forward Exam** is administered online to approximately 500,000 students annually in grades 3 through 8 in ELA and math; grades 4 and 8 in science; and grades 4, 8, and 10 in social studies. The exam was not administered during the 2019-20 school year due to school closures as a result of the COVID-19 pandemic. Wisconsin received a federal waiver and a state statutory exemption to the requirement to administer the assessment that year. During the 2019-20 school year, 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 the 2020-21 school year, approximately 390,000 students took the Forward Exam. In order to provide greater flexibility for districts to safely administer the test, DPI extended the test window, shortened the exam, and allowed limited evening and weekend testing.

The **ACT Aspire** assessment is administered in grades 9 and 10. It is an online assessment that measures student readiness in English, math, reading, science, and writing. As with the Forward Exam, the ACT Aspire assessment was not administered in 2019-20. In 2020-21 approximately 107,000 students took the ACT Aspire exam. DPI extended the test window to add flexibility for districts to safely test students. ACT Aspire scores predict how a student will perform on the ACT when they reach grade 11 and provide data to help identify students who need academic interventions early in their high school careers.

The **ACT with writing test** is administered in grade 11 and measures English, reading, math, science, and writing performance. It was administered statewide via paper and pencil to approximately 60,000 students in 2019-20, with another 400 students receiving vouchers to test on alternate dates. In the 2020-21 school year, approximately 58,000 students took the ACT statewide exam. To provide greater flexibility for districts, DPI added more testing dates, offered an online option, and offered vouchers for students unable to participate in testing during one of the statewide testing windows. The ACT statewide exam provides all grade 11 students 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 **Dynamic Learning Maps (DLM)** assessment is Wisconsin's alternate assessment, taken by students with significant cognitive disabilities. DLM is administered annually 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. Like the Forward Exam, it was not administered in the 2019-20 school year. In 2020-21, the exam was administered to approximately 3,800 students. DPI extended the DLM testing window and allowed evening and weekend testing in order to provide more flexibility for districts to safely assess their students. During this period, assessment and special education team staff provided professional development on, and encouraged the use by districts of, a new DLM online Instruction and Assessment Planner designed to support the teaching and learning of students with the most significant cognitive disabilities.

ACCESS for ELLs is administered annually to English language learner students in grades K-12 to assess their progress in learning the English language. In 2019-20, the test was administered to approximately 55,000 students. In 2020-21, the test was administered to approximately 42,000 students. DPI moved and lengthened the test window in 2020-21 to provide more flexibility to districts to safely administer the assessments.

Another assessment administered during the biennial period is the **National Assessment of Educational Progress (NAEP) Long-Term Trend assessment for sampled schools**. Other NAEP assessments, originally scheduled for administration in 2020, were postponed due to the pandemic, and instead selected districts were periodically surveyed about attendance and instructional practices.

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.

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

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

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. The 2019-20 WEOP Report can be found at this link: https://dpi.wi.gov/sites/default/files/imce/weop/2019-2021_EIP_Biennial_Report.pdf

Title I Schools

The [Title I and School Support](#) (TISS) Team provides statewide leadership and technical assistance for several federal and state programs supporting schools that serve low-income students, schools identified for support and improvement under federal law, and particular groups of students that face educational challenges.

Title I, Part A

Title I of the Every Student Succeeds Act (ESSA) is a federal funding program designed to close achievement gaps and ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education. Title I, Part A allocates funding to districts and other LEAs according to a formula based on numbers/percentages of children from low-income families. LEAs distribute much of the funding directly to individual public schools and use the rest to support other efforts within the LEA that benefit students needing additional academic support. As a part of administering Title I, Part A grants, the team also supports the Title I Network, a statewide network of regional professionals providing technical support for districts around Title I, Part A grants. In 2018-19, this network became part of the expanded Technical Assistance Network for Improvement that supports continuous improvement for schools and districts identified for improvement under ESSA and IDEA.

School Improvement supports for identified schools, under ESSA

Under ESSA, DPI is required to identify low-performing schools and schools with large student gaps and provide them with comprehensive or targeted supports based on their identifications. DPI, regional partners, and districts collaborate to provide the necessary supports, which help identified schools and districts engage in a robust continuous improvement process to understand and address the issues that resulted in the identification. Identification-related improvement work may support and build on existing efforts and does not have to involve creating an entirely new plan or process, depending on the unique situation. Wisconsin's continuous improvement framework conceptualizes improvement as a Plan-Do-Study-Act cycle, with an ongoing assessment of readiness to ensure a foundation of systems and practices to support sustainability.

Three Categories of Identification:

- Comprehensive Support and Improvement (CSI): Schools identified for CSI have overall performance (summary score) in the bottom 5% of all schools in the state that receive Title I and/or they have a graduation rate below 67%. Identifications for CSI are made every three years, starting in 2018-19.
- Targeted Support and Improvement (TSI): Schools identified for TSI have one or more student groups that are performing in the bottom 10% of the state. Identifications for TSI are made annually.
- Additional Targeted Support and Improvement (ATSI): Schools identified for ATSI have one or more student groups that are performing in the bottom 5% of all schools in the state receiving Title I. Identifications for ATSI are made every three years, starting in 2018-19.

Title I, Part C

The purpose of the Title I, Part C Migrant Education Program (MEP) is to identify migratory children ages three through twenty-one and offer them supplemental educational programming and services. MEP programming and services help migratory children overcome educational disruption, cultural and language barriers, social isolation, health-related problems, and other factors that can interfere with academic achievement and successful transition to postsecondary education or employment.

Wisconsin restructured the MEP into a regional summer model in July 2018. Subgrantees for the regional summer program are determined through a grant application process. Services for children include 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 are focused on the individual needs of the students in the programs

Title I, Part D

The Title I, Part D program (also called the Neglected and Delinquent program) is a federally funded program to enable neglected, delinquent, and at-risk students to have the same opportunity as students in other Title I programs.

The goals of Title I, Part D, are to:

- Improve educational services for these children so they have the opportunity to meet challenging state academic content and achievement standards;
- Provide services to successfully transition students between facility and districts;
- Prevent youth who are at-risk from dropping out of school; and
- Provide students who have dropped out and children and youth returning from correctional facilities with a support system to ensure their continued education.

McKinney-Vento (Education for Homeless Children and Youth)

The Education for Homeless Children and Youth (EHCY) program is authorized under the McKinney-Vento Homeless Assistance Act, as amended by the Every Student Succeeds Act (ESSA) of December 2015. The Wisconsin EHCY program addresses the needs of students experiencing homelessness in LEAs throughout the state by supporting homeless liaisons and by distributing funds from the U.S. Department of Education. DPI designates two statewide EHCY Coordinators to provide training and technical assistance, review and create policies and procedures, and monitor LEAs for program compliance to ensure that children and youth experiencing homelessness are able to attend and fully participate in school. Funding is distributed to LEAs through a competitive grant process.

The mission of the DPI EHCY program is to ensure educational equity and success for students experiencing homelessness by providing support for the McKinney-Vento Homeless Assistance Act. Our vision is that all students experiencing homelessness are provided the opportunity and support needed to achieve their goals and own their future.

Foster Care

ESSA requires that LEAs and Child Welfare Agencies (CWAs) collaborate to ensure educational stability for students placed in out-of-home care (WI term) or foster care (federal term). This preserves their opportunities for improved well-being and success in school.

Educational stability means ensuring academic continuity (and a student's right to remain in their school of origin), supporting meaningful relationships developed at school, and fostering a sense of belonging for students who often experience disruptions both at school and at home that can impact their academic experiences and outcomes.

DPI consultants collaborate with other state and local child welfare agencies to provide training and technical assistance, review and create policies and procedures, and support students in out-of-home care.

