

2021-23 Biennial Report

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Wisconsin Department of Public Instruction

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2021-23 Biennial Report for the Department of Public Instruction

Compiled by

Grant Huber

Policy Initiatives Advisor – Policy, Budget, and Research Team

Erin Fath

Director – Policy, Budget, and Research Team



Wisconsin Department of Public Instruction

Jill K. Underly, PhD, State Superintendent

Madison, Wisconsin

This report is available from:

POLICY, BUDGET, AND RESEARCH TEAM

Erin Fath

Wisconsin Department of Public Instruction

125 South Webster Street

Madison, WI 53703

608-266-2804

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Wisconsin Department of Public Instruction

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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, 2023. This report provides an overview of the DPI, a review of departmental activities for the past biennium, and the goals and objectives for the 2023-2025 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.

State Superintendent Dr. Jill Underly, along with her Cabinet, has revised the DPI’s vision: *Engaged learners creating a better Wisconsin together.*

The mission of the agency has also been revised: *To advance equitable, transformative, and sustainable educational experiences that develop learners, schools, libraries, and communities in Wisconsin.*

The State Superintendent’s Visits to Educational Institutions

State Superintendent Dr. Underly 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 2021-23 biennium, the State Superintendent visited the following educational institutions.

Note: due to the impact of the COVID-19 pandemic beginning in March 2020 and continuing into the 2021-2023 biennium, the State Superintendent made in-person and 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
(July 1, 2021 – June 30, 2023)**

| School/Library/CESA/Educational Institution | School District |
|---|------------------|
| Academy of Accelerate Learning | Milwaukee |
| Adams-Friendship | Adams-Friendship |
| Argyle Public Library | Argyle |
| Badger High School | Lake Geneva |
| Bayfield School District | Bayfield |
| Big Foot High School | Big Foot |
| Brookfield Central High School | Brookfield |
| Caddie Woodlawn Elementary School | Durand |
| CESA 1 | Waukesha |
| CESA 10 | Chippewa Falls |
| CESA 11 | Turtle Lake |
| CESA 12 | Ashland |
| CESA 2 | Whitewater |
| CESA 2* | Whitewater |
| CESA 3 | Fennimore |
| CESA 4 | West Salem |
| CESA 5 | Portage |

| | |
|---|-----------------------------|
| CESA 5* | Portage |
| CESA 6 | Neenah |
| CESA 7 | Green Bay |
| CESA 8 | Gillett |
| CESA 9* | Tomahawk |
| Challenge Academy | Madison Metropolitan |
| Chilton High School | Chilton |
| Chilton Library | Chilton |
| Chippewa Falls High School | Chippewa Falls |
| Cottage Grove Elementary School | Cottage Grove |
| Cumberland Elementary School | Cumberland |
| Danz Elementary School | Green Bay |
| DeForest High School | DeForest |
| DeLong Middle School | Eau Claire |
| Edison Middle School | Janesville |
| Elmbrook School District* | Elmbrook |
| Flex Academy | Little Chute |
| Fox Valley Technical College | Oshkosh |
| Gilmore Middle School | Racine Unified |
| Glenbrook Elementary School | Green Bay |
| Granite Ridge Elementary School | Cottage Grove |
| Green Bay Area Public Schools* | Green Bay Area |
| Greenfield High School | Greenfield |
| Hawthorne Elementary School | Madison Metropolitan |
| Johnson Public Library | Darlington |
| Kaukauna School | Kaukauna |
| Kenosha Unified School District* | Kenosha Unified |
| Kickapoo High School | Kickapoo |
| King Elementary School | Green Bay |
| Lac Du Flambeau Head Start | Lac Du Flambeau |
| Ladysmith Middle/High School | Ladysmith |
| Luxemburg-Casco Sr. High School and Ahnapee Diesel Center with the Casco Career Academy | Luxemburg-Casco |
| Madison College | Madison Metropolitan |
| Madison Elementary School | Stevens Point |
| Madison Metropolitan School District* | Madison Metropolitan |
| Marathon County Public Library | Wausau |
| Markee Pioneer Student Center | Platteville |
| McKinley Elementary School | Wauwatosa |
| McKinley Middle School | Wauwatosa |
| Melrose Mindoro School | Melrose Mindoro |
| Middleton High School | Middleton-Cross Plains Area |
| Milwaukee Area Technical College | Milwaukee |
| Milwaukee High School of the Arts | Milwaukee |
| Milwaukee Public Schools* | Milwaukee |
| Mineral Point Elementary School - Library | Mineral Point |
| Mineral Point Middle/High School | Mineral Point |
| Mount Horeb High School | Mount Horeb |
| Nicolet Area Technical College | Nicolet Union |

| | |
|---|----------------------|
| North Division High School | Milwaukee |
| Northern Lights Elementary School | Superior |
| Northside Elementary | Sun Prairie |
| Northwoods International School | La Crosse |
| Parkside | Milwaukee |
| Pecatonica* | Pecatonica |
| Pilgrim Park Middle School | Elm Grove |
| Racine School | Racine Unified |
| Racine Unified School District | Racine |
| Racine Unified School District* | Racine |
| Richland Center High School | Richland Center |
| Richland Center Intermediate School | Richland Center |
| Richland Center Primary School | Richland Center |
| Rogers Street Academy | Milwaukee |
| Rothschild Elementary School | Rothschild |
| School District of Prairie Farms | Prairie Farms |
| St. Norbert College | |
| Toki Middle School | Madison Metropolitan |
| Tomah Elementary School | Tomah |
| Tomah Middle School | Tomah |
| Traeger Elementary School | Oshkosh |
| Underwood STEM Elementary | Wauwatosa |
| UW School of Education | Madison Metropolitan |
| UW System Office of University Relations Senior Leadership* | Madison Metropolitan |
| UW-Eau Claire | Eau Claire Area |
| UW-Green Bay, Cofrin Library | Green Bay Area |
| UW-Milwaukee | Milwaukee |
| UW-Oshkosh | Oshkosh |
| UW-Parkside | Kenosha |
| UW-Platteville | Platteville |
| UW-Stevens Point School of Education | Stevens Point |
| UW-Stout | Menomonie |
| UW-Whitewater | Whitewater |
| Washington Park High School | Racine |
| Watertown Public Library | Watertown |
| Wauwatosa East High School | Wauwatosa |
| Wisconsin School for the Blind and Visually Impaired | |
| Wisconsin School for the Deaf | |
| Wisconsin Technical College System - Truax | Madison Metropolitan |
| Wisconsin Technical College System* | Madison Metropolitan |

*Virtual visit.

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

**Table 2. State Aid Disbursements
(2021-22 and 2022-23)**

| Aid Program | 2021-2022 Totals ¹ | 2022-2023 Totals ¹ |
|---|-------------------------------|-------------------------------|
| General Aid: Equalization | \$4,908,735,549 | \$5,125,780,480 |
| General Aid: Integration | \$38,297,698 | \$35,461,426 |
| General Aid: Special Adjustment | \$28,046,529 | \$9,034,746 |
| Special Education and School Age Parents | \$468,061,917 | \$517,890,000 |
| Per Pupil Aid and Supplemental Per Pupil Aid | \$602,294,014 | \$593,907,930 |
| Achievement Gap Reduction (AGR)/SAGE | \$109,059,500 | \$109,059,500 |
| School Library Aid (Common School Fund) | \$40,600,000 | \$52,000,000 |
| Pupil Transportation | \$24,000,000 | \$24,000,000 |
| High Poverty | \$16,830,000 | \$16,830,000 |
| Sparsity | \$27,962,400 | \$27,983,800 |
| Bilingual/Bicultural | \$8,589,800 | \$8,589,800 |
| State Tuition | \$6,432,394 | \$5,885,437 |
| High Cost Transportation | \$19,856,200 | \$19,856,200 |
| State Food and Nutrition Programs | \$6,832,861 | \$7,011,478 |
| Additional (High Cost) Special Education | \$11,106,000 | \$11,348,673 |
| County Children with Disabilities Education Board | \$4,067,300 | \$4,067,300 |
| Four-Year-Old Kindergarten Start Up Grant | \$1,200,000 | \$1,167,000 |
| Robotics League Participation Grants | \$226,737 | \$400,380 |
| Special Education Transition Incentive Grants | \$3,599,984 | \$3,599,985 |
| Special Education Transition Readiness Grants | \$893,071 | \$1,110,207 |
| Supplemental (Large Area District) | \$82,600 | \$85,575 |
| Aid for school mental health programs | \$11,879,416 | \$11,909,323 |
| School based mental health services grants | \$6,158,447 | \$9,258,969 |
| Summer School Programs (MPS) | \$1,400,000 | \$1,400,000 |
| Tribal Language Revitalization Grants | \$186,620 | \$181,019 |
| Gifted and Talented Programs | \$162,563 | \$320,860 |
| Reading Readiness | \$1,871,516 | \$1,876,194 |
| Career & Technical Education ² | \$6,499,949 | \$6,499,924 |
| Educator Effectiveness Grant | \$3,858,655 | \$7,128,518 |
| Rural School Teacher Talent Pilot Program | \$1,432,436 | \$2,326,828 |
| Peer Review and Mentoring Grant | \$1,115,646 | \$1,539,482 |
| Headstart Supplement | \$1,236,171 | \$1,573,959 |
| Alcohol and Other Drug Abuse Programs | \$1,047,525 | \$982,771 |
| Peer to Peer Suicide Prevention | \$29,053 | \$82,374 |
| Early College Credit | \$382,317 | \$412,982 |

| PARENTAL CHOICE/CHARTER SCHOOLS | | |
|--|------------------------|------------------------|
| Independent Charter Schools | \$94,792,911 | \$99,377,832 |
| Milwaukee Parental Choice Program | \$236,612,497 | \$238,904,898 |
| Racine Parental Choice Program | \$32,152,687 | \$32,519,763 |
| Wisconsin Parental Choice Program | \$117,831,098 | \$140,354,703 |
| Special Needs Scholarship Program | \$22,634,619 | \$27,708,905 |
| STATE TOTAL | \$6,801,714,453 | \$7,159,429,221 |

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

¹State aid disbursements between July 1, 2021, and June 30, 2023, 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 by Department of Workforce Development.

³Funded by Department of Financial Institution.

Chapter 2: The Operation and Performance of the Department of Public Instruction during the 2021-23 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 DPI and provides links to further information.
- Second, this chapter includes the major program goals and objectives identified in the DPI's 2023-25 biennial budget request.
- Third, as required by Wis. Stat. sec. 115.30(4)(d), this report outlines the work done by the DPI in the performance of its duties.
- Last, the DPI has included information on 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. Dr. Jill Underly was sworn into office on July 1, 2021, becoming the state's 28th State Superintendent of Public Instruction.

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 DPI 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.

[Chapter 43](#) describes the DPI's role in the development of library services throughout the state. For a more detailed overview of the DPI, please visit:

[2023-24 Wisconsin Blue Book](#) (pp. 217-220)

[2023-24 Wisconsin Blue Book-Public Education](#) (pp. 348-356)

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

Major Program Goals for the 2021-2023 Biennium

The DPI identified the goals below as part of its 2021-23 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 DPI 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

The Department of Public Instruction (DPI) advocates for public education and libraries in Wisconsin. The DPI’s mission is to advance equitable, transformative, and sustainable educational experiences that develop learners, schools, libraries, and communities in Wisconsin. As the state education agency, it is the DPI’s responsibility to lead and model with one another, and reflect in our work, the principles of equity needed in Wisconsin schools. During the 2021-23 biennium, the DPI promoted the initiatives detailed below to improve educational services and to advance student learning.

Office of the State Superintendent

Wisconsin Educational Opportunities Program

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

WEOP developed and delivered college and career readiness experiences to students in grades 6 through 12 in over 50 target schools statewide. Additionally, statewide services were offered through the Early Identification Program to students prior to and at the conclusion of federal program enrollment and those attending non-target schools.

