CONSOLIDATED STATE PERFORMANCE REPORT:
Parts I and II

for
STATE FORMULA GRANT PROGRAMS
under the
ELEMENTARY AND SECONDARY EDUCATION ACT
As amended in 2001

For reporting on
School Year 2013-14

WISCONSIN

PART I DUE THURSDAY, DECEMBER 18, 2014
PART II DUE FRIDAY, FEBRUARY 13, 2015

U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202

INTRODUCTION

Sections 9302 and 9303 of the *Elementary and Secondary Education Act* (*ESEA*), as amended in 2001 provide to States the option of applying for and reporting on multiple *ESEA* programs through a single consolidated application and report. Although a central, practical purpose of the Consolidated State Application and Report is to reduce "red tape" and burden on States, the Consolidated State Application and Report are also intended to have the important purpose of encouraging the integration of State, local, and *ESEA* programs in comprehensive planning and service delivery and enhancing the likelihood that the State will coordinate planning and service delivery across multiple State and local programs. The combined goal of all educational agencies–State, local, and Federal–is a more coherent, well-integrated educational plan that will result in improved teaching and learning. The Consolidated State Application and Report includes the following *ESEA* programs:

- Title I, Part A – *Improving Basic Programs Operated by Local Educational Agencies*
- Title I, Part B, Subpart 3 – *William F. Goodling Even Start Family Literacy Programs*
- Title I, Part C – *Education of Migratory Children* (Includes the Migrant Child Count)
- Title I, Part D – *Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk*
- Title II, Part A – *Improving Teacher Quality State Grants (Teacher and Principal Training and Recruiting Fund)*
- Title