Wisconsin Urban Leadership Institute

The five largest school districts in Wisconsin began working with the Urban League of Greater Madison and the DPI three years ago to develop strategies for promoting equitable education opportunities for students of color. Their efforts resulted in the [Wisconsin Urban Leadership](#)

[Institute \(WULI\)](#). The Institute is designed to empower principal leaders as change-agents, to address the educational opportunity gaps between students of color and white students. This initiative focuses on developing the knowledge, skills, and tools of school leaders in the Green Bay Public Schools, Kenosha Unified School District, Milwaukee Public Schools, Madison Metropolitan School District, and Racine Unified School District to lead for equity within their schools and districts. Priority access is given to principals from federally identified schools.

Achievement Gap Reduction (AGR) program

The [Achievement Gap Reduction \(AGR\) Program](#) was established in the 2015-16 school year; and fully replaced the Student Achievement Guarantee in Education program (SAGE) at the end of the 2017-18 school year. The AGR program allows a participating school to meet the obligations of its five-year contract by implementing one of three strategies, or a combination of these strategies in every kindergarten through grade three classroom:

- One-to-one tutoring provided by a licensed teacher.
- Instructional coaching for teachers provided by a licensed teacher.
- Maintaining 18:1 or 30:2 classroom ratios and providing professional development on small group instruction.

The AGR program requires a participating school to create performance objectives, including reducing the achievement gap between low-income students in that school and students in the same grade and subject statewide. The AGR program requires school board review of implementation and progress towards achieving performance objectives in each participating school at the end of every semester.

Family Engagement

Because of extensive family engagement requirements related to Title I of ESSA, the Title I and School Support Team has been charged with other family engagement initiatives, including staffing the Superintendent's Parent Advisory Council (PAC), a stakeholder group of parents from across Wisconsin that advises the Superintendent on initiatives impacting families. To streamline administration, responsibility for the PAC now rests with the State Superintendent's Office, with the Title I and School Support Team providing support.

WISEgrants System

[WISEgrants](#) is DPI's federal grant portal, allowing streamlined applications and approval of federal grants to LEAs. This includes ESSA, IDEA, and Carl Perkins funding. The Title I and School Support Team is charged with coordinating maintenance and improvements to this system, which requires cross-agency collaboration. The system includes reporting and communication features that support successful grant application, review, and approval. WISEgrants is part of the WISE (Wisconsin Information System for Education) suite of products supporting the use of data to improve education.

Improvements Made by the Department

The Department has made several improvements in multiple program areas over the 2019-21 biennium, as described below.

Agency Wide

Response to the COVID-19 Pandemic

On March 12, 2020, Governor Tony Evers declared a public health emergency in response to the COVID-19 pandemic ([Executive Order 72](#)). The following day, March 13, 2020, the Wisconsin Department of Health Secretary-designee Andrea Palm issued an [Order for Statewide School Closure](#). The order required all public and private K-12 schools across the state to close to in person instruction, beginning on March 18, 2020. While the initial order anticipated that schools would reopen on April 6, subsequent orders closed all K-12 schools statewide to in person instruction through June 30, 2020.

2019 AB 1038 was introduced on April 13, 2020, in response to the COVID-19 pandemic and resulting public health emergency. Governor Evers signed AB 1038 into law on April 15, 2020, as 2019 Act 185 (Act 185). Act 185 required DPI to collect information from school districts regarding the impacts of the school closures. DPI's Report on Virtual Instruction and School District Operations during the 2019-20 School Year was published in December 2020, and can be accessed at this link: https://dpi.wi.gov/sites/default/files/imce/policy-budget/pdf/Report_on_Virtual_Instruction_and_School_Ops.pdf

Act 185 also required DPI to post guidance to schools on best practices related to transitioning from virtual instruction to in-person instruction, on its Internet site. DPI created the Education Forward webpage to house guidance documents for Wisconsin district and school leaders to use as they planned for a safe, efficient, and equitable return to school for the 2020-21 school year amid the COVID-19 pandemic. The information from that guide has since been reorganized. Additional information pertaining to the COVID-19 pandemic and K-12 schools can be found on DPI's [COVID-19 Information](#) web page: <https://dpi.wi.gov/sspw/2019-novel-coronavirus>

Alternative Work Patterns

At the outset of the 2019-2021 biennium, DPI continued to offer alternative work patterns to accommodate employees' professional and personal needs, including compressed work hours and part-time employment. In March 2020, the spread of COVID-19 throughout the country prompted a public health emergency and the closure of Wisconsin's state office buildings to the public and most employees for an extended period of time. DPI had already converted to Microsoft Teams, a communications platform that allows for video teleconferencing. When state employees were directed to begin teleworking (working remotely), DPI employees were equipped with the technology to work effectively while physically away from the office.

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. Information about the 2021 Federal Funding Conference (held virtually) can be found at this link: <https://dpi.wi.gov/wisegrants/federal-funding-conference>

Onboarding Process

The Department continued to improve upon the agency wide onboarding process (first developed in the 2017-19 biennium), a streamlined 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 have access to uniform information when beginning their new position.

Coherence and Alignment of Federal Policy Purposes Served Under the Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act (ESSA)

Under two pieces of federal legislation – the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA) – the DPI has the authority and obligation to analyze data annually and subsequently notify schools and districts when they are required to improve based on state-determined metrics. Recognizing that the foundation of both federal laws is a commitment to educational equity and that in Wisconsin, the basis for identification under ESSA - race and ability status - was the same as the basis for identification under IDEA, a joint notification process began during the 2018-19 school year. The annual joint notification is sent to all Wisconsin districts, released preliminarily in December with a final release in March, and is accessed by districts through the Secure Access File Exchange (SAFE). The joint notification packets include a link to schedule a call with DPI staff. During these calls, DPI staff work with district/school teams to understand the data, connect them with free and low-cost supports available for improvement through our Statewide System of Supports (SSOS), and identify the next steps required under federal law.

There are three levels of support provided to districts and schools, based on the severity and number of federal identifications under ESSA and IDEA. All levels of support are guided by the Statewide System of Supports (SSOS) infrastructure co-created and resourced by Special Education and Title I. The SSOS is an infrastructure co-created and resourced by the Special Education and Title I teams. This linked team system ensures aligned decision-making through data analysis and clearly defined communication protocols. The SSOS provides the internal structure necessary to ensure success in joint monitoring, move the agency supports for districts at each level of the system through the stages of implementation, and ensure that services delivered to schools and districts are effective in positively impacting all learners while accelerating learning for students of color and students with Individualized Education Plans (IEPs).

Division for Academic Excellence

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 DPI 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).
- 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.
- Created a technical assistance ESSA, Title IVA website, to promote the integrated spending and effective use of technology funds.
- 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.

During COVID 19, assistance was given to districts on emergency remote learning and also options of creating 100% online learning. Focus with our regional CESAs was to create on demand learning options and a wide range of technical support options.

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.

During COVID, special assistance was provided to DPI staff for content creation and digital tool training to continuing connecting with strategic partners, school district staff, and on demand training resources to assist in remote learning.

Multilingual Learners

The DPI continues to provide support to LEAs and CESA networks and Title III consortia in support of multilingual learners by fostering asset-based approaches that encourage bilingualism and the inclusive systems-level development of academic language for all learners. Throughout 2019-2021, the Department would like to highlight the following activities:

- Continued to grow and develop best-practice resources that are included in EL Policy Handbook in consultation with Wisconsin Schools Districts and CESAs documenting which also included support documents to meet the needs of LEAs supporting English Learners and their caregivers during the Covid-19 pandemic.
- February 2020 – DPI began the transparent and comprehensive process by creating a standards development committee to review the revised WIDA 2020 English Language Development standards Framework.
- December 2020) – the standards development committee met for commentary on the revised standards, their correspondence to the WI academic standards, connection to college and career readiness and to recommend formal adoption to the standards council. The framework was then presented to the State Superintendent’s Academic Standards Review Council (SSASRC) in March 2020.
- May of 2021 marked the official state adoption of the WIDA 2020 English Language Development Standards Framework in support of multilingual learners across the state.
- Engaged in internal awareness building and held multiple professional learning opportunities internally with the Teaching and Learning team building capacity surrounding the English Language Development Standards and their alignment with Content Area Standards.
- Convened and expanded the standards development committee alongside co-chairs to plan and begin the roll-out for the English Language Development Standards.
- Implemented a new and more streamlined online reporting application in WISEhome for districts to submit plans of service and end of year reporting for Bilingual and Bicultural Programming which qualifies for state categorical aide per Wisconsin State Statute 115.95.
- Aligned the Immigrant Children and Youth Grant under title III to the state standardized grant procedures.
- Enhanced collaboration and communication with state stakeholders, CESA networks and consortia in the sharing of professional learning opportunities and technical assistance, in meeting the needs of multilingual learners in the state through the development and use of the Title III listserv.