To ensure services were accessible throughout the pandemic, WEOP shifted service to virtual platforms through the end of fall 2021 and then resumed hybrid and in-person service, in spring 2022. In total, WEOP served 1,900 students in 2021-22, and 2,100 students in 2022-23, who were economically disadvantaged, minority, and/or first-generation students. See the table below for information on the students served by the Early Identification Program.

Table 3. Students Served by the Early Identification Program

| | 2021-22 | | 2022-23 | |
|---|--------------|------------------|--------------|------------------|
| | Number | Percent of Total | Number | Percent of Total |
| Total Students Served | 1,900 | 100% | 2,100 | 100% |
| American Indian or Alaskan Native | 95 | 5.0% | 154 | 7.3% |
| Asian | 314 | 16.5% | 379 | 18.0% |
| Black or African American | 336 | 17.7% | 295 | 14.0% |
| Hispanic or Latino | 225 | 11.8% | 275 | 13.1% |
| Native Hawaiian or other Pacific Islander | 1 | 0.1% | 3 | 0.1% |
| Two or more races | 61 | 3.2% | 37 | 1.8% |
| White | 868 | 45.7% | 957 | 45.6% |
| Students of Color | 1,032 | 54.3% | 1,143 | 54.4% |
| Eligible for Free or Reduced Price Lunch | 1,601 | 84.3% | 1,719 | 81.9% |

Services included pre-college advising, tutoring, workshops, college tours and summer enrichment programming. This included graduating the first cohort of GEAR UP Rising Phoenix students through a new partnership with University of Wisconsin-Green Bay, where 23 students earned their associate degree as high school seniors in 2023.

These opportunities were made possible through the [Early Identification Program](#), which provided additional access to students through the three federal programs offered through WEOP (GEAR UP, Upward Bound and Talent Search), as well as the Talent Incentive Program. Finally, through the WEOP Pre-college Scholarship Program, 1,870 students received scholarships, totaling approximately \$1.4 million in 2021-22 and over 1,500 students received scholarships, totaling approximately \$1.1 million, in 2022-23 (final figures pending, as WEOP concludes 2022-23 payments).

In addition to the WEOP, the Office of the State Superintendent houses the following functions:

- Education Information Services – provides assistance to the OSS in all matters relating to public information and media relations.
- Human Resources – responsible for DPI recruitment, job classification, compensation, employment relations, affirmative action, employee assistance programs, payroll, benefits, and training.
- Office of Legal Services (internal legal counsel)
- Policy, Budget, and Research – responsible for developing the DPI's education policy agenda and budget initiatives, coordinating the DPI's policy development, analyzing and monitoring key legislation, coordinating administrative rule development, and providing technical assistance in management planning and resource development.

[Division for Academic Excellence](#)

Career and Technical Education Team

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 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 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). For more information, see: <https://dpi.wi.gov/cte/technical-incentive>

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.
- Provides 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.

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 \(59\)](#), the DPI is required to:

- Ensure that, beginning in 2017-18, every school board provides 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 2021-23 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.

General Educational Development (GED) Certificate / High School Equivalency Diploma (HSED)

DPI administers robust programs for adult students across the state. Between July 1, 2021, and June 30, 2023, 1,589 students received a GED certificate and 4,735 students received an HSED. During this timeframe, there were 9,323 GED test-takers; over one-third (3,724) of those GED test-takers were high school students in the [GED Option #2 program](#). Wisconsin's GED Option #2 program is a nationally recognized credit recovery program that helped 688 high school students earn their regular high school diplomas by taking GED test(s) in the areas they are credit deficient, enabling them to reach their post-secondary goals.

Information Technology (IT) Education Grant

The IT Education Grant was awarded to and administered in collaboration with Microsoft Imagine Academy partners and was migrated to the Microsoft Learn Platform in December of 2022. A total of 264 schools offered Microsoft technical skills and certification testing; 126 schools elected to become testing centers to allow students to take exams on-site (down from 143 in the previous biennium). A total of 43 teachers earned certifications within the Microsoft Certified Educator (MCE) program, and 2,626 student certifications were earned for Microsoft Office

Associate (MOS), Microsoft Fundamentals, and Microsoft Technology Associate (MTA) programs at participating schools.

Teaching and Learning Team

The Teaching and Learning (TAL) 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 of the TAL team's work from the 2021-23 biennium include:

- Launched the Wisconsin Civics Project that includes a K-12th grade scope and sequence for civics education and professional learning model to support districts with implementation.
- Hosted the first [Wisconsin Creativity Summit](#) to support Wisconsin educators in fostering innovation and creativity across subject areas, not just in the arts. This summit will be built upon in the upcoming year(s) and will focus on fostering innovative instruction to prepare students for an uncertain future.
- Established an internal steering committee for Indigenous education in Wisconsin. This committee ensures support of Indigenous Education and Act 31 in Wisconsin is agency-wide and comprehensive.
- Science educators from across the state worked with DPI and the Wisconsin Society of Science Teachers to create an official [Equity and Access in Science Education Position Statement](#).
- Joined the ECEP Alliance and partnering with the [CSforALL SCRIPT](#) workshops to build equitable and accessible access to curriculum, as part of the continued efforts to grow Computer Science in Wisconsin.
- Developed and maintained online courses representing nearly all areas of the agency, used for professional learning for school staff in the state of Wisconsin.

[Arts & Creativity](#)

The arts play a vital role in a “well-rounded” education as defined by the Every Student Succeeds Act (ESSA). The [Wisconsin Arts Celebration Project](#) was created to demonstrate the importance of the arts and to celebrate the 50th Anniversary of the Wisconsin Arts Board. This unique, collaborative project between the DPI and the Wisconsin Arts Board offers free music, lesson plans, and materials created by Wisconsin artists and educators.

The materials were developed in response to creative works commissioned by the Wisconsin Arts Board in honor of its anniversary. The centerpiece of the 50th anniversary project is a poem entitled “Like the Wind” by poet Dasha Kelly Hamilton, which speaks to the creative capacity

already inside each of us. The music, composed by Wisconsin composer Dr. Erika Svanoë, includes unique settings for SATB choir, orchestra, and concert band. The lesson plans and materials were created by a team of expert Wisconsin arts educators: Visual Artist and Educator Jennifer Handrick, Media Artist and Educator Harry Kellogg, Theater Specialist and Educator Ron Parker, and Dance Educator and Fifth Grade Teacher at the Academy of Chinese Language, Yeng Vang-Strath, and Musician and Music Educator, Tony Kading.

This project and the intentional connections between poetry, spoken word, music, dance, theater, visual art, and media art demonstrate this crucial throughline: Creativity is a vital human capacity that we must continue to nurture in our students and each other. The DPI hosted the first annual [Wisconsin Creativity Summit](#) online in 2023. The event set out to inspire educators, administrators, policy makers, business leaders, and community members to consider the role of creativity in our schools. Dr. Peter Gamwell, author of "The Wonder Wall" started the event off with a chat about creativity and the urgent need for us to cultivate it in our children. The event will also include time for discussion and dialogue by participants.

Civics Education

In August 2021, State Superintendent Dr. Jill Underly announced civics education as a priority in her administration. The goals for the Wisconsin Civics Project are: (1) all students learn to become engaged citizens, critical consumers of information, actively involved in the civil discourse of their communities, state, nation, and world, understand and actively participate in the processes of government (including voting), and are empowered to see themselves as essential members of their communities with opportunities to actively participate in civic learning and problem solving; (2) all schools and educators are equipped with the resources and support they need to foster excellence in civic literacy and civic engagement, and (3) all partners and stakeholders are empowered to support the civic mission of schools and collaborate to support civic literacy and provide civic engagement opportunities to students of all ages.

With a vision of fostering excellence in civic literacy and civic engagement for all learners, DPI convened a group of educators from across the state to build a K-12 civics and social studies suggested scope and sequence aligned to our Wisconsin Standards for Social Studies, the Six Proven Practices of Civics Education from the Center for Civics Education, and the Roadmap from Educating for American Democracy (EAD), a project of the U.S. Department of Education, the National Endowment for the Humanities, and [iCivics](#). This non-partisan project is a culmination of over two years of collaboration between the DPI, teachers, administrators, CESAs, and multiple state and community organizations. It incorporates multiple viewpoints and place-based learning and is intended to guide educators in effectively teaching civics and social studies. The civics and social studies suggested scope and sequence is scheduled to be released in October 2023.

In spring 2023, the [Civics Fellows Network](#) was formed to assist districts statewide with implementation of the civics work. Fellows are classroom teachers in each of the 12 CESAs with experience, expertise, and passion in teaching civics and social studies. They will partner with their regional service agency and DPI to help spread a consistent message and training opportunities to educators across the state.

Digital Learning

Digital Learning continues to be a priority for educators and districts across the country, post 2020. During the COVID pandemic many districts, educators, and students were taken out of their comfort zones and pushed forward into the world of full online digital learning. Since that time, progress has been made in the area of instructional technology integration in the classroom due to the complete immersion in online learning during that time. Since 2021, educators have been able to utilize more efficient and more personalized teaching techniques utilizing technology.

To advance Digital Learning in Wisconsin during the 2021-23 biennium, the DPI has:

- 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.
- Continued to implement 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.
- Hosted a STEM/STEAM Educator Workshop for elementary and middle school educators tasked with teaching stand-alone STEM/STEAM courses.
- Hosted an Igniting Future Ready Educator Workshop for pre-service teachers about to enter their student teaching placement to prepare them for the demands of teaching in an instructional technology integrated environment.
- Continued to work with school districts to utilize flexibility in the scheduling and planning for short term remote learning to meet the needs of their students.
- Worked in cooperation with AWSA, WASDA, and WETL to plan for and judge proposals for the SLATE Ed Tech conference each year.
- Work in collaboration with the DOJ and the Instructional Technology Services team to promote Cybersecurity and Keeping Kids Safe Online month in October.

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

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 DPI 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.

[Green & Healthy Schools Wisconsin](#) believes every school can be a green and healthy school. Led by the Department of Natural Resources (DNR) and the DPI, 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 2023, 43 schools, districts, and early learning centers have [received this national award](#), including the following honorees and nominees between 2021-23:

- 2021 Honorees: Starms Early Childhood, Milwaukee; Clement Avenue School, Milwaukee; Helen R. Godfrey University Child Learning and Care Center, Stevens Point.
- 2022 Honorees: A. E. Burdick School, Milwaukee; Escuela Verde, Milwaukee; Golda Meir School, Milwaukee; Cambridge Elementary School; Washington Island School
- 2023 Nominees: Unified School District of De Pere; Tamarack Waldorf School, Milwaukee; Forest Edge Elementary School, Fitchburg; Eagleville Elementary Charter School, Eagle; Browning Elementary School, Milwaukee

[Gifted and Talented](#)

Wisconsin state statute and administrative code 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.

During the 2021-23 biennium, reached out to some of the smallest rural districts in the state to provide technical assistance regarding gifted identification and programming. This was based on a review of data from the Office of Civil Rights, which is reported directly by Local Education Agencies (LEAs) to the U.S. Department of Education. The goal of the technical assistance 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.

The team also provided training for stakeholders through a variety of means: offering Community of Practice book studies on gifted education, family engagement, and differentiation; presenting information at conferences about disproportionality and best practices for identification of, and programming for, students with gifts and talents; and providing targeted presentations for individual districts and gifted education groups in the state related to gifted and talented program procedures, assessment, curriculum, instruction, and program evaluation.

Finally, the TAL team awarded state grants under Wis. Stat. sec. 118.35(4) to LEAs, Cooperative Educational Service Agencies (CESAs), University of Wisconsin System institutions, and eligible not-for-profit organizations 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.” The allocation for the 2021-22 and 2022-23 school years was \$474,400 per year.

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. These organizations partner with the DPI 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 DPI has completed the following:

- Kept current the 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.
- 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 including subsidized digital content and digital technology to support school districts and strategic online learning providers across the state.

Online Safety

In continued partnership with the Department of Justice (DOJ), the DPI worked to create awareness about Internet safety and to create the online resource “Keeping Kids Safe Online Month”, 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 DPI has completed the following:

- Updated the Keeping Kids Safe Online portion of the website to keep the resources fresh and up to date.
- Created contests at the elementary, middle, and secondary level for educators and students to use to promote and learn more about online safety.
- Promoted activities and resources for the annual Keeping Kids Safe Online month in October.