- 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.
- Created a Wisconsin Seal of Biliteracy Coordinators network to meet quarterly for program updates and collaboration for implementation. Program Coordinators certify student completion of the Seal of Biliteracy in the new state-certified credential application to students who demonstrate attainment of high levels of proficiency in English and one or more partner language(s). This program continues to grow annually by building awareness of the Seal of Biliteracy program throughout the state and authorizing more districts to offer the Seal of Biliteracy.

Environmental Education – Green & Healthy Schools Wisconsin and U.S. Department of Education Green Ribbon Schools

Green & Healthy Schools Wisconsin believes every school can be a green and healthy school. Led by the Departments of Natural Resources and Public Instruction with support from other state agencies and non-governmental organizations, the Green & Healthy Schools Wisconsin movement connects, catalyzes, and celebrates the schools across the state. All PK-12 public, tribal, and private schools in the state are encouraged to submit an annual survey each fall to receive recognition. The annual survey represents a shift in approach to recognition in order to celebrate schools more equitably.

Green & Healthy Schools recognizes schools at four levels—Sprout, Seedling, Sapling, or Sugar Maple—based on a comprehensive approach to reducing environmental impacts and costs, improving health and wellness, and increasing environmental literacy. Schools that achieve the “Sugar Maple” level are also eligible for nomination to U.S. Department of Education Green Ribbon Schools. As of 2021, 33 schools, districts, and early learning centers have received this national award, including the following honorees between 2019-21:

2019 Honorees: Schlitz Audubon Nature Preschool, Milwaukee

2020 Honorees: Lincoln Avenue Elementary, Milwaukee; McDill Elementary School, Stevens Point; Indian Community School, Franklin; School District of Bayfield

2021 Honorees: Starms Early Childhood, Milwaukee; Clement Avenue School, Milwaukee; Helen R. Godfrey University Child Learning and Care Center, Stevens Point.

Environmental Literacy and Sustainability

Environmental and conservation education has a long history in Wisconsin and the state continues to be a leader in this area. As schools adopt and implement the Wisconsin Standards for Environmental Literacy & Sustainability (2018) they are helping students connect, explore, and engage in their place—the school grounds, a garden, the greater community—to support learning for the whole child, realizing the breadth of academic, social, and health benefits of environmental education. The Department continues to provide professional learning for the field through the

development of resources and toolkits, virtual and in-person workshops, and online learning modules for educators.

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:

- Reached out to some of the largest districts in the state to provide technical assistance regarding gifted identification and programming. This was based on a review of the Office of Civil Rights data, which is reported directly from LEAs to the US Department of Education. The goal was to share what these data show and provide consultation regarding disproportionality in order to improve access, participation, and success in gifted programs for all high-ability/high-potential students. This work extends to rigorous course offerings in Wisconsin through the International Baccalaureate programs and Advanced Placement programs and attempts to address the disproportionality that often exists within these programs.
- Training for stakeholders through a variety of means. This included Community of Practice book studies on gifted education/family engagement/differentiation, presentations at conferences about topics such as disproportionality and best practices re: identification and programming, and presentations for individual districts and gifted ed groups in the state related to procedures, assessment, curriculum, instruction, and program evaluation.
- Awarded state grants under Wis. Stat. sec. 118.35(4) to LEAs, CESAs, UW system schools, and eligible non-profits each year with the express purpose of, "...providing to gifted and talented pupils those services and activities not ordinarily provided in a regular school program that allow such pupils to fully develop their capabilities."

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 Literacy and Mathematics 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.

Online Safety

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

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>] 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.

WDLC supported projects funded with the federal CARES Act, to support continuity of learning during COVID-19, including subsidized digital content and digital technology to support school districts and strategic online learning providers across the state, and support for COVID digital learning options including leadership team planning, teacher professional learnings, and student/family resources. Enrollments increased by 300% from March 2020 through the 2020-2021 school year and continued supports are serving districts for the 2021-2022 school year.

STEM Education

From 2019 through 2021, a cross division team has continued to meet to discuss the framing of STEM education within the department and how we lead that work across the state. This team has embedded STEM education into a broader Engaged Learning initiative that aims to support districts in reflecting on their efforts to provide every student with rigorous, relevant, and standards-based learning.

The vision for STEM education has been defined as, “All students use a collaborative, innovative, and logic-based transdisciplinary approach, rooted in content knowledge, skills, and experiences, to identify and solve contemporary problems.” District reflection on their STEM efforts, based in this vision, is supported through a STEM reflection tool that the cross division team created.

Several external partners have provided feedback on this tool, including three districts that have piloted the tool to reflect on their work. In order to better improve coherence around our vision, DPI staff continue to reflect on and internally share how their work supports STEM education. The vision is also supported through a STEM instructional materials evaluation tool developed by this DPI team, which has been reviewed for alignment with the IMPL initiative.

The Career and Technical Education team continues its support of Regional Career Pathways, and several of these pathways link to STEM professions. A general STEM Education Pathway template is now in development and will be reviewed by external partners in October 2021.

Division for Finance and Management

School Financial Services

The department completed development of its next generation financial reporting system for school districts, WISEdata Finance. This new system uses an open API and data format by the Ed-Fi Alliance to collect budget and year-to-date actual information directly from districts' financial software, at a greater level of detail than ever before. Six software vendors have been or are in the process of becoming certified for the Ed-Fi API, and a majority of school districts had basic connections to WISEdata Finance by June 30, 2021. Data collection with WISEdata Finance is beginning for the 2021-22 school year. The department will be developing supplemental applications and modifying existing ones to take advantage of WISEdata Finance's capabilities and revamp other school finance data collections and reporting.

Parental Education Options

In June 2021, the Parental Education Options (PEO) Team released a new online application program and administrative database for parental submission of reimbursement claims for open enrollment transportation. The new program is called Transportation Reimbursement Program (TRIP). Prior to launching TRIP, the open enrollment team conducted multiple user testing focus groups with parents and district staff for feedback.

Parents of students who are open-enrolled and low-income are eligible to apply for reimbursement of a portion of their costs to transport their children to and from a nonresident school district. The open enrollment team receives approximately 1,800 claims during the annual reimbursement period. In past years, claim verifications by the open enrollment team would start on June 1 and would end late August, as each claim needed to be manually checked for open enrollment status, income eligibility, mileage, and roundtrips.

TRIP has enhanced features that verify these parts of the claim and eliminates most need for communication with parents to assist in the verification process. The new TRIP program has reduced claim verification time from months to weeks. The amount of phone calls and emails from parents to open enrollment staff regarding claim submission also decreased tremendously with the launch of TRIP. TRIP allows parents to log in using the email associated with their open enrollment application and the program pre-populates the application with information from the open enrollment database, reducing time and errors. The program also has step-by-step features that assist parents in entering the right information for roundtrips. Such process improvements

have allowed payments for approved claims to be mailed earlier and have provided an all-around easier process for parents and the DPI's open enrollment team.

[*Emergency Assistance for Nonpublic Schools Grant Program*](#)

The PEO Team has been assigned the task of administering the Emergency Assistance for Non-Public Schools (EANS) program, which was established in the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) to provide services or assistance to eligible non-public schools to address educational disruptions caused by COVID-19. The DPI is administering \$77.1 million under the EANS program.

Business Services

The Business Services team developed and implemented an operating budget procedure, as well as a quarterly reporting of actual numbers to enable staff of all levels to have data more readily available for monitoring and decision making. Continuity of Operations (COOP) management also falls within the Business Services team. DPI was very successfully able to navigate through the pandemic with the advance planning that was done, as well as responding to new issues as they arose. Business Services worked with two different teams to automate payments for two high volume receipt areas, which makes the workflow more efficient and ordering and processing requests smoother both internally and externally.

Community Nutrition

Summer Food Service Program: The closure of schools in the spring of 2020 due to COVID-19 significantly changed the Child Nutrition Program operations. School districts and community partners pivoted quickly to provide meals through the Summer Food Service Program (SFSP). USDA issued multiple waivers to support access to meals during the pandemic. These waivers allowed "grab and go" meals from food trucks or at schools, home delivery, and designated bulk meal drop-offs. Our team worked tirelessly to support nutrition departments to allow for these new and creative ways to serve meals.

Child and Adult Care Food Program: The Child and Adult Care Food Program (CACFP) remained a source of support for many children and families during COVID-19 by providing nutritious onsite and "grab and go" meals. Our team worked with agencies to utilize the flexibility allowed by the USDA waivers. The latest COVID-19 relief package provides emergency funding to support CACFP childcare providers and sponsors by replacing 55 percent of the total reimbursement funding lost from mid-March to June 2020.

[Division for Learning Support \(Special Education\)](#)

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

Throughout the 2019-20 and 2020-21 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 aged 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 are provided 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 550 participants across the two years. The RSN works with small cohorts of school districts to focus on fidelity of implementation of the CCR IEP Five Step Process.

The Department developed new resources in the 2019-20 and 2020-21 school year to support IEP teams with conducting comprehensive special education evaluations. Wisconsin DPI special education team staff developed a framework to support schools and districts in ensuring special education evaluations are “sufficiently comprehensive to identify all of the child’s special education and related service needs, whether or not commonly linked to the disability category in which the child has been classified.” 34 CFR 300.304 (c)(6). The framework aligns with state and federal requirements for conducting special education evaluations and provides guidance to help educators shift mindsets from a “label based” evaluation process to a “needs based” process. [See [bulletin 21-01](#).]

The framework expands on the [Culturally Responsive Problem-Solving Resources](#), developed by Dr. Markeda Newell, for applying culturally responsive problem-solving and vulnerable decision points to the special education evaluation process. It also includes recommendations for how to “not miss anything” by considering six areas of academic and functional skills at the start of an evaluation, and by using developmentally and educationally relevant questions to identify student strengths and needs. Finally, the framework provides actionable recommendations for use throughout the evaluation process to “Start”, “Plan”, “Implement”, and “Complete” an evaluation.

Go to the new [Comprehensive Special Education web page](#) to view these resources at this link: <https://dpi.wi.gov/sped/ccr-ieps/comp-eval>

CARES Act Projects to Support Continuity of Learning

The Coronavirus Aid, Relief, and Economic Security (CARES) Act, signed into law in March 2020, provides economic stimulus to LEAs in response to the economic distress caused by the coronavirus (COVID-19) pandemic. Certain funds under the “Education Stabilization” division, classified in the Elementary and Secondary School Emergency Relief (ESSER) program, were allocated to provide relief to LEAs to provide continuity of learning, including training educators to build their capacity to facilitate equitable high-quality instruction. Universal Design for Learning (UDL) Forward, Assistive Technology (AT) Forward, and Teleservice Forward continues to support the goal of continuity of learning for the 2021-22 school year and continuing into the 2021-22 school year.

Online Modules to Support Special Education Staff, Families, and IEP teams Navigate COVID-19

The Wisconsin DPI developed numerous online modules and resources to support families, school district staff, and other stakeholders with navigating the COVID-19 pandemic. Resources ranged from Conducting Parent Friendly and Productive Virtual IEP Meetings to Moving from In-Person to Virtual Learning Environments for Students with IEPs to identifying additional state and national resources to support continuity of learning during the pandemic.

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

CARES Act Projects to Expand and Build Capacity for School Staff to Provide Mental Health Services

Funded by the Elementary and Secondary School Emergency Relief Program (ESSER I), part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the SSPW Team, in collaboration with the Wisconsin Safe and Healthy Schools (WISH) Center, and the Wisconsin Center for Resilient Schools (WCRS) developed a variety of resources and services to expand and build the capacity of school staff to provide mental health services to better support students. Information can be found on the DPI webpage: Expanding and Building Capacity for Staff to Provide Mental Health Services.

Mental Health E-Learning

Access to all online DPI hosted mental health training for Comprehensive School Mental Health Systems, Trauma Sensitive Schools, Social and Emotional Learning, and School Wellness and Safety has been organized into one easy-to-use Mental Health E-Learning webpage.

Nita M. Lowey 21st Century Community Learning Centers (21st CCLC)

The DPI awarded nearly \$930,000 of unallocated 2018-19 21st CCLC funds as 21st CCLC COVID-19 Relief Supplementary Grant awards to sixty-eight currently funded 21st CCLC sites across Wisconsin. The supplementary grant funds were intended to assist with expenses, which may have exceeded the base 21st CCLC award available, directly related to the COVID-19 pandemic and its impact on program operations. Allowable expenses associated with this award ranged from increased personnel expenses to increased transportation expenses, to expanded program services for students and families, to costs associated with Personal Protective Equipment (PPE), and more.

April 19-23, 2021, hallmarked the first DPI Out-of-School Time (OST) Professionals Appreciation Week. This week underscored the tremendous impact of OST staff throughout Wisconsin, and the DPI and the Wisconsin Afterschool Network (WAN) celebrated in a variety of ways.

The 21st CCLC team provided a wide range of professional development supports for grantees via a peer mentor program, regular virtual check-in calls, and professional learning communities conducted in collaboration with the Wisconsin Afterschool Network (WAN). During the ongoing check-in calls, information was provided and questions fielded about such topics as COVID-19 infection mitigation, remote learning, place-based learning, homelessness, working with students with individualized education plans (IEPs), equity, and cultural responsiveness, SEL, and more. The WAN offered communities of practice on effective leadership practices, human resources, use of technology, engaging stakeholders, developing effective schedules, effective communication, and partnering with the day school.

The 21st CCLC team also worked to provide additional supports specific to operating a 21st CCLC grant program. In the area of fiscal management: Allowable Costs Associated with the Nita M. Lowey 21st Century Community Learning Centers Grant; Micro Webinar: Budget Change Requests; Micro Webinar: Introduction to 21st CCLC Budgets; Micro Webinar: Program Fiscal

Report (Claims). The 21st CCLC team also partnered with Special Education to produce Nita M. Lowey 21st Century Community Learning Centers 504 Guidelines.

Additionally, DPI applied for and received a waiver from Section 4201(b)(1)(A) under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) that allowed the Secretary of the U.S. Department of Education to waive the requirement in ESEA section 4201(b)(1)(A) that restricts activities provided by a 21st CCLC program to activities provided only during non-school hours or periods when school is not in session. Under the waiver, DPI permitted 21st CCLC programs to provide supplemental activities when school was in session, but students were not receiving in-person instruction, such as by permitting a teacher to provide additional academic support during remote learning. The intent of the waiver was to provide flexibility for a 21st CCLC grantee to operate as needed to support education during remote or hybrid models of schooling during the 2020-21 school year in response to COVID-19. An application and approval system were implemented to realize the waiver.

DPI contracted with the Consortium of Applied Research (CAR) at the University of Wisconsin, Green Bay (UWBG) to develop and implement a comprehensive statewide evaluation system for 21st CCLC grantees. The system was piloted in 2018-19, scaled up in 2019-20, and fully implemented in 2020-21. It allows DPI to collect the data needed to measure progress toward its statewide goals for the 21st CCLC program and to comply with federal data reporting requirements for the grant.

Over the course of the 2020-21 school year, DPI, in collaboration with its contracted evaluation partner, CAR, substantially revised the statewide goals for 21st CCLC programs. Additionally, DPI staff made significant revisions to the tool used for program compliance monitoring, clarifying the types of acceptable evidence for each requirement, and creating an online portal for evidence submission and review. Additionally, a remote monitoring process was developed in response to COVID-19, and guidance materials were developed intended to help grantees prepare for remote monitoring.