Robotics League Participation Grants

The DPI 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 166 teams received grant awards in the 2021–2022 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 2021-22 report: [2021-22-Robotics-Grant-report-final.pdf \(wi.gov\)](#)

Licensing, Educator, Advancement and Development Team

The Licensing, Educator, Advancement and Development (LEAD) Team oversees the preparation, licensing and development of teachers. In the 2022-23 school year the team processed more than 36,000 licenses, handled over 25,000 inquiries, completed approval of preparation programs as required in the 2018 rewrite of Wisconsin Administrative Code PI 34, and made available no-cost professional development to all public schools and independent charter schools through the educator effectiveness system.

In 2022-23 the LEAD Team completed the [educator preparation program and workforce analysis report](#) that demonstrated a key problem with the workforce shortage is retention of educators. Data analysis calls for a comprehensive approach across each point of the development of future and current educators. The ability of schools to recruit and retain quality educators has a strong connection to student achievement. The LEAD Team is focused on strategies in the following areas:

- Grow a new generation & support career changers ([Attract](#))
- Strengthen preparation ([Prepare](#))

- Advance licensing options ([License](#))
- Support growth of the workforce across the state and in high-need areas ([Recruit](#))
- Build effectiveness ([Develop](#))
- Retain the workforce ([Retain](#))

Each of the linked strategies above provides further information on the goals, strategies, and ongoing impact measures the team uses to evaluate the work in this area for the DPI.

Literacy and Mathematics Team

Culturally Responsive Leadership Series 2022-23

In partnership with Teaching Lab, an organization that specializes in curriculum-based professional learning, using an evidence-based model coined Head, Heart, Habits, and Equity, funded with grants provided by the Council of Chief State School Officers (CCSSO), the Kellogg Foundation, and the Schusterman Foundation, the Literacy and Math team was able to provide professional learning to support district and school-level implementation of High-Quality Instructional Materials and Professional Learning.

The DPI Literacy and Math team worked alongside the Teaching Lab staff to implement a series entitled Culturally Responsive Leadership. This network included district administrators, school principals, and teacher leaders; the series immersed the leaders in data, research, and discourse that allowed them to think deeply about the academic growth and development of their current student population. The participants collectively interrogated materials, professional learning, teaching practices, community engagement, and school-level assessment data to develop a problem of practice, and then created a plan of action with a Teaching Lab skilled coach.

The culminating activity was an equity visit. Equity visits allowed participants to collect observational school-level data to help them determine the next steps of their plan. School principals continue to work with Teaching Lab coaches and DPI staff to implement and monitor the plans they created during the series.

Early Literacy

Literacy skills are foundational to academic achievement, post-secondary success, and civic engagement. In recognition of literacy needs in Wisconsin as evidenced by state summative assessment data, the DPI created the following resources for educators to improve early literacy instruction:

- The Foundational Reading Skills Tool and accompanying webinar series identifying and illustrating evidence-based elements of early literacy instruction <https://dpi.wi.gov/reading/professional-learning/reading-foundational-skills>.
- Grade-Band instructional practice guides that identify research informed and developmentally appropriate instructional practices that would lead to proficiency in grade-level standards <https://dpi.wi.gov/ela/instruction/instructional-practice-guides>

- The DPI also formed the [State Superintendent’s Reading Advisory Council](#), a committee made of 19 educators, parents, and librarians to advise the DPI on a statewide early literacy plan. The initial work of this committee was to address meaningful family engagement in the area of early literacy and resulted in the creation of a no-cost module highlighting research-based early literacy family engagement practices that have garnered proven results in other states and communities <https://dpi.wi.gov/wi-reads/rac>.
- The DPI also implemented 2019 Wisconsin Act 86 which required DPI to convene an advisory committee made up of individuals from the Wisconsin Branch of International Dyslexia Association and the Wisconsin State Reading Association to create the *Wisconsin Informational Guidebook on Dyslexia and Related Conditions*. This was published in July 2021 and is found at <https://dpi.wi.gov/reading/dyslexiaguidebook>. Local Education Agencies are required to link to this guidebook on their websites.

Note: Wisconsin 2023 Act 20, signed into law in July 2023, represents a comprehensive approach to impacting early literacy development in Wisconsin. The DPI started the work of implementing Act 20 provisions with the start of the 2023-25 biennium. Find up-to-date information about implementation of Act 20 at: <https://dpi.wi.gov/wi-reads>

[Global Education / World Language](#)

Globally competent students make meaning from ideas and issues with awareness of an interdependent world. They investigate and value diverse perspectives and worldviews within our local and global communities and cultures. Globally competent students are prepared to communicate across languages and cultures and take action, with others, to improve conditions and contribute to our collective well-being. Global education prepares learners to be workforce-, life-, and world-ready. DPI activities supporting global education include, but are not limited to:

- Training and resource development to support world language learning environments that center equity, engagement, and relevance.
- Teacher book study and professional workshops on the topic of teaching for global competence.
- Seminars to support the use of the United Nations Sustainable Development Goals to inspire and anchor project-based learning experiences.
- Inclusion of the Certificate of Global Competence and the Seal of Biliteracy as industry recognized credentials with multiple Academic Career Planning Pathways.
- Planning for collaborative learning, school partnerships, and connected classrooms between Wisconsin, Hessen, and Bordeaux.
- Interviews and recommendations for Wisconsin representatives to serve as Assistant Language Teachers in Japanese schools in Chiba Prefecture for up to five years of service.
- Selection and recognition of Wisconsin’s Global Educator of the Year.

- Enhanced data collection and analysis for world language education, including data on Hmong and indigenous language learning.
- Support for career-connected learning within world language programs.
- Partnerships to improve student access to global learning through virtual exchange.
- Inclusion of a standard for global competence with career and technical education programs.
- CESA workshops on standards and proficiency-based world language pedagogy.
- Support for world language educator preparation program design.
- Guidance to schools serving international students.

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—the opportunity to learn increases when students receive instruction based on instructional materials aligned to state standards. 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 improve student outcomes, making this a research-based continuous improvement strategy.

The DPI 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 higher education institutions. The Literacy and Math team continues to seek out internal and external resources to support this work.

Math Resource Development

Standards-based resources for mathematics learning and teaching are available free and online for all Wisconsin educators and administrators to access and utilize to further their expertise in supporting all students as knowers and doers of mathematics. These resources are about a range of topics such as instructional practices to advance equity, the shifts of the standards, early mathematics, fluency, Standards for Mathematical Practice, and the mathematics community. Resources are continuously added to and revised to reflect educational research. Mathematics 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.

Multilingual Learners

The DPI continues to provide support to LEAs/LEA-led consortia and Title III CESA networks and consortia in serving multilingual learners and their families by fostering asset-based approaches that encourage bilingualism and the inclusive systems-level development of academic language for all learners. For 2021-23, DPI would like to highlight the following activities:

- March 2021 – WIDA’s English Language Development Standards Framework, 2020 Edition was presented to the Superintendent’s Academic Standards Review Council (SSASRC) and recommended for adoption.
- May of 2021- The WIDA 2020 English Language Development Standards Framework was officially adopted by the state.
- Continued meeting with the ELD Standards adoption and implementation committee to develop resources to support the standards rollout process. Resources that are in the process of development or have already been released include an implementation guide, training modules, and practice briefs that provide examples of integrating the standards into content-area instruction.
- Continued to grow and develop best-practice resources including revisions to the EL Policy Handbook and the creation of a document in collaboration with the Special Education team called “Assessing English Learners when Conducting Comprehensive Special Education Evaluations.”
- Released a revised Language Instruction Educational Programs (LIEP) crosswalk and two flowcharts designed to help districts choose language instruction programs appropriate to their contexts and their goals. DPI also provided extensive technical assistance related to the crosswalk, including conference presentations and a recorded webinar. The revised crosswalk provides clearer descriptions of effective program models for ELs and is intended to ensure that reporting more accurately reflects the types of programs being offered to ELs in the state. It is hoped that the improved reporting will allow DPI to better evaluate the effectiveness of different program models going forward.
- Continued to implement the streamlined online reporting application in WISEhome for districts to submit plans of service and end of year reporting for districts participating the Bilingual-Bicultural (BLBC) state aids program laid out in Wisconsin State Statute 115.95.
- Began the process of developing clearer guidance for districts related to Wisconsin State Statute 115.95, including developing a new chapter of the EL Policy Handbook specific to BLBC programs.
- Communicated with stakeholders, CESA networks and consortia in a variety of ways, including presenting at CESA EL network meetings and holding virtual meetings for EL stakeholders and CESA leaders.

- Collaborated with the Special Education team to provide training and resources related to identifying and supporting EL students who may have a learning disability. This included holding a joint Title III/Special Education conference in the spring of 2023 about multilevel systems of support for ELs and developing a document for IEP teams to use when completing Special Education evaluations for ELs.
- Participated in the ESEA monitoring process with the other Title programs and provided feedback and technical support specific to how well districts were meeting their obligations to EL students under Title III.
- Aligned the Immigrant Children and Youth Grant under Title III to the state standardized grant procedures.
- Gathered data related to the [Wisconsin Seal of Biliteracy](#) program using the new state-certified credential application in WISEhome. The new online system provides DPI with important information about the program, including the number of students obtaining the Seal, the languages in which they are qualifying, and the districts they attend. Offered a live and recorded virtual webinar intended to build awareness of the program and continued to authorize more districts to grant the Seal. Partnered with the Minnesota Department of Education to gain access to language assessments and training for Hmong and Ojibwe.

Preschool Development Grant for Young Learners Tribal Language Revitalization

In 2020, the Wisconsin Department of Children and Families (DCF) was awarded a one-year Preschool Development / Birth through Five (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 through 2023. Part of the strategic plan included collaborating with the DPI to create the PDG Young Learners Tribal Language Revitalization Grant (formerly referred to as the 2020 PDG for American Indian Language Revitalization).

While the DPI first began distributing grant monies for this grant in the summer of 2020, the work of these grants carried over into 2021 due to the COVID-19 pandemic, and will continue through 2023. The ongoing 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 are currently being used to support startup and collaboration costs (e.g., materials, curriculum development, educator training or professional development). For more information, see:

<https://dpi.wi.gov/amind/language-culture-education/yltlr-pdg-federal-grant>

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. To raise the bar for all children, the DPI has:

- Adopted a transparent, and comprehensive process for reviewing and revising academic standards.
- Established the State Superintendent’s Academic Standards Review Council, a group of legislators, educators and education leaders, parents, and business leaders which provide input through public hearings and review periods.
- Revised or developed academic standards in 31 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.

Division for Finance and Management

Business Services Team

The Business Services team supports the DPI by providing centralized accounting, contracting, procurement, accounts payable and accounts receivable processing, as well as providing centralized building services, including reception, fleet, mailroom and building support for the DPI main office and several outlying offices.

Community Nutrition Team

The DPI administers the United States Department of Agriculture (USDA) [Child and Adult Care Food Program](#) (CACFP) which assures that low-income children in childcare receive proper nutrition through ongoing training, technical assistance and support. In addition, by paying for nutritious meals and snacks for eligible children enrolled at participating childcare centers and family childcare homes, CACFP plays an important role in improving the quality of childcare programs and in making them more affordable for low-income parents.

Programs eligible for participation include non-residential child or adult care institutions, such as group or family childcare, child or adult care centers, Head Start, recreation centers, and afterschool programs. For-profit childcare centers serving 25 percent or more low-income children are also eligible.

Each agency participating has a contract that is renewed annually, programs are reviewed on-site by staff every two to three years, and training and technical assistance are provided to assist program operators. In FY 2023, DPI participated in the USDA CACFP Management Evaluation which monitors DPI's Program compliance and improving Program operations. In FY 2023, the Legislative Audit Bureau evaluated DPI's management of the CACFP.