Division for Libraries and Technology

Library Services Team

During the 2019-2021 biennium, the Library Services Team (LST) evaluated stakeholder feedback across the team to include more voices in information gathering and decision-making processes:

- Moved to weekly meetings with regional public library system directors.
- Eliminated small, standing Library Services and Technology Act (LSTA) Advisory Committee, and instead engaged with more than 60 stakeholders to develop American Rescue Plan Act grant guidelines.
- Convened school library workgroups (large urban districts and all-state, all sizes) and maintained regularly scheduled meetings.
- Increased frequency of virtual meetings with program specific stakeholder groups, such as the BadgerLink Advisory Committee, Interlibrary Loan Coordinators, and Delivery Coordinators.

The LST also completed several other improvements over the biennium:

- Provided funding to public libraries to address digital inclusion and related technical support efforts using CARES Act Grants.
- Updated the workflow of WISCAT Interlibrary Loan request referrals to become completely paperless.
- Created 150 new customized school logins to enable more robust access to BadgerLink resources.
- Provided temporary, statewide access to resources that were made available by the vendor during the pandemic, including Academic Search Ultimate, Business Search Ultimate, EBSCO eBooks Academic Collection, and Ancestry Library.
- Collaborated with the Education Information Services (EIS) team to perform audits on the web pages maintained by the Library Services team and created a workgroup to move to a unified web page that is focused on user experience instead of internal organizational structure.

Wisconsin Digital Archive

The [Wisconsin Digital Archive](#) (WDA) worked with the Department of Natural Resources and Department of Transportation to provide access to print materials through digitization to help with the downsizing of state agency libraries. The WDA also collaborated with the Legislative Reference Bureau to better identify documents that should be prioritized.

Libraries Activating Workforce Development Skills

The Libraries Activating Workforce Development Skills (LAWDS) project, funded by the Institute for Museum and Library Services, began in October 2019, and will conclude on December 31, 2021. LAWDS connects public library staff with staff from the Department of Workforce Development (DWD) and the Wisconsin Workforce Development Boards (WDB). Public library staff have received training on the Job Center of Wisconsin website, convened meetings with regional DWD and WDB representatives, received posters and access to recorded training modules developed by DWD and WDB. A professional marketing firm was retained to develop and deliver promotional materials, including online "native" ads positioning public libraries as hubs for workforce development support. The ads will be rolled out in November.

School Libraries

The LST Provided 200 school librarians the opportunity to complete an online course from the International Society for Technology in Education to improve their professional practice and provide foundational skills for creating district library plans. Additionally, the LST conducted several activities to benefit school libraries:

- Provided 200 school librarians the opportunity to complete an online course from the International Society for Technology in Education to improve their professional practice and provide foundational skills for creating district library plans.

- Evaluated portfolios for library media specialists in the [Three-Year District Sponsored License with Stipulations](#) [TD1][JLRD2][JLRD3][BD4] pathway.
- Built internal and external relationships through active involvement in 17 committees, teams, boards, and collaborative partnerships, as well as networking through efforts to connect with specific individuals throughout the agency and library community.
- Expanded planning and collaboration resources (see [WISELearn](#)).

Data Privacy and Cyber Security

Data privacy and cyber security are fundamental to the work of the Instructional Technology Services team as they support the internal infrastructure and external stakeholders in schools and libraries. Work during this biennium included:

- Adoption and work to implement the State Security Standards.
- Supporting schools and libraries with [data](#) and [cyber](#) security resources and training.
- Continued to grow participation in the Student Data Privacy Consortium, adding library systems to the Wisconsin Alliance.
- Ongoing efforts to fortify and improve the agencies cyber and data security posture.

Digital Equity

Providing access to devices, learning materials and affordable high-quality internet has been an issue for students across our state, and was magnified by the pandemic. This digital learning gap issue was a priority for the division. Ensuring every Wisconsin K-12 student and resident has access to broadband where they live was a priority project. Work included:

- Integration with student information system (SIS) vendors to report student digital equity data. The data details whether students have digital devices at home for learning and the availability/performance of their internet service. This data was integrated with [WISEdash visualizations](#) as well as the [EducationSuperHighway 'Home Digital Access' Map tool](#).
- Providing [resources for families](#) to find funds, access, and equipment in partnership with other state agencies.
- Supporting the creation of a [Digital Learning Bridge](#) in partnership with CESA Purchasing. The Bridge provides statewide contracts with significant discounts that schools and libraries can use to purchase hardware, software, and internet services for students where they live.
- Continuing to work across the state and with other organizations to permanently provide the needed resources for all students to have access to learning wherever they live.
- Keeping Council on Library and Network Development (COLAND) informed on digital equity topics to allow for collaboration and advocacy around broadband expansion and digital equity work in libraries throughout the state (see COLAND).

WISEhome/WISEsecure

[WISEhome](#) allows authorized users to access secured DPI web applications and tools in one location. [WISEsecure](#) is used by district security administrators (DSAs) and application administrators to assign access to secured DPI applications to their district and school users.

[These brand new applications](#) were built during the biennium in order to replace the original applications that were built for this purpose in the early 2010s. The legacy applications that were replaced were Secure Home and Application Security Manager (ASM), respectively.

The Enterprise scrum team in the Applications Development team collaborates with teams across the entire department that use WISEhome.

Data Snapshots

The department continues to collect data from districts and Choice schools by taking data snapshots of their data on specific dates. Notable improvements during the biennium are as follows:

- [WISEdata data quality alerts](#). This functionality replaced many of the emails and phone calls that Customer Services would make to follow up with districts on likely correct, but questionable, data.

The Division for Libraries and Technology collaborates with teams across the entire department to coordinate data quality efforts for every data snapshot.

WISEdash for Districts

[WISEdash for Districts](#) continues to be used for three main purposes: enhanced school improvement planning, early warning of student outcomes, and data snapshot review.

Notable improvements over the past biennium are:

- A [district administrator-focused dashboard](#) to give district administrators and principals a quick look at a wide range of data topics. The dashboard can also be accessed through the WISEadmin Portal.
- Inclusion of a dashboard to review [IDEA educational environment placements](#) at the request of the Special Education team.
- Additional data snapshot review dashboard for students exiting special education (ages 14 to 21). The Data Warehouse and Decision Support team worked with the Special Education team to build this dashboard for LEA use.

WISEdash Public Portal

The WISEdash Public Portal 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. [<https://wisedash.dpi.wi.gov>]

- Enhancements were made to the [Every Student Succeeds Act \(ESSA\) dashboard](#) which now includes reporting student outcomes data by parent in military status, out-of-home care

status, homeless status, and a new dashboard for Per Pupil Expenditures for [ESSA School Level Reporting](#).

- Coursework reporting, specifically for Career and Technical Education.
- Streamlined reporting of [PI-1207 Private School enrollment](#).
- Incorporation of [Graduation Requirements](#) data reporting in the WISEdash Public Portal at the request of the Teaching and Learning team.

For these improvements, the Data Warehouse and Decision Support team worked with the following teams in the Department: The Office of Educational Accountability; Title I and School Support; Student Services, Prevention and Wellness; and School Financial Services.

WISEdata

[WISEdata](#) is a multi-vendor, open data collection system that allows school districts, charter schools, and private schools participating in a parental Choice program to submit data to the department from the student information system (SIS) vendor of their choice.

The following improvements were made during the biennium:

- Upgrade of the [Ed-FI API from v2.0 to v3.0](#).
- [WISEadmin Portal](#) was created as a convenient hub for WISE administrative tasks, such as keeping track of snapshot acknowledgments and agency contacts, as well as reviewing cyber incident reports from the department.
- Additions to the WISEdata student data collection in the biennium include:
 - [Career Education data](#). The collection replaced a spreadsheet-based system and allowed granular data quality for the first time.
 - [High School Graduation Requirements](#).
- Integration with [ACP vendor Xello](#).
- School districts were allowed to obtain [immunizations data](#) on their students directly from the Department of Health Services (DHS). Data flows from DHS back to the district SIS via a WISEdata exchange service.
- The streamlining of migrant education reporting by obtaining certified [migrant status](#) information directly from the department's migrant education vendor instead of sourcing it from school districts. Migrant student enrollment alerts were also built into the WISEdata Portal.
- [Student Identity Integration](#) allows SIS vendors to integrate with the WISEid application, which assigns a unique ID to a person.

The Collections scrum team in the Applications Development team worked with the following teams across the department on these initiatives: the Office of Educational Accountability; Instructional Technology Services; Teaching and Learning; Career and Technical Education; and Title I and School Support.

WISExplore

The department continued funding to advance the capacity of local school district staff to use data and data tools to make continuous improvements. One notable addition to the Data Inquiry Journal was the ability to share journals between users.

The Data Warehouse and Decision Support team works with the Title I and School Support team to support the Data Inquiry Journal.

WISEid

The [WISEid](#) is a unique ID for both staff and students. The WISEid application is based on state-of-the-art matching and searching technology and is a cornerstone of all WISE products.

Improvements made during the biennium include:

- [Student Identity Integration](#) allows SIS vendors to integrate with the WISEid application, which assigns a unique ID to a person.
- Duplicate ID resolution was streamlined for department staff in Customer Services.
- The process that created WISEid Change Requests was enhanced and simplified where possible. A change request is created when users upload changes to a person's record.
- Refreshed and improved the WISEid user interface.

WISEstaff

The WISEstaff data collection facilitates the collection of agency staff demographic, assignment, and contract data. WISEstaff is a point in time collection of all staff members in public schools as of the third Friday of September and includes assignments for the entire regular school year as known at that point in time. The Core Apps scrum team and the Data Warehouse and Decision Support teams work closely with the Licensing, Educator Advancement and Development (LEAD) team to support WISEstaff.

Improvements made during the biennium include:

- Adding inline help information to the more complicated pages within the application.
- Streamlining the data quality outreach process through internal data quality reports and reports available to LEAs in WISEstaff.
- Created an internal WISEstaff snapshot summary report to track year-over-year trends and capture any issues known at the time of snapshot.
- Expanding LEA access to dashboard metrics, improving their ability to identify and correct data anomalies.
- Allowing school districts to find and view license expiration and background check information on their staff through WISEstaff, including being able to see the license requirements for a given assignment when entering assignments.
- Refreshed and improved the WISEstaff user interface.

Division for Student and School Success

During the 2020-21 year, the [Division of School & School Success](#) was reorganized by merging the Offices of Student Assessment and Educational Accountability into one team, called the Office of Educational Accountability (OEA). The OEA used to include both assessment and accountability responsibilities; by bringing these two teams back together, the relationship between assessment and accountability was strengthened to enable better support to the field in their use of data for continuous improvement.

During the biennium, OEA staff worked with the Data Warehouse team and selected vendors to promote implementation of the national Ed-Fi data interoperability standards for the statewide assessments. Eventual implementation of these standards, and the associated DPI application programming interface (API), will result in time savings for schools, districts, vendors, and the state, as well as higher quality data.

OEA adjusted the statewide assessment programs to provide more flexibility for districts during the pandemic, including providing an option to take the ACT with writing in an online format, in addition to the paper and pencil format. OEA staff worked with the academic content and student services teams to create resources for districts to use in planning safe assessment administrations, communicating with parents, and implementing strategic assessment practices.

Wisconsin's Strategic Assessment Systems (SAS)

The Department has developed Strategic Assessment Systems (SAS) resources and professional learning opportunities to guide educators in using assessment data for instructional purposes. The formative assessment process, an important component of SAS, was featured within the Leading for Learning state-wide professional development series. The keynote session focused on "Student Goal Setting with Success Criteria, Formative Assessment, and Feedback". Participants also had the opportunity to learn more about these practices within specific content areas.

The Assessment Strategies to Inform Instruction resource was created in collaboration with several DPI teams to help educators, schools and districts think about how to best assess student learning upon return to school. This resource includes an overview of each type of assessment, as well as key questions and possible data sources to identify the priority instructional content and practices for upcoming units of study, and to identify students' specific learning needs and determine initial focus for universal instruction including accelerating learning. This resource can be accessed at this link:

https://dpi.wi.gov/sites/default/files/imce/assessment/pdf/Assessment_Strategies_to_Inform_Instruction_in_2020-2021.pdf

To support learning in various environments, The Formative Assessment Tools and Resources one-pager was created to share simple strategies that students, families and teachers can use to check for student understanding of a learning target or topic of study. These resources will continue to provide educators with support as they assess student learning moving forward.

Elementary & Secondary Education Act (ESEA) Monitoring

The Title I team has led enhancements and revisions to the Department's ESEA Monitoring Process. These include streamlined processes, reduced paperwork, and a detailed rubric to support LEAs. The team has also worked with the UW-Madison Wisconsin Evaluation Collaborative (WEC) to capture data about which monitoring actions are likely to have the most impact on student outcomes, so the team can improve processes further. The goal is to ensure that monitoring activities related to ESEA requirements support LEAs to take actions that lead to better outcomes for students.

Title I, Part C (Migratory Education)

Wisconsin joined a consortium focused on identification and recruitment of eligible migratory students, which received a Title I, Part C grant. This consortium grant has enabled DPI to both improve and expand recruitment efforts around the state.

Statewide System of Supports for Identified Schools and Districts

The Title I team continues to collaborate with the Special Education team and other teams across the agency to articulate and implement an integrated system of supports for schools and districts identified for improvement and support under ESSA and IDEA. Three levels of support have been articulated. The supports function together to support continuous improvement efforts. Universal (level I) supports include existing systems and resources available to all schools. Cross-agency teams are working in collaboration with regional partners to implement levels II and III.

Family Engagement

Title I and School Support Team staff facilitated a cross-agency effort to inventory the DPI's family engagement initiatives to support coordination of efforts and data sharing. The cross-agency work also included consultation with stakeholders to develop criteria and a theory of action for a statewide family engagement framework.

COVID-19 Federal Stimulus Funds

The Title I & School Support Team was assigned responsibility to administer the following federal funds designed specifically to address the impact of COVID-19.

Elementary and Secondary School Emergency Relief (ESSER I) Grant Program

The ESSER I Grant Program, part of the Coronavirus Aid, Relief, and Economic Security Act, 2020 (CARES), provides funds to help LEAs respond to changes in student needs due to COVID-19 (CARES Act, Section 18003). The DPI is awarding more than \$158 million in ESSER I funds directly to LEAs through formula-based grants.

Governor's Emergency Education Relief (GEER) Grant Program

The GEER Grant Program, part of the Coronavirus Aid, Relief, and Economic Security Act, 2020 (CARES), provides funds to help local education agencies (LEAs) respond to changes in student

needs due to COVID-19 (CARES Act, Section 18002). At the Governor's request, the DPI has awarded \$46.6 million to 156 Wisconsin LEAs and 3 Tribal Schools.

Elementary and Secondary School Emergency Relief (ESSER II) Grant Program

The ESSER II Grant Program, part of the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSAA), provides funds to help LEAs respond to changes in student needs due to COVID-19. The DPI is awarding more than \$685 million in ESSER II funds directly to LEAs through formula-based grants.

Elementary and Secondary School Emergency Relief (ESSER III) Grant Program

The ESSER III Grant Program, part of the American Rescue Plan Act, 2021 (ARP), provides funds to help LEAs respond to changes in student needs due to COVID-19. It also requires LEAs to use a minimum of 20% of their funding to address learning loss due to the pandemic, focusing on student groups who were disproportionately impacted. As of the writing of this report, the DPI was awaiting approval from the U.S. Department of Education to allocate approximately \$1.54 billion in funds.