The [Summer Food Service Program](#) continues to increase participation each year in Wisconsin. Summer meals are critical in the lives Wisconsin youth, whose risk for food insecurity increase during the summer months when they no longer have access to the National School Lunch and School Breakfast Programs. In 2023, DPI implemented the newly authorized permanent, non-congregate meal service through the Summer Food Service Program (SFSP) and National School Lunch Program (NSLP) Seamless Summer Option (SSO) for rural areas with no congregate meal service. In 2022, USDA awarded one outstanding Wisconsin Summer Meal Program sponsor who worked hard to offer high quality meals that are appetizing, appealing, and nutritious.

Parental Education Options Team

The Parental Education Options (PEO) Team provides technical assistance to school districts, schools, families, and the general public related to educational options in the State of Wisconsin. Options available for families to enroll their children in school include: local public school; public school open enrollment; school district charter school (including virtual charter school); independent charter school; voucher to attend a private school under one of the state's parental choice programs – Milwaukee, Racine, and Wisconsin (statewide); special needs scholarship to attend a private school for a student with special needs; private school (private pay); and home-based private education program (home-school).

School Financial Services Team

The School Financial Services (SFS) Team is responsible for providing school districts with school financial and management services, including calculating school district revenue limits and state general aid. The SFS team also calculates eligibility for other state aids, and disburses all state and federal funds to school districts and other educational entities that receive state and federal support. The team is responsible for the data collections required to conduct the work of calculating revenue limits and aid eligibility, and submits required state and federal financial reports, based on accurate data collected as required under state and federal laws. The SFS team provides technical assistance to school districts and other educational institutions in all matters related to the state's school finance system.

School Nutrition Team

The School Nutrition Team (SNT) managed the United States Department of Agriculture (USDA) Seamless Summer Option (SSO) operated in schools and districts around Wisconsin through the end of the 2021-22 school year. The SSO allowed 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 nutrition insecurity and childhood hunger that has increased during the COVID-19 pandemic. Traditional program requirements came back with school year 2022-23. The SNT spent

a significant amount of time helping school nutrition professionals return to traditional programming by providing technical assistance and training.

The pandemic brought about significant holes in the supply chain. To help alleviate some of the financial challenges, USDA provided states with funding to be used to help schools with increased costs and lack of produce. Over the 2021-23 biennium, the SNT distributed \$42,782,213 in USDA Supply Chain Assistance funds to schools to address supply chain challenges with three rounds of funding disbursed in January, July, and September 2022. Additionally, beginning in September 2022, Wisconsin received \$3,447,772 from the USDA to purchase local unprocessed and minimally processed food to help with the challenges of supply chain disruptions.

Through the [Wisconsin Local Food to Schools \(LFS\)](#) Program, Wisconsin has issued non-competitive sub-awards to School Food Authorities (SFAs) and non-SFAs. Funds were provided to be used for purchasing domestic, local, unprocessed, or minimally processed foods for distribution to eligible SFAs participating in the National School Lunch Program (NSLP) or School Breakfast Program (SBP). The Wisconsin LFS Program will build a more resilient local food chain by expanding and strengthening local and regional markets. Purchases will target small business and/or socially disadvantaged farmers/producers. The SNT also received \$1,457,968 in Supply Chain Resiliency funding, beginning in September 2022, which will support three project position SNT staff members to help build and expand upon a local food supply chain and expand farm to school within the state.

Additionally, over the 2021-23 biennium, the SNT distributed \$1,997,999 in school breakfast grants. A total of \$1,101,272 in National School Lunch Program Equipment Assistance Grants was distributed (beginning in July 2022). Finally, the team distributed \$4,341,008 during FFY22 and \$4,429,413 in FFY23 for the Fresh Fruit and Vegetable Program.

Division for Learning Support

Special Education Team

Individuals with Disabilities Education Act (IDEA) Compliance

The DPI continued its implementation of an effective monitoring system to ensure compliance with state and federal special education law. For both 2021 and 2022, 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 DPI's monitoring is aligned with our College and Career Ready Individualized Education Program (IEP) framework and 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 and ensuring compliance with special education law.

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 each 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 2022, there were 3,768 eligible responses; payments were funded at \$955.49 per eligible response; thus, \$3,599,984.88 of the available \$3,600,000 was allocated. Included below is a summary of the results of the 2022-23 survey of students who exited in 2020-21.

2022 Indicator 14 – unduplicated outcomes of students who exited in 2020-21:

- 22.84% (1,115) 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.
- 50.83% (2481) 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.
- 3.52% (172) 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.
- 6.39% (312) Other Employment: 90 consecutive or cumulative days of employment in any setting AND not counted in Higher Education OR Competitive Employment OR Postsecondary Education or Training Program.
- 16.41% (801) 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.

See an interactive map with statewide results of the 2022 [Indicator 14 survey on the 2022 Indicator 14 Interactive Map](#). For a list of schools and the payments made in June 2023, see Wisconsin DPI [Indicator 14 webpage](#).

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 annually, beginning in FY19. This program was designed to support Wisconsin's students with disabilities to successfully transition to competitive work and post-secondary education environments after high school. In 2020-2021, despite the continued COVID-19 pandemic, 79.5% of districts were able to use at least three-quarters of awarded funds. In addition, 88% of districts noted a moderate to significant impact on transition services for students with disabilities. Grant recipients most often reported greater access to transportation and community-based learning experiences as a result of their grant

ward. Finally, recipients raised the need for greater flexibility and opportunity to apply grant funds to support transition services within their school districts and communities.

In 2021-22, TRGs were awarded to 29 school districts, 58% of which had not previously received a TRG award. The 21-22 TRGs included updated funding categories as well as expanded opportunities for competitive integrated employment (CIE) training programs. The CIE training programs, and transportation options remained the most requested categories. In addition, grant recipients were required to identify a student outcome statement and evaluation plan to assess the impact of grant funds as part of the grant application.” (FY 22 Summary Transition Readiness Grants, Wisconsin DPI).

Grant awards for the 2022-23 school year were released in fall 2022. Award 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. A list of the 2022-23 TRG grantees can be found on the Wisconsin DPI: <https://dpi.wi.gov/sped/topics/transition/transition-readiness-grants>

Student Services/Prevention and Wellness Team

Alcohol and Other Drug Abuse

Alcohol and Other Drug Abuse (AODA) Programs

See information on [AODA Programs](#) under Chapter 3, Information on Specific Areas of Interest.

Tobacco Prevention

The main focus at the 2023 Best Practices in Health and Physical Education Conference was Health Equity. There were three sessions focusing on exploring e-cigarettes, their evolution, trends in use, associated health harms, and clinical approaches to treating addiction, strategies to address the youth vaping crisis using a supportive approach, and a focus group that explored the needs of teachers to address the vaping epidemic. DPI is continuing to research and educate schools on the importance of evidenced-based and best practices for school policy, alternatives to suspension, youth tobacco cessation, and other available resources.

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 Units for tobacco prevention and cessation, brain health, anti-human trafficking, shaken baby syndrome, mental health, suicide prevention and health equity. These units are shared 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. 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: <https://dpi.wi.gov/sspw/health-education>.

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 2021-23 time frame the focus slowly shifted away from providing leadership and resources for schools to navigate the global SARs-CoV2 pandemic, to focusing on supporting the ever-increasing number of students with chronic and complex health needs attending Wisconsin schools. These health needs include the risk of opioid overdose and increased student mental health needs.

Webpages were redesigned to provide general communicable disease and infection prevention and control measures and provide [tools](#) for outbreaks, epidemics, and pandemics based on pathogen method of transmission. Resources for districts supporting students with [Long-COVID](#) were added. The Bloodborne Pathogen training module was updated in 2023. Resources to support schools dealing with the increasing risk of student opioid overdose and exposure to fentanyl were provided.

As student health needs become more complex, districts are hiring registered nurses. These nurses have no experience in the specialty of school nursing. Since 2021, nearly 200 new school nurses have attended DPI's New School Nurse Orientation. Topics addressed in DPI's School Nurse Summer Institutes include Youth Mental Health First Aid, documentation and record keeping, and mental health support for school nurses recovering from the pandemic. The DPI consultant has worked closely with the Department of Health Service to implement the Public Health Workforce grant supporting school health services.

Mental Health

Wisconsin School Mental Health Framework

Wisconsin launched the Wisconsin School Mental Health Framework in 2015. Since that time, the SSPW Team 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 was revised in Fall of 2021 to reflect updated best practices and to align to national models.

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.

Mental and Behavioral Health Screening

SSPW had been providing guidance and technical assistance to schools and districts in the screening of the mental and behavioral health of students. DPI participated in an interdisciplinary workgroup led by the Office of Children’s Mental Health to explore the use of universal screeners in Wisconsin Schools. The group gathered data on current universal screening practices in Wisconsin schools, heard from school district staff about barriers and successes related to implementing universal screening, and explored best practices in universal screening. The group compiled recommendations on next steps for moving universal screening forward in Wisconsin schools.

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.

The 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 system-level barriers to staff wellness.

In response to the dropping rates of participation in PBIS implementation in high schools, the Wisconsin RtI Center also engaged in a data analysis during 2022-23 of the project to identify system barriers and strategies to address those barriers at the high school level in order to inform current and future efforts to reduce implementation abandonment. Data was gathered through action research activities to identify the largest barriers to high school implementation and sustainability in order to create action plans to support high schools in utilizing at least one strategy to address barriers.

From 2021-2023, the PBIS Network provided 30 trainings and over 2,800 hours of technical assistance hours to Wisconsin LEAs. In the 2021-22 school year, 22 districts participated in SBIRT training through the Wisconsin Safe and Healthy Schools (WISH) Center. In the 2022-23 school year, 20 districts participated in SBIRT training through the WISH Center.

Social and Emotional Learning

The SSPW team continues to support schools and districts in the systemic implementation of SEL. In addition to the Wisconsin Social and Emotional Learning Competencies PK-Adult, the 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. The resources explored at a statewide SEL and Equity professional learning community in 2020-21, are being expanded and compiled to promote SEL as an equity strategy. This resource will be available to LEAs wishing to advance and align SEL to equity goals.

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.

Trauma Sensitive Schools (TSS)

SSPW continues to provide online training in Trauma Sensitive Schools with an easily accessible online PD system, consisting of 28 TSS modules. Also provided are supports in aligning TSS to WI's equitable MLSS, and evaluation resources.

SSPW also supports the development of Trauma Sensitive Schools through a partnership with CESAs. Each CESA has a designated TSS Lead who SSPW supports with training, a professional learning community, tools, and resources to enable them to better support schools and districts in their regions. In 2022-2023, TSS Leads participated in the Comprehensive School Mental Health Academy (facilitated by SSPW in partnership with AWSA and WCASS), in order to increase their knowledge of comprehensive school mental health systems (CSMHS) to better support schools in integrating trauma sensitive practices into their CSMHS.

Youth Suicide Prevention

SSPW continues to support resources and presentations to address youth suicide prevention. DPI's Gatekeeper Training Module, Overview and Connections Module, and Suicide Prevention Curriculum in Health Education: Overview Module are available free and are accessible online. The updated Youth Suicide Prevention webpage includes the annual model notice, suicide prevention fact sheet, and additional resources on student programs, prevention strategies, and screening resources. SSPW is partnering with Mental Health America of Wisconsin, providing a grant coordinator, administrator, and suicide prevention deliverables for the Garrett Lee Smith Federal Suicide Prevention Grant. 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 2022-23 school year, 109 schools received funding for up to \$1,000 per grant. Forty-eight percent of schools completing a year-end survey, reported that they were very effective in accomplishing their stated goal, 33 percent extremely effective, and 12 percent somewhat effective.

Out-of-School Time

Driver Education

The DPI approves all Driver Education programs in public and private schools. For the 2023-24 school year there are 108 approvable Driver Education programs including 37 overseen by Cooperative Education Service Area 2. In 2022-23, there were 116 programs approved by the DPI. To see the complete list of DPI approved School districts with Driver Education programs, see: [Approved DE School Districts and Private Schools, 2022-23](#).