The American Rescue Plan also includes approximately \$10 million in funding to support students experiencing homelessness. DPI will allocate additional funds to districts through a competitive grant process. As of the writing of this report, the DPI was awaiting approval from the U.S. Department of Education to allocate these funds.

See information about the [*Emergency Assistance for Nonpublic Schools program*](#), authorized under the CRRSAA, under "Parental Education Options Team" (Division for Finance and Management).

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 DPI 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 DPI 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 DPI 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 of Public Instruction's (DPI's) AODA program combines service delivery systems and state grant programs that are made available to LEAs for the development of coordinated school health programs. The role of DPI is to help LEAs develop comprehensive AODA programs by providing access to a wide range of AODA related resources, including grants, training, technical assistance, and information. Maximizing the use of these school-based resources is the most effective way to prevent and/or mitigate AODA problems youth experience. DPI is advised by the State Superintendent's Advisory Council on AODA Programs, whose role is to help support the grant award process and provide feedback on training and technical assistance.

Grant and Program Administration

DPI monitors and administers activities related to grant applications, 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 42 years and is generated by penalty assessments on court-imposed fines or forfeitures under Wis. Stat. sec. 165.587 (1) (c). In addition to funding grants, a portion of this appropriation provides professional development opportunities for public and private school staff in two required areas: training and teacher fellowships. DPI 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 DPI 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 center include online and in-person professional development and include specific content in AODA prevention, mental health, 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 provide consultation and technical assistance concerning the development, expansion, and evaluation of school based AODA programs and services. Assistance to LEAs, CESAs, universities, and other local or regional organizations includes presentations, training, workshops, and liaison activities.

Specialized resources are developed or adapted to meet identified needs of school staff in areas where appropriate resources do not exist. Staff collaborate 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 [Wisconsin Youth Risk Behavior Survey and Executive Report](#).

Evaluation and monitoring of grant activities include interim, end-of-year reports, and ongoing review of proposal implementation. Last submitted to the legislature in 2018, 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](#), see this webpage: <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 3. AODA Program and Grant Appropriations

	2019-20		2020-21	
Programs	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	\$886,495 60 projects representing 83 school districts, (including consortium grants) 70 student mini grants	\$1,284,700	\$886,495 60 projects representing 83 school districts (including consortium grants) 48 student mini grants
Wis. Stat. sec. 115.36 Wis. Stat. sec. 20.255 (1) (kd)	\$618,900	\$3,125 (25 fellowships) (Administration, training, and technical assistance)	\$618,900	\$3,125 (25 fellowships) (Administration, training, and technical assistance)
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	\$741,729	\$148,346 (administration) \$593,383 (Technical Assistance)	\$767,766	\$153,591 (administration) \$614,375 (Technical Assistance)
Entitlements	\$14,834,585	\$14,834,585 (433 grants)	\$15,359,131	\$15,359,131 (433 grants)

* Title IV, Part A was 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 slightly decreased from biennium to biennium. There were 4,566 complaints reported for the 2019-2021 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, though some were appealed to the state level: the state superintendent received eight appeals during this biennium, a decrease from the 10 received during the previous biennium.

Table 4. Number of Discrimination Complaints Received by School Districts

Protected Class/Basis of Complaint	2018-2019 School Year*	2019-2020 School Year*
Ancestry	42	21
Disability	279	290
Pregnancy, Marital, or Parental Status	9	12
National Origin	64	56
Race	697	617
Religion/Creed	42	31
Sex	971	764
Sexual Orientation	351	320
TOTAL	2455	2111

*Complaint data is collected in the following school year. Therefore, 2020-2021 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 2019-21 biennium, American Indian or Alaska Native students comprised approximately 1.1 percent of public school enrollment in the state of Wisconsin. In 2019-20, the number of American Indian or Alaska Native student enrollment was 9,342 and in 2020-21 the number of American Indian or Alaska Native student enrollment was 8,914.

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

Due to the COVID-19 pandemic, statewide student assessments were not administered in schools in Wisconsin. The data for assessments administered in the 2020-21 school year was not yet available as of the writing of this report. Thus, the latest year for which student assessment data is available is the 2018-19 school year. Refer to [DPI's 2017-19 Biennial Report](#) for student achievement data for American Indian students at this link:

https://dpi.wi.gov/sites/default/files/imce/policy-budget/pdf/DPI_2017-19_Biennial_Report_FINAL_Oct_15_2019.pdf

Special Education

During the 2019-20 academic year, there were 2,059 American Indian students identified as having a disability and receiving special education services. This figure represents 22.0 percent of the Wisconsin American Indian student population, whereas 12.8 percent of the whole Wisconsin student population been similarly identified and served. For 2020-21, there were 1,973 American Indian students identified for special education services, which represents approximately 22.1 percent of the American Indian population, compared to a rate of 12.9 percent for all students statewide. The percentage of American Indian students identified for special education was relatively steady, compared to the rates in the 2017-18 and 2018-19 school years (21.8 percent and 22.1 percent, respectively). However, because the special education identification rate for all students statewide decreased during the past two school years, from 13.8 percent (2017-18) and 14.0 percent (2018-19), the gap between American Indian students and all students statewide increased.

For the 2019-20 and 2020-21 school years, a total of 10 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 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 2019-20 academic year, American Indian students in Wisconsin had a higher dropout rate (2.9 percent) as compared to the student population as a whole (1.3 percent). Similarly, in the same academic year, the completion rates for American Indian students receiving a high school diploma were lower – 84.9 percent of American Indian students earned a regular high school diploma in four years compared to 90.4 percent of the overall student population.

Postsecondary Planning and Preparation

For the 2019-20 academic year, postsecondary enrollment by level for American Indian students is the following: 45.3 percent (91) American Indian students enrolled in two-year institutions in comparison to 29.1 percent (8,889) of all students, 49.3 percent (99) American Indian students enrolled in four-year institutions in comparison to 68.1 percent (20,816) of all students, and 5.5 percent (11) American Indian students enrolled in multiple levels in comparison to 2.9 percent (873) of all students.

In 2019-20, 551 American Indian students (approximately 82.5 percent) of Wisconsin American Indian students participated in the ACT compared to 57,885 (approximately 90.8 percent) of all students. American Indian students scored an average composite score of 15.3 compared to 18.2 for all students.

In 2019-20, 116 American Indian students, or 3.9 percent of those tested, took one or more AP exams as compared to 16.6 percent participation rate (43,256) for all Wisconsin students. In addition, 53.3 percent (89) of American Indian students scored a 3 or above on AP exams in comparison to over 66.5 percent (47,684) 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 360 American Indian students enrolled in 2019-20 and 359 in 2020-21.

The three Wisconsin tribally controlled schools operate under grants from the Bureau of Indian Education (BIE), which is a division of the Bureau of Indian Affairs (BIA). These three tribal schools served over 900 students each year during the 2019-21 biennium. The Lac Courte Oreilles Ojibwe School (PK-12), located near Hayward, Wisconsin, served 300 students in 2019-20. The Menominee Tribal School (K-8), located in Neopit, Wisconsin, served 196 students in 2019-20. The Oneida Nation School System (4K-12), located in Oneida, Wisconsin, served 457 students in 2019-20. In 2020-21, the DPI recognized the sovereignty of the BIE schools and ceased data collection and reporting.

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 2020-21 school year, there were 244.35 FTE American Indians educators working as licensed staff, 181.06 FTE (Teacher, Library Media Specialist etc.) of whom were teachers; and 11.77 FTE (District Administrator, Principal etc.) licensed administrators, of whom 5.15 FTE were principals and 5.19 were district administrators.

NOTE: American Indian educators that do not require a license issued by the Department for the position in Wisconsin schools is 197.88 FTE. In total, 442.23 licensed and non-licensed FTE American Indian educators worked in Wisconsin schools during the 2020-21 academic year.

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 intro 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 2019-2020 and 2020-2021 academic years.