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

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). In addition, DPI and WAN hosted the first ever, statewide out-of-school time conference in the fall of 2022. In Spring of 2023, the team resumed in-person training events by providing two regional workshops focused on mental health, social and emotional learning, and project-based learning.

Funding awarded to LEAs to support out-of-school time programming:

- The 2022-23 21st CCLC grant competition received 115 applications requesting a total of \$13,215,000 in funding, and ultimately awarded \$8,820,000 in funding to 77 sites.
- The 2023-24 21st CCLC grant competition received applications from 75 sites throughout the state, who requested \$8,785,000 in funding. The DPI ultimately awarded \$4,095,000 in funds to 40 sites across 23 individual applicants, bringing the total statewide number of granted sites to 152.

In late 2022, the 21st CCLC team awarded over \$713,000 in supplementary funds to 32 existing 21st CCLC sites, as part of the federal Bipartisan Safer Communities Act. This legislation expanded vital mental health services and provided additional support for initiatives promoting safer, more inclusive, and positive school environments in programs serving grade 5-12.

DPI engaged two partners in the state and federal evaluation processes of the 21st CCLC program:

- DPI contracted with the Consortium of Applied Research (CAR) at the University of Wisconsin – Green Bay (UWGB) to facilitate the federal evaluation components of the 21st CCLC grant. UWGB designed a data collection system that synthesizes with the federal reporting portal.
- DPI also contracted with the Wisconsin Evaluation Collaborative in the Wisconsin Center for Education Research to develop the [2021-2022 21st CCLC Statewide Evaluation report](#). The report, which is created annually, provides an overview of the scope and outcomes of 21st CCLC programming in Wisconsin.

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, implementing best practices, and providing guidance on a range of topics that impact students across the state. Consultants are liaisons to 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.

Safe Schools

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.

Additional training offerings occur throughout each school year, in partnership with the DCF, on specific topics under the anti-human trafficking umbrella. These trainings have been free to participants and offered virtually by experts in the field. Training topics have included supporting survivors in finding their strengths, harm reduction, online trafficking and exploitation, trafficking of boys and men, and developing a deeper understanding of how and why individuals become involved in trafficking.

Bullying Prevention

SSPW provides online resources for bullying prevention including webinars and the Awareness and Prevention of School-Based Bullying Online Training Program. SSPW, in partnership with the University of Missouri Bully Prevention Lab, released the Bullying Prevention Toolkit in 2023. The Bullying Prevention Toolkit serves as a resource for schools to implement and strengthen their comprehensive approach to bullying prevention and response. The toolkit provides guidance and resources for bullying prevention practices including educating students, staff, and caregivers about bullying, establishing a bullying prevention task force, and creating a bullying prevention action plan that can be integrated into existing multilevel systems of support. The toolkit also provides guidance and resources for bullying response protocols including reporting, investigation, and decision-making procedures.

Federal Grant Programs to Support Student Mental Health

Wisconsin receives funding through federal and state grants to support comprehensive school mental health. The Advancing Wellness and Resiliency in Education (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.

State Funding to Support Mental Health

School-Based Mental Health Service Grant: A competitive grant program to support school districts and independent charter schools (LEAs) to implement comprehensive school mental health systems in collaboration with local community mental health providers. The grant program provides 10 million dollars to 161 LEAs across Wisconsin. Funds are used for a variety of systems-focused activities, such as: hiring mental health navigators, purchasing mental health screening tools and resources to improve referral pathways, making improvements to spaces for school-based therapy staff time for planning school mental health efforts, and consultation with community providers. Grantees also reported using funding for a variety of mental health promotion activities, or universal activities that proactively promote student and staff well-being, such as: social emotional learning curricula, mental health literacy training, trauma sensitive schools training, suicide prevention and school climate initiatives.

Aid for School Mental Health Programs: A 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.

Statewide training: In 2021-2022, state funding supported 57 YMHFA Training sessions for 800+ participants, along with 5 YMHFA Training of Trainers sessions, adding 70 new trainers in the state. In 2022-2023, state funding supported 42 YMHFA Training sessions for 709 participants and 4 YMHFA Training of Trainers sessions, adding 38 new trainers in the state.

Division for Libraries and Technology

Information Technology

The DPI's IT division provides a wide array of services in support of DPI staff, programs, Local Educational Agencies (LEAs), and libraries. For DPI staff, this includes comprehensive security, network, desktop, cloud, content management, and infrastructure services and support.

The Instructional Technology Services (ITS) team coordinates all software and hardware procurements, management of all enterprise-wide applications such as M365 (Outlook, Teams, Teams Telephony, Office, etc.) and G-Suite, and establishment of security standards, policies, and procedures.

For LEAs and the public, the Applications Development and Management team, with support from ITS, creates and maintains the Wisconsin Information System for Education (WISE), which is an array of tools and applications to support ID generation and data collection from LEAs and other partners to meet all required district and school state and federal reporting mandates, as well other applications to support programs that automate and simplify business functions, e.g., grant management, teacher licensing, GED/HSED management, internship program, school directories.

The [Customer Services team](#) provides direct support services and training to LEAs for WISE applications and tools, as well as liaising to other DPI program staff on their behalf.

[Data Warehouse and Decision Support \(DWDS\)](#) manages decision support tools on behalf of all school districts in the form of a data warehouse and dashboard system, and DWDS staff coordinate the submission of annual federal data reporting requirements via ED Facts.

Library Services Team

The Library Services team empowers Wisconsin libraries to best serve their communities through leadership, collaboration, inclusion, and innovation. The team works in support of public schools, academia, and special libraries throughout Wisconsin.

Library Services manages several statewide programs aimed at ensuring Wisconsin residents have easy access to information and tools to make learning, exploration, and discovery possible. BadgerLink, Wisconsin's online library, provides licensed, trustworthy resources from a variety of content providers to create a foundational collection serving all Wisconsin residents, augmenting resources already available from local libraries and educational institutions. WISCAT provides leadership and a platform for Interlibrary Loan, a cooperative mechanism for connecting people with needed physical resources that are not available through local libraries or consortia. The Wisconsin Document Depository Program makes state documents available in depository libraries throughout the state and online at the Wisconsin Digital Archive.

In addition to statewide programs, Library Services staff provide statewide leadership on a variety of topics to public and school libraries and the organizations that support them. Public library consultants support library administration, youth services, inclusive services, workforce development, and much more. A data analyst is responsible for collecting annual public library data and providing leadership to public libraries in using this data in making decisions. The school library consultant works to support Common School Fund spending, library planning, school librarian licensure and more. Collaboratively, the consulting team provides leadership on technology, intellectual freedom, and other universal library topics.

Library Services also manages several funding sources to augment local library funding. The Library Services and Technology Act Grants to States programs provides funds for many of the staff and platforms provided by the team. It additionally provides grant opportunities for public library systems and libraries throughout the state. Library Services distributes public library system state aid funding to allow regional systems to provide high-level services to local libraries throughout the state. Additionally, Library Services contracts with various organizations to provide statewide services giving Wisconsin residents access to collections and services that would otherwise be out of reach.

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.

Division for Student and School Success

Office of Educational Accountability

Accountability

The [Office of Educational Accountability](#) (OEA) continued to provide high-quality data analyses of student outcomes to facilitate continuous school improvement, including implementing the school and district report cards. Wisconsin Act 185 prohibited the release of report cards for the 2019-20 school year due to COVID-19. OEA resumed report cards for school years 2020-21 and 2021-22. OEA resumed identifications in 2022 for Wisconsin's ESSA federal accountability system after two years of waivers from the U.S. Department of Education (USDE) due to COVID disruptions. OEA continued this work 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.

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 the 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 and the Office of Educational Accountability (OEA) Newsletter. OEA also continued to support other teams across DPI by fulfilling various data requests and performing quality assurance protocols.

Assessments

The Office of Educational Accountability 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.

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. In the summer of 2021, Wisconsin educators reviewed the test questions to ensure appropriate rigor, quality, language load, cognitive complexity, and content alignment. Additionally, they ensured that questions are free of bias and sensitivity. The [ACT Aspire](#) assessment was

administered in grades 9 and 10. It was an online assessment that measured student readiness in English, math, reading, science, and writing. In 2021-22, approximately 117,000 students took the ACT Aspire exam. 2021-22 was the final year ACT Aspire was administered in Wisconsin and the PreACT Secure replaced it in 2022-23.

The [PreACT Secure](#) assessment was administered to grade 9 and 10 students for the first time in 2022-23, assessing approximately 132,000 students. It is an online assessment that measures student readiness in English, math, reading, and science. PreACT Secure scores predict how students will perform on the ACT when they reach 11th grade and their readiness for college-level coursework.

The [ACT with writing test](#) is administered in grade 11 and measures English, reading, math, science, and writing performance. Districts have the option to administer the ACT on paper, online, or a combination of paper and online, thus expanding the test window significantly. In the 2021-22 and the 2022-23 school years, approximately 60,000 students took the ACT statewide exam. The ACT statewide exam provides all grade 11 students the opportunity to participate in a college and career readiness assessment at no cost, 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. During this period, OEA and special education team staff continued to provide professional development on and encouraged the use by districts of the 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 2021-22, the test was administered to just under 55,000 students, and in 2022-23 to approximately 57,000 students. In 2022-23, Wisconsin participated in field testing a new Alternate ACCESS assessment for English learners with significant cognitive disabilities, planned for operational administration starting in 2023-24.

Another assessment administered during the biennial period is the [National Assessment of Educational Progress \(NAEP\) assessment](#). Most recently, in fall 2022, the long-term trend assessment for 13-year-old students was administered in reading and mathematics. This test yielded [national-level results](#). In spring 2023, a field test was administered in grades 4, 8, and 12 in reading and mathematics and in grade 8 science. The field test results were used to inform current and future NAEP administrations and were not reported.

Title I – School Supports / Continuous Improvement

[Achievement Gap Reduction \(AGR\) Program](#)

The Achievement Gap Reduction (AGR) Program is a state-funded program 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. In 2021-22, the most recent year of data,

404 schools implemented the AGR program, serving over 70,000 students in kindergarten through third grades.

The most recent AGR Evaluation Report (September 2023) for data through the 2021-22 school year can be found here:

https://dpi.wi.gov/sites/default/files/imce/sage/AGR_2023_Evaluation_Report_-_FINAL.pdf

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.

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.

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 have a graduation rate below 67%. Identifications for CSI are usually made every three years, starting in 2018-19. The most recent identifications were made in 2022-23.
- Targeted Support and Improvement (TSI): Schools identified for TSI have one or more student groups 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 performing in the bottom 5% of all schools in the state receiving Title I. Identifications for ATSI are usually made every three years, starting in 2018-19. The most recent identifications were made in 2022-23.

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 that enable neglected, delinquent, and at-risk students to have the same opportunity as 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 transition students between facility and districts successfully;
- 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.

Family Engagement

Because of extensive family engagement requirements related to Title I of ESSA, the Title I department has been charged with other family engagement initiatives, including helping staff the Superintendent's Family Advisory Council for Engagement (FACE), a stakeholder group of parents from across Wisconsin that provides family perspectives and input to inform DPI initiatives. To streamline administration, responsibility for the FAAC now rests with the State Superintendent's Office, with the Title I Continuous Improvement Team providing support. Title I Continuous Improvement staff also work alongside staff from the Office of the State Superintendent to support a cross-agency family engagement workgroup to align agency efforts, as well as an initiative to create a series of learning modules to support family engagement efforts at DPI and across the field.

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 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 to achieve their goals and own their future.

Students in Out-of-Home Care (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

In Fall 2018, Wisconsin's five largest school districts began working with the Urban League of Greater Madison and the DPI 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.

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 coordinates 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.

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Improvements Made by the Department

The DPI has made several improvements in multiple program areas over the 2021-23 biennium, as described below.

Agency Wide

Alternative Work Patterns

In the 2021-2023 biennium, DPI has continued to offer the option of telework, which has allowed the agency to hire staff from outside the Madison area. This has also allowed the agency to consolidate operations and save the state and taxpayers on operational expenses. All DPI employees are equipped with the technology needed to work effectively and efficiently.

Federal Funding Conference (Cross Agency)

The DPI continued and improved the annual Federal Funding Conference (a partnership between teams within the DPI (Special Education, Title I, and School Financial Services teams), and external partners including the Wisconsin Association of School Business Officials and the 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 DPI on federal funding, with an emphasis on collaboration with district departments. Information about the 2023 Federal Funding Conference (held virtually) can be found at this link:

<https://dpi.wi.gov/wisegrants/federal-funding-conference>

Onboarding Process

The DPI 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.

Response to the COVID-19 Pandemic

While the public health emergency status and the order for statewide school closure have been lifted, impacts of the COVID-19 pandemic have continued. Local education agencies have continued to experience high absence rates of learners periodically due to outbreaks of COVID-19 and RSV. The DPI has continued to respond to needs of schools by creating technical assistance resources and guidance related to providing asynchronous instruction as needed to support learners who are absent for significant amounts of time.

Strategic Planning Process

The DPI has recently begun a strategic planning process that is rooted in equity to ensure that the strategies and measurements of progress align with DPI's vision and mission and with the current needs of local education agencies and public libraries. The DPI is committed to transparency and inclusivity during this process, actively involving and seeking feedback from both DPI staff

members and external stakeholders from around the state in a collaborative process. The strategic planning process began with a revision of the agency vision and mission statements and will be conducted in three phases. Find the details of [DPI's strategic planning process](https://dpi.wi.gov/strategic-plan/build-strategic-planning) at: <https://dpi.wi.gov/strategic-plan/build-strategic-planning>

Division for Academic Excellence

Computer Science

In the fall of 2022, the first Computer Science Education Consultant position was created by reallocating existing position authority, to assist districts in providing equitable and accessible access to Computer Science (CS) education. The Wisconsin State Computer Science Strategic Plan provides a framework for districts to understand why computer science and computational thinking skills are essential to embed in K-12 core classes. DPI has assisted districts in prioritizing Computer Science education by providing CSforALL SCRIPT training to all CESAs. This collaboration provides free training to districts to develop and implement a framework to integrate K-12 CS education. DPI also continues to develop relationships with organizations such as ECEP and CSforALL to broaden participation in computing.

Division for Finance and Management

Business Services

Business team members from the two residential schools, the Wisconsin Center for the Blind and Visually Impaired and Wisconsin Educational Services Program for the Deaf and Hard of Hearing Business Offices, became part of the Business Services team. This allows for greater collaboration and knowledge sharing between the accounting and procurement sections of the entire agency.

The Business Services team continues to increase transparency and outreach to employees across the agency. This includes revising forms and templates to include process flow, procedures and policies so information is more easily accessible. The team has been invited to provide training, answer questions and collaborate on new items for program areas. The team also has been increasing communications and reporting with managers across the agency to provide more accurate projections and status on budget position.

Special Needs Scholarship Program Portal

Since June 2021, the PEO Team has been working with the Applications Development Team to use a Statewide Longitudinal Data Systems (SLDS) grant from the U.S. Department of Education to design, build, and implement a system for the Special Needs Scholarship Program (SNSP). The SNSP allows a student with a disability, who meets certain eligibility requirements, to receive a state-funded scholarship to attend a participating private school. The system, called the SNSP Portal, was launched for the 2022-23 school year. In the 2023-24 school year, it provides a platform for private schools participating in the SNSP to submit student applications and transfer requests, update available grades and scholarships, and submit and track school registration requirements. It may later be expanded to also include the functionality for schools to submit count reports.

WISEdata Finance (WDF) and the Wisconsin School Finance Portal

The DPI implemented the budget modules in WISEdata Finance (WDF) and the Wisconsin School Finance Portal (WiSFiP). 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. Data collection with WISEdata Finance began in the 2021-22 school year. The DPI is developing supplemental applications and modifying existing ones to take advantage of WISEdata Finance's capabilities and revamp other school finance data collections and reporting. Currently, a Student Pupil Count Module is being piloted during the 2023-2024 school year.

Division for Learning Support Special Education

College and Career Ready Individualized Education Programs (CCR IEPs)

Throughout the 2021-23 biennium, the DPI continued to support the field in revising and 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 3 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.

The DPI developed new resources during the 2021-23 biennium, which included supporting IEP teams in determining special education eligibility for students identified as English learners, supporting IEP teams in considering medical and clinical information in conducting evaluations and developing IEPs, and supporting IEP teams in conducting effective functional behavioral assessments and develop and implement positive behavioral supports, interventions, and strategies.

Some of the IDEA grant funded projects supported during the 2021-23 biennium include (descriptions from Wisconsin DPI website):

Transition Improvement Grant (TIG): TIG provides technical assistance and professional development to increase high school graduation rates, decrease dropout rates, improve the quality of postsecondary transition plans, and develop strong career, college, and community readiness among our students with disabilities through positive post school outcomes.

Wisconsin Statewide Parent-Educator Initiatives (WSPEI): WSPEI is a service for families and educators to build and strengthen positive working relationships that lead to shared decision making to support students with disabilities. WSPEI develops resources, provides professional development, and offers direct support to assist families and educators in navigating the IEP team process, resolving disputes, and *strengthening* family engagement.

Supporting Neurodiverse Students (SNS): The SNS provides professional learning, coaching and technical assistance to support educators and families in supporting students with behavioral needs, with a focus on self-regulation, social communication, flexibility, resilience, sensory processing and executive functioning.

Special Education Teacher Induction Program: During the 2022-23 school year, this program was developed to support and retain new special education teachers. This program, which is delivered through all 12 Cooperative Educational Service Agencies (CESAs) provides “just in time” professional development, coaching sessions, and networking opportunities.

Assistive Technology Forward: The AT Forward Project supports educators, practitioners, caregivers and families to increase student autonomy in utilizing Assistive Technology tools to support access, engagement, and progress in learning. It provides a statewide, virtual Community of Practice (CoP) to support AT, and by joining this CoP, members will have the opportunity to learn from experts in the field and network with colleagues through statewide meetings, participate in free AT micro-credentialing opportunities, and receive monthly AT email updates. The AT Forward began as a CARES Act funded project to supplement existing DPI AT funded projects and has now grown into a coordinated set of AT services that include the AT Forward Community of Practice, the Assistive Technology Lending Center (ATLC), the Accessible Educational Materials (AEM) Center, which are able to serve each and every school district in Wisconsin.

Universal Design for Learning (UDL) Forward: The [UDL Forward Community](#) is an asynchronous and universally-designed environment in which educators engage in sense-making and resource sharing for UDL implementation. Committing to UDL means creating expert learners, designing environments and experiences with the UDL Guidelines and expert learners. This project was initially developed using CARES Act funding but has continued through IDEA discretionary grant funding due to its popularity and interest of school districts wanting to engage in learning more about UDL implementation.

Early Childhood Technical Assistance and Implementation (EC-TAI): The Early Learning Technical Assistance and Implementation (EL-TAI) grant provides technical assistance at no cost to Local Educational Agencies (LEAs) and community partners to support positive outcomes for preschoolers with Individualized Education Programs (IEPs) in Wisconsin. The grant provides training and technical assistance to support preschoolers with IEPs. Review the [EL-TAI Menu of Services](#) (range of support from virtual professional learning to on-site district level coaching and support) for all of the services that are offered. To request any of these services please complete the [Early Learning Technical Assistance Request](#).

Coherence and Alignment of Federal Policy Purposes Served under IDEA and 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 and continued during the 2021-23 biennium.

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 infrastructure co-created and resourced by Special Education and Title I. This linked team system ensures aligned decision-making through data analysis and clearly defined communication protocols. The Statewide System of Supports (SSOS) provides the internal structure necessary to ensure success in joint monitoring and ensures 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 Programs (IEPs).

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: <https://dpi.wi.gov/sspw/mental-health/e-learning>

Division for Libraries and Technology

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 additional 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.

Data Snapshots

The DPI continues to collect data from LEAs and Choice schools by taking data snapshots of their data on specific dates. Notable improvements during 2021-23 include creating [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.

Digital Equity

Dr. Underly quote from Internet Discount Finder Press Release, “We know that internet access can provide children and their families with incredible learning opportunities, helping them learn, grow, and connect with knowledge and services”. Students need reliable and affordable broadband where they learn, not just where they go to school, to fully participate in their education. Ensuring every Wisconsin K-12 student and resident has access to broadband where they live was a priority project. Work included:

- Working closely with the Public Service Commission to create Wisconsin’s first Digital Equity Plan in support of federal initiatives and grant opportunities related to broadband access across Wisconsin.
- Working closely with the PSC and providing IMLS funding to develop the Internet Discount Finder.
- Released a series of updated digital equity questions that schools can use to gather detailed information about student access to devices and broadband services. Updated the [WISEdash Public Portal](#) that displays aggregated statewide data, the [Digital Equity Dashboards](#) that display data by individual school district, and the secure dashboards for schools to use to address individual student connectivity needs.
- Providing [resources for families](#) to find funds, access, and equipment in partnership with other state agencies.
- Supporting the [Digital Learning Bridge](#) as a core resource 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).

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 2021-23 biennium include:

- Revamped the WISEdash for Districts menu system and navigation to make it easier for users to find what they are looking for.
- An [Assessment Analysis dashboard](#) that is used by school districts to review and compare certified assessment results across all types of statewide assessments and displays the Wisconsin Student Assessment System (WSAS) performance level for a given school year.

- With the onset of the COVID-19 pandemic, WDPI worked closely with the Council of Chief State School Officers (CCSSO) and school districts to start an optional Digital Equity survey collection through WISEdata. As part of that effort, [Digital Equity dashboards](#) were built to allow school districts to review the results of the surveys.
- A [Target Group Preview Dashboard](#) for school and district report cards. This dashboard contains student-level data to provide a warning for students who may be identified in each school's target group for future school and district report cards. To support schools and districts in identifying and serving their lowest-performing students, this dashboard identifies students who are likely to be in the Target Group Outcomes priority area of school and district report cards in future years.

WISEdash Public Portal

The WISEdash Public Portal is the DPI'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. Improvements made during the 2021-23 biennium include:

- With the onset of the COVID-19 pandemic, WDPI worked closely with CCSSO and school districts to start an optional Digital Equity survey collection through WISEdata. As part of that effort, [Digital Equity dashboards and maps](#) were built to allow the general public to view statewide survey results.
- Integrated reporting of the federally required [Special Education Indicators](#). The Individuals with Disabilities Education Act (IDEA) requires each state to develop an annual performance report (APR) based multiple indicators. As part of the APR requirement, each state must publicly report local education agency (LEA) performance for Indicators 1-14 in relation to the target for the indicator.
- Created a new dashboard to report on the [October 1 Child Count of students with disabilities](#). Section 618 of IDEA requires that each state submit data about children with disabilities, ages 3 through 21, who receive special education and related services under Part B of IDEA. The purpose of these data is to provide information necessary to understand the counts for the number of occurrences in the following sections: (1) The number of children with disabilities receiving special education and related services according to an individualized education program or service plan in place on the count date. (2) The number of children with disabilities ages 3 through 21 served under the IDEA, Part B program, according to their educational environments.

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 DPI from the student information system (SIS) vendor of their choice. The following improvements were made during the 2021-23 biennium:

- Enhanced collections to work towards the elimination of duplicative data collection for PI-1563. School Directory Management Portal was added to allow districts, independent

charter schools, and private schools to update the DPI database. The data entered into School Directory Management Portal then feeds the information viewable on the School Directory Public Portal.

- [School Directory Public Portal](#) was created to eliminate the creation, publication, and printing of an annual book with school contacts. It provides real-time online access to school contacts.
- Integration with Student Information System (SIS) vendor help and FAQ guides within the WISEdata portal and linked to specific error/reference IDs to provide school district staff information applicable to their specific SIS and the applicable error/question without the need to browse to another website.
- Implementation of a Cyber Alert feature to notify districts of significant cyber threats or other cybersecurity information and requiring acknowledgement to ensure it is being reviewed in a timely manner.
- [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 DPI 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 DPI 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. Additionally, 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 2021-23 biennium include:

- Integration of a Preferred Name field to allow students a naming courtesy.
- Duplicate ID resolution was streamlined for department staff in Customer Services.
- Refreshed and improved the WISEid user interface.