Table 5. 2019-2021 American Indian Studies: Implementing Wisconsin Act 31 Trainings

CESA, City, State	2019-20 Date	2020-21 Date
CESA#1 Pewaukee, WI	February 24, 2020	February 18-19, 2021
CESA#2 Whitewater, WI	November 11, 2019	February 11-12, 2021
CESA#3 Fennimore, WI	April 21-22, 2020	April 19-20, 2021
CESA#4 West Salem, WI	March 6, 2020	March 3-4, 2021
CESA#5 Portage, WI	February 27, 2020	March 1-2, 2021
CESA#6 Oshkosh, WI	Cancelled	N/A
CESA#7 Green Bay, WI	February 25, 2020	February 10-12, 2021
CESA#8 Gillett, WI	April 21-21, 2020	N/A
CESA#9 Tomahawk, WI	December 10, 2019	April 6-7, 2021
CESA#10 Chippewa Falls, WI	April 27, 2020 & May 11, 2020	April 14-15, 2021
CESA#11 Turtle Lake, WI	April 27, 2020 & May 11, 2020	April 14-15, 2021
CESA#12 Ashland, WI	November 11, 2019	April 12-13, 2021

Council on Library and Network Development (COLAND) 2019-2021, Executive Summary, Biennial Report, July 2021

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.”

Council on Library and Network Development (COLAND)

Excerpts taken from the [2019-2021 Biennial Report, July 2021](#)
[https://dpi.wi.gov/sites/default/files/imce/coland/2019-21_COLAND_Biennial_Report_with_coverletter.pdf]

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 through 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. In order to ensure access to library and information services COLAND carries out the following responsibilities:

- Promotes free access to knowledge, information, and diversity of ideas by all Wisconsin residents
- Facilitates the most effective use of library resources through interlibrary cooperation among all types of libraries
- Promotes cooperation and resource sharing among public, school, academic, other types of libraries, and related agencies
- Plans, coordinates, evaluates, and sets statewide priorities for the development of networks to enable library cooperation and resource sharing within Wisconsin

Goals and Results for 2019-2021

In 2020, COLAND approved a new committee structure to tackle its goals and to focus on pressing issues related to libraries and network development.

Goal 1: Continue to support and fund pilot programs and collaborative projects among systems to achieve the Vision for 21st century library systems.

Results: Created and continued partnerships and collaborations for increased statewide funding through: Wisconsin Public Library Consortium (WPLC), UW Libraries, Institute of Museum and Library Services (IMLS), and public library systems

Goal 2: Advocate for sustainable funding for libraries at the federal, state, and local level.

Results: DPI distributed CARES funds from IMLS to all library systems, some working cooperatively. Much of this funding went to technology and broadband related projects, including Wi-Fi extensions for increased range, improving bandwidth, and mobile hotspots. DPI also promoted use of the Blue Jeans platform for web conferencing, available to libraries through TEACH.

Goal 3: Support increased use of technology to provide equitable access to learning resources for all Wisconsin residents.

Results: Increased funding for enhanced use and access for technology. With the quick and dramatic shift in how patrons access library materials, the WPLC's OverDrive collections saw significant increases in checkouts and user signups. DPI was able to provide \$250,000 of LSTA funding to increase the statewide collection of digital resources available through OverDrive.

Goal 4: Support the value of library education and development of library staff.

Results: Virtual educational opportunities became widespread during the pandemic. DPI offered professional development access to such program topics as equity, diversity and inclusion, and managing stress and building resilience. It also opened the webinars up to a wide audience.

Goal 5: Support the value and continued need of the Common School Fund to fund school libraries and support increased staffing for school libraries.

Results: A special fund allocation was added to the 2019-20 Common School Fund distribution.

Challenges and Opportunities

Challenges

Funding: A special fund allocation of \$5.25 million was added to the 2019-20 Common School Fund distribution. The Board of Commissioners of Public Lands (BCPL) approved the special distribution to support families with the continuation of learning because of the ongoing public health emergency. Popular items for Common School Fund (CSF) spending include joining the Wisconsin Schools Digital Library Consortium, online magazine and video subscriptions, and devices such as Chromebooks and iPads.

Agency budgets requests on the library side are available in the [Libraries Link Communities](#) proposal flyer and the DPI 2021-2023 (FY22-FY23) Biennial Budget Request. Highlights emphasize Wisconsin libraries are the cornerstone of our communities by supplying equitable and inclusive services across the state. DPI requests increases of \$2,500,000 in FY22 and \$4,000,000 in FY23 for public library systems to support the operations and maintenance of public library services in response to the rising needs of our communities.

COVID-19: The pandemic changed how the library community offers its services and collaborates with stakeholders and peer groups, in many ways for the better. Communication between DPI Library Services staff and stakeholders has greatly improved, particularly with the 16 regional public library system directors and their staff. Prior to the pandemic, DPI and the system directors

held a maximum of two meetings per year, which were held in-person and consisted primarily of updates. The onset of the pandemic initially necessitated frequent virtual meetings, as the library community scrambled to adapt their service offerings to the rapidly changing conditions. Even after the rate of change became manageable, participants determined that the meetings should continue weekly, and doing so has strengthened collaboration efforts both between the public library systems, and between the systems and DPI.

Broadband: Even before the pandemic, closing the digital equity gap was important, but the public health crisis really shined a spotlight on broadband access statewide, and DPI worked to help narrow the digital equity gap by orchestrating a statewide assessment of broadband speeds in the form of a broadly promoted speed test, providing districts ways to better visualize digital equity data in their area, working with CESAs to provide districts with tools and resources to better visualize broadband service options, and improving internet survey tools for districts to provide broadband access data back to DPI. With the quick and dramatic shift in how patrons access library materials, the WPLC's OverDrive collections saw significant increases in checkouts and user signups. DPI was able to provide \$250,000 of LSTA funding to increase the statewide collection of digital resources available through OverDrive.

Public Library System Redesign (PSLR): The [Final Report of the PLSR Steering Committee](#) was delivered to the State Superintendent's Office on March 8, 2019, summarizing three-and-a-half years of work by the Steering Committee, Workgroups, and sub-committees. DPI staff within the Division for Libraries and Technology have been charged with implementing the recommendations of the Steering Committee and COLAND is actively monitoring the progress of the implementation process. The work of DPI staff will be guided by the information, data, and feedback gathered from the library community.

Opportunities

- COVID-19 pandemic adjustments to business as usual;
- Collaboration among public library system services to share resources, expertise, and funding and continuation of public library system director communication and collaboration;
- PLSR implementation to ensure all Wisconsin public libraries have the capacity to provide equitable access to excellent library services; and
- Collaboration on broadband and digital equity.

Recommendations

- Support statewide broadband and digital equity;
- Support increased digital access of information in libraries and schools;
- Support adequate staffing of school libraries; and
- Support funding for library initiatives including Wisconsin's Digital Library.

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 6. 2019-20 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%	2.3%	1.0%	18.2%	2.9%	6.2%

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	1.1	7.9
Districts Exceeding Minimum - Percent	14.5%	12.5%	1.3%	19.2%	61.8%	33.5%	42.6%

Table 7. 2020-21 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	3.2	0.5	1.5
Districts Exceeding Minimum - Percent	2.8%	3.6%	2.3%	17.4%	3.6%	6.2%

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	0.2	0.3	1.2	7.9
Districts Exceeding Minimum - Percent	12.4%	12.2%	1.8%	19.9%	55.7%	26.9%	83.7%

Health Problems Education Program

Established under Wis. Stat. sec. 115.35, the DPI has a health problems education program. During 2019-2021, DPI utilized the health education cadre and other national consultants for the 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. DPI 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; school tobacco policy; tobacco cessation and prevention programs; anti-human trafficking; mental health literacy units; human growth and development; nutrition; physical activity; health equity; and violence prevention. DPI 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 virtual conferences, professional development, and resources.
- **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 Wisconsin; University of Wisconsin (various campuses and departments); Wisconsin Safe and Healthy Schools Center; Wisconsin Health and Physical Education Association; Wisconsin Physical Activity and Nutrition Coalition; 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, Youth Risk Behavior Survey, and staff development program evaluations.

[END OF DOCUMENT]