WISELearn

During the 2021-23 biennium, the following improvements were made in WISELearn:

- Implemented machine readable standard software and developed and curated resources to support the implementation of Wisconsin academic standards.

- Expanded existing school library hub and introduced new hubs around computer science and interactive educational media.
- Updated a collection development policy to guide the curation of resources in the WISELearn repository.
- Revised the WISELearn website to provide easier access to WISELearn resources.

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 2021-23 biennium include:

- Improved consistency of validations for assignment position and areas.
- Created system notifications to send before preliminary and final certification when Staff Collection Checklist items aren't completed.
- Added a tab on Change Requests called "Person Change History" which has a link to open a new tab with the person's Change History. This will make it easier to investigate the possibility that multiple people are sharing the same WISEid or the change is for the wrong person.
- Made significant improvements to the DQ Dashboard so it works quickly for all districts.
- Added an info link to provide help finding missing Entity IDs for licensed staff.
- Refreshed and improved the WISEstaff user interface.

Wisconsin Improvement Program Application

Created a new application for the Wisconsin Improvement Program (WIP) – Teaching Internship provides an opportunity for school districts, educator preparation programs, and DPI to collaborate in the preparation of future teachers. WIP pairs promising student interns with experienced cooperating teachers in a semester-long clinical experience. This application modernized existing functionality while adding some additional features to eliminate the exchange of paper documents entirely, provide notifications, and reporting.

Library Services Team

During the 2021-2023 biennium, the Library Services Team (LST) focused efforts on bolstering collaboration, seeking stakeholder feedback, and utilizing data to empower libraries across the state to provide better services to their communities. These activities and improvements include:

- Provided \$3.2 million dollars in American Rescue Plan Act grant funding to public libraries in response to the global pandemic. This funding was aimed at positioning public libraries as centers for community recovery, resiliency, and revitalization.
- Developed the 2023-2027 LSTA 5 year plan for Wisconsin to guide federal grant spending.
- Providing Intellectual Freedom support to libraries through workshops, conference presentation, collaborations, and individualized consultations with affected librarians.
- Created and shared tools to build capacity for school librarians to develop and implement library plans in districts across the state.
- Collaborated with the Wisconsin Library Association and Department of Natural Resources to provide access to state park passes through Wisconsin public libraries.
- Assisted with the formation of the Prairie Lakes Library System. This was a direct result of the Public Library System Redesign process recommendation to reduce the number of library systems in Wisconsin. Arrowhead and Lakeshores Library Systems voluntarily merged to create the new, larger service area.
- Commissioned studies around Wisconsin Public Library Facilities, Library Worker Compensation, and the public library data landscape to identify and address root issues to improve public library efficacy.

Division for Student and School Success

During the 2022-23 year, the Division of School and School Success was reorganized by separating Title I and School Support into Title I and School Support Team and Title I Continuous Improvement Team. This separation has enhanced laser-focus on universal school supports and continuous improvement work of the division. Currently, the DSSS has three teams, namely Office of Educational Accountability (OEA), Title I and School Support (TISS), and Title I Continuous Improvement (TICI), with four priority areas: assessments, accountability, continuous improvement, and universal school supports.

Accountability Reports

As state and federal accountability systems resumed, OEA applied significant improvements to the reports used in these systems. The team implemented a redesign to report cards that included design improvements in four areas: 1) new and enhanced visuals; 2) replacement of the Closing Gaps priority area with the new Target Group Outcomes measure; 3) reporting of arts and postsecondary preparation data; and 4) the ability for schools and districts to submit optional narrative statements on the front page of the report cards. OEA also rolled out updated ESSA accountability reports with a more user-friendly format and improved visual enhancements.

With the introduction of updated school and district report cards and ESSA accountability reports, OEA conducted extensive training and communications with stakeholders and published many new resources to facilitate understanding of these materials. OEA also collaborated with the WISEdash team to produce new Target Group Preview and Assessment Analysis Dashboards to facilitate continuous improvement efforts in schools and districts.

Assessment

In spring 2023, OEA began redesigning the Forward Exam to assess the 2020 Wisconsin English language arts standards and the 2021 Wisconsin mathematics standards. OEA also began discussions to revise Forward Exam individual student reports to make them more user-friendly. OEA made extensive efforts to recruit educator's representative of the diversity of Wisconsin's student population for test development activities such as item review and standard setting.

OEA initiated plans to provide intensive and tailored coaching to schools and districts in using various assessment tools and data for continuous improvement. OEA began discussing using more asset-based terminology on reports for the ACT, PreACT Secure, and Forward Exams. Although the ACT Aspire was phased out, there were several advantages to the change to the PreACT Secure. The PreACT Secure is a shorter test, allowing more time for instruction, and is reported on the same scale as the ACT.

During the biennium, OEA staff worked with the Data Warehouse team and selected vendors to promote implementing 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.

Wisconsin's Strategic Assessment Systems (SAS)

The DPI continued developing Strategic Assessment Systems (SAS) resources and professional learning opportunities to guide educators using assessment data for instructional purposes. OEA also worked with the WISExplore group to provide resources supporting data-informed decision-making for school and district leaders. Data Specialists provided professional learning resources to support data leadership, data literacy and the inquiry process for educators statewide. Data Specialists lead districts through the WISExplore data inquiry process, which actively engages educators with WISEdash portals and other sources to build capacity for data inquiry. The goal of this work is for educators to design and implement culturally responsive continuous improvement based on their data analyses.

Education for Homeless Children and Youth (EHCY)

The Title I and School Support Team collaborated with the Wisconsin Child Abuse Prevention Board. TISS provided them approximately \$1 million in American Rescue Plan Act - Homeless Children and Youth (ARP-HCY) funding to hire resource navigators to support homeless liaisons in LEAs across the state. The resource navigators will provide a more in-depth level of resources that the homeless liaisons may not have the time or capacity to deliver. Additionally, the team awarded approximately \$1.27M to 40 LEAs who successfully completed a grant competition for either a McKinney Vento Innovation grant or a McKinney-Vento Compliance grant. Projects will begin on July 1, 2023.

Elementary & Secondary Education Act (ESEA) Monitoring

Based on stakeholder feedback, the Title I and School Support team completed two monitoring pilots to enhance the DPI's ESEA Monitoring Process. These include streamlined processes,

reduced paperwork, and a detailed rubric to support LEAs. The goal is to ensure that monitoring activities related to ESEA requirements support LEAs to take actions that lead to better student outcomes.

ESEA, Title I, Part C (Migratory Education)

Wisconsin participated in a multi-state consortium focused on identifying and recruiting eligible migratory students. This consortium grant has enabled DPI to both improve and expand recruitment efforts around the state, ensuring eligible students receive the supports and services they need.

Statewide System of Supports for Identified Schools and Districts

The Title I department continues collaborating 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 collaborating with regional partners to implement levels II and III. Currently, the Title I department, Special Education team, and Division for Academic Excellence are working to reconceptualize our statewide supports for continuous improvement and are engaged in assessing current practices and engaging with stakeholders to inform systems improvement.

COVID-19 Federal Stimulus Funds – Public Schools

The Title I & School Support Team was assigned the responsibility to administer most of the federal funds designed explicitly to address the impact of COVID-19. The Parental Education Options Team was assigned the task of administering the federal funds designed to address the impact of COVID-19 in private schools. The work of disbursing funds under the three federal stimulus funds that began in March 2020 continued through the 2021-23 biennium:

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

(CARES Act, March 2020) The ESSER I grant program provided funds to help LEAs respond to changes in student needs due to COVID-19. The DPI awarded more than \$158 million in ESSER I funds directly to LEAs through formula-based grants. These funds were all allocated, obligated, and claimed by the federal deadline.

Governor's Emergency Education Relief (GEER) Grant Program

(CARES Act, March 2020) The GEER grant program provided funds to help LEAs respond to changes in student needs due to COVID-19. At the Governor's request, the DPI awarded \$46.6 million to 156 Wisconsin LEAs and 3 Tribal Schools. These funds have all been allocated and obligated by the federal deadline.

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

(CRRSA Act, December 2020) The ESSER II grant program provided funds to help LEAs respond to changes in student needs due to COVID-19. The DPI awarded more than \$685 million in ESSER II funds directly to LEAs through formula-based grants. These funds have all been allocated and obligated by the federal deadline.

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

(ARP Act, March 2021) The ESSER III grant program provided 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. The DPI awarded approximately \$1.54 billion in federal funds to LEAs. LEAs must obligate and claim these funds by the federal deadline of September 30, 2024.

ESSER III Funds - Additional Projects

In accordance with action taken by the Legislative Joint Committee on Finance (JCF Motion 57) and Wisconsin's approved plan for use of certain ARP funds, a portion of the state's ARP ESSER funds were approved for reading initiatives. The DPI provided \$3.1 million to LEAs and CESAs for professional development related to:

- Expanding existing services focused on training in evidence-based practices in literacy instruction.
- Building capacity in CESAs to assist schools in conducting evidence-aligned early literacy audits.

- Provide evidence-aligned training and coaching in explicit, systematic structured literacy.

A provision included in JCF Motion (and approved as part of Wisconsin's plan for use of ARP funds) also provided \$600,000 for a vendor to conduct a landscape analysis of reading instruction in UW system educator preparation programs, along with \$1.3 million for subsequent grants to participating UW systems to act on the findings of the vendor's recommendations.

The UW system has communicated that they will not participate in the complete process the selected vendor uses to evaluate programs. Therefore, the DPI is now in the process of moving to reallocate these funds to LEAs and CESAs in accordance with Wisconsin Motion 57 (Item 8g). Per federal law, these funds must be obligated and claimed by September 30, 2024.

The DPI awarded \$5 million to Graduation Alliance to identify and re-engage chronically absent students. This support program is available through June 1, 2024. For more information, please visit: <https://engagewi.graduationalliance.com/>

ARP authorized DPI to provide \$15.4 million in grants to LEAs and community-based organizations for comprehensive out-of-school time (OST) programs. Comprehensive OST programs will use evidence-based improvement strategies (EBIS) designed to address learning loss and the social, emotional, and academic needs of students most impacted by COVID-19. Implementation of these programs began during the 2021-23 biennium and are still in process. Per federal law, these funds must be obligated and claimed by September 30, 2024.

ARP also authorized DPI to provide \$15.4 million for evidence-based summer enrichment programs. Evidence-based summer enrichment programs will use evidence-based improvement strategies (EBIS) designed to address unfinished learning and the social, emotional, and academic needs of students most impacted by COVID-19. These programs occurred in the summer session of 2023 and will continue in the summer session of 2024. Per the federal law, these funds must be obligated and claimed by September 30, 2024.

DPI also awarded \$10 million to LEAs specifically dedicated to supporting the identification, enrollment, and school participation of children and youth experiencing homelessness, including through wrap-around services. Implementation of these programs began during the 2021-23 biennium and are still in process. Per the federal law, these funds must be obligated and claimed by September 30, 2024.

Emergency Assistance for Non-Public Schools (EANS) Program

(CRRSA Act, December 2020; ARP Act, March 2021). The PEO team within the Division for Finance and Management) was assigned responsibility for administering the EANS program authorized under the CRRSA and ARP Acts. This program provided services or assistance to eligible non-public schools to address educational disruptions caused by COVID-19. The DPI is administering \$77.5 million under the CRSSA EANS program (ends September 2023) and \$73.9 million under the ARP EANS program (ends September 2024).

Chapter 3: Information on Specific Areas of Interest

The DPI 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 DPI's programs for addressing AODA combine 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 Administration

DPI monitors and administers activities related to grant applications, grant awards, disbursement of funds, project implementation, and project evaluation of AODA grant programs.

The original grant program, referred to as Assistance for AODA Programs, was created under Chapter 331, Laws of 1979, under Wis. Stat. sec. 115.36, to promote the development of comprehensive AODA programs. The special program revenue appropriation for this grant program continues after 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, school safety/violence prevention, bullying prevention, and restorative practices.

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 up to \$1,000 each designed by students that include AODA prevention or early intervention activities. The State Superintendent's AODA Advisory Council assists the DPI in reviewing and recommending grant proposals to be funded.

For information on [AODA resources](https://dpi.wi.gov/sspw/aoda), 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 4. AODA Program and Grant Appropriations

| Programs | 2021-22 | | 2022-23 | |
|---|--------------|--|--------------|---|
| | 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 | \$900,432 48 projects representing 61 school districts, (including consortium grants) \$47,970 representing 61 student mini grants | \$1,284,700 | \$900,432 48 projects representing 61 school districts (including consortium grants) \$57,850 representing 71 student mini grants |
| Wis. Stat. sec. 115.36 Wis. Stat. sec. 20.255 (1) (kd) | \$628,500 | \$1,750 (14 fellowships) (Administration, training, and technical assistance) | \$628,500 | \$1,750 (14 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 | \$738,935 | \$147,787 (administration) \$591,148 (Technical Assistance) | \$799,401 | \$159,880(administration) \$639,521 (Technical Assistance) |
| Entitlements | \$14,039,770 | \$14,039,770 (434 grants) | \$15,188,618 | \$15,188,618 (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.

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](#).

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 increased from biennium to biennium.

There were 4,640 complaints reported for the 2021-23 biennium (compared to 4,566 complaints reported for the 2019-21 biennium). Of the specified complaints, the number of complaints based on race surpassed for the first time the number of sexual discrimination/harassment complaints. Most of these complaints were resolved at the local level, though some were appealed to the state level: the state superintendent received fifteen appeals during this biennium, an increase from the eight received during the previous biennium.

Table 5. Number of Discrimination Complaints Received by School Districts

| Protected Class / Basis of Complaint | 2020-21 School Year* | 2021-22 School Year* |
|--|----------------------|----------------------|
| Ancestry | 15 | 20 |
| Disability | 115 | 318 |
| Pregnancy, Marital, or Parental Status | 1 | 10 |
| National Origin | 23 | 51 |
| Race | 521 | 1,029 |
| Religion/Creed | 24 | 36 |
| Sex | 451 | 1,083 |
| Sexual Orientation | 294 | 649 |
| TOTAL | 1,444 | 3,196 |

*Complaint data is collected in the following school year. Therefore, 2022-23 school year data is not yet available.

The [Pupil Nondiscrimination Program](#) responds to hundreds of telephone inquiries each year regarding concerns and requests for technical assistance. This program works towards ensuring that all children receive an equal educational opportunity.

The Status of American Indian Education in the State of Wisconsin

American Indian Students Enrolled in Public School Districts

During the 2021-23 biennium, American Indian or Alaska Native students comprised approximately 1.0 percent of public school enrollment in the state of Wisconsin. In 2022-23, the number of American Indian or Alaska Native student enrollment was 8,469 and in 2021-22 the number of American Indian or Alaska Native student enrollment was 8,665.

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

Student Achievement

The following table represents the percentage of American Indian or Alaska Native students scoring proficient or advanced compared to students in all other categories on the Wisconsin state assessment. NOTE: 2022-23 scores were not available at the time of publication of this report.

Table 6. Student Achievement

| Grade | # AI/AN | 2021-2022 | | | |
|-------|---------|---------------------------|-------|-------------|-------|
| | | English/ Language Arts | | Mathematics | |
| | | AI/AN | All | AI/AN | AI |
| 3 | 580 | 14.2% | 34.8% | 22.1% | 47.3% |
| 4 | 556 | 21.4% | 41.4% | 19.4% | 43.9% |
| 5 | 602 | 18.8% | 39.9% | 22.3% | 44.8% |
| 6 | 604 | 15.6% | 37.2% | 14.9% | 38.5% |
| 7 | 639 | 16.7% | 37.1% | 9.4% | 33.0% |
| 8 | 606 | 12.7% | 31.9% | 9.6% | 29.3% |
| 10 | N/A | N/A | N/A | N/A | N/A |

Special Education

During the 2021-22 academic year, there were 1,971 American Indian students identified as having a disability and receiving special education services. This figure represents 22.9 percent of the Wisconsin American Indian student population, whereas 14.9 percent of the whole Wisconsin student population has been similarly identified and served. For 2022-23, there were 1,973 American Indian students identified for special education services, which represents approximately 22.7 percent of the American Indian population, compared to a rate of 14.5 percent for all students statewide. The percentage of American Indian students identified for special education was relatively steady, compared to the rates in the 2019-20 and 2020-21 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 2021-22 a total of 11 public school districts were identified as having racial disproportionality of American Indian students in special education identification, discipline, and/or placement. In the 2022-23 school year a total of 9 public school districts were identified. 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 Wisconsin Department of Public Instruction - American Indian Studies Program and the Disproportionality Technical Assistance Network. High School Graduation and Dropout Rates

In the 2021-22 academic year, American Indian students in Wisconsin had a higher dropout rate (2.9 percent) as compared to the student population as a whole (1.6 percent). Similarly, in the same academic year, the completion rates for American Indian students receiving a high school diploma were lower – 80.3 percent of American Indian students earned a regular high school diploma in four years compared to 90.3 percent of the overall student population.

Postsecondary Planning and Preparation

For the 2021-22 academic year, postsecondary enrollment by level for American Indian students is the following: 34.0 percent (65) American Indian students enrolled in two-year institutions in comparison to 25.4 percent (8,105) of all students, 64.9 percent (124) American Indian students enrolled in four-year institutions in comparison to 74.3 percent (23,672) of all students, and 1.0 percent (5) American Indian students enrolled in multiple levels in comparison to 0.3 percent (94) of all students.

In 2021-22, 469 American Indian students (approximately 65.7 percent) of Wisconsin American Indian students participated in the ACT compared to 56,681 (approximately 90.8 percent) of all students. American Indian students scored an average composite score of 16.3 compared to 19.3 for all students.

In 2021-22, 101 American Indian students, or 3.5 percent of those tested, took one or more AP exams as compared to 15.6 percent participation rate (40,947) for all Wisconsin students. In

addition, 46.7 percent (63) of American Indian students scored a 3 or above on AP exams in comparison to over 66,1 percent (44,525) 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 or one of three Bureau of Indian Education (BIE) tribal schools located in Wisconsin. The Indian Community School is a private 4K-8 school located in Franklin, Wisconsin. The school had 368 American Indian students enrolled in 2022-23 and 364 in 2021-22.

The three Wisconsin tribally controlled schools operate under grants from the BIE, which is a division of the Bureau of Indian Affairs (BIA). These three tribal schools served over 900 students each year during the 2021-23 biennium. The Lac Courte Oreilles Ojibwe School (PK-12), located near Hayward, Wisconsin, served 351 students in 2021-22. The Menominee Tribal School (K-8), located in Neopit, Wisconsin, served 200 students in 2021-22. The Oneida Nation School System (4K-12), located in Oneida, Wisconsin, served 417 students in 2021-22. In 2020-21, the DPI recognized the sovereignty of the BIE schools and ceased data collection and reporting. The enrollment numbers shared above for the BIE schools above came from the U.S. Department of Education – Office of Indian Education.

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 2022-23 school year, there were 272.53 FTE American Indians educators working as licensed staff, 200.38 FTE (Teacher, Library Media Specialist etc.) of whom were teachers; and 10.95 FTE (District Administrator, Principal etc.) licensed administrators, of whom 5.75 FTE were principals and 2.90 were district administrators.

NOTE: American Indian educators that do not require a license issued by the DPI for the position in Wisconsin schools is 218.42 FTE. In total, 490.95 licensed and non-licensed FTE American Indian educators worked in Wisconsin schools during the 2022-23 academic year.

American Indian Studies Program – Trainings and Professional Development Opportunities

The DPI's American Indian Studies Program annually provides many trainings and professional development opportunities to school districts', higher education institutions, Cooperative Educational Service Agencies (CESAs) and others on the teaching and learning of the histories, cultures and tribal sovereignty of American Indian nations and tribal communities of Wisconsin (often referred to as Wisconsin Act 31). These training programs and professional development events provide educators and others the opportunity to increase their ability to incorporate this information and resources into lesson plans, material selections, pedagogical practices, and existing district curriculum. These training and professional development opportunities are offered both utilizing in-person and online platforms.

Council on Library and Network Development (COLAND)

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.

Excerpts below are taken from the [2021-2023 COLAND Biennial Report](https://dpi.wi.gov/sites/default/files/imce/coland/pdf/COLAND_Biennial_Report_on_Wisconsin_Libraries_2021-23.pdf):

https://dpi.wi.gov/sites/default/files/imce/coland/pdf/COLAND_Biennial_Report_on_Wisconsin_Libraries_2021-23.pdf

Noteworthy Items from the Biennial Report

- Wisconsin has 381 public libraries providing 466 facilities and bookmobile services that serve 5.94 million state residents, 2.84 million of which currently hold active library cards.
- Fifteen regional public library systems coordinate services among those libraries, providing leadership and training, and promoting resource sharing and technology.
- Approximately 2,200 public school library media centers serve about 823,000 students throughout the state.
- The Wisconsin Public Library Consortium's (WPLC) Digital Library offers a cooperative collection of about 365,000 copies of e-books, downloadable audiobooks, and streaming video available to public library cardholders. These titles were used over 7.6 million times in 2022 (compared to 7 million times in 2020).
- In 2022 the American Library Association documented the highest number of demands to censor library books in recorded history.
- There is a significant need for strong broadband and digital equity in the state.

Recommendations to the State Superintendent

- Support affordable statewide broadband and digital equity.
- Support adequate staffing of all libraries: maintain or increase current staff retention.
- Encourage youth to consider the field of library science.
- Protect intellectual freedom and the Freedom to Read.
- Reduce barriers to licensing/certification for librarians, especially those which disproportionately affect underrepresented groups.
- Continue to advocate for state aid to libraries at a level that will maintain or increase potential for impact.
- Ensure library facilities and buildings are well maintained, provide sufficient space and are capable of meeting the needs of their customers

High School Graduation Requirements

Requirements relating to high school graduation standards are specified under Wis. Stat. sec. 118.33. With some exceptions, the statutes require high school graduates to earn four credits in English, three credits in math, three credits in science, three credits in social studies, and one and one-half credits in physical education in grades 9-12, and a one-half credit in health in grades 7-12. School boards are encouraged to require students to earn an additional 8.5 credits in elective courses. A school board may allow a student who participates in sports or in another organized physical activity, as determined by the school board, to complete an additional 0.5 credits in English, social studies, math, science, or health education in lieu of 0.5 credits in physical education.

Table 7. 2021-2022 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 | 2.6% | 4.4% | 2.3% | 16.8% | 3.9% | 7.0% |

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 | 0 |
| Credits Required by Districts - Average | 0.1 | 0.1 | 0 | 0.2 | 0.3 | 1.3 | 7.7 |
| Districts Exceeding Minimum - Percent | 12.7% | 10.9% | 1.3% | 20.2% | 56.1% | 26.9% | 83.2% |

Table 8. 2022-23 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 | 3.9 | 2.9 | 2.9 | 3 | 0.5 | 1.5 |
| Districts Exceeding Minimum - Percent | 2.3% | 4.4% | 1.8% | 15.5% | 3.9% | 5.9% |

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 | 0 |
| Credits Required by Districts - Average | 0.1 | 0.1 | 0 | 0.2 | 0.3 | 1.4 | 7.4 |
| Districts Exceeding Minimum - Percent | 11.3% | 10.3% | 0.8% | 19.6% | 55.4% | 26.8% | 78.6% |

Health Problems Education Program

Established under Wis. Stat. sec. 115.35, the DPI has a health problems education program. During 2021-23, DPI utilized the health education cadre and other national consultants for the curation of skills-based health education resources on health equity, suicide prevention, and mental health. 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; American Lung 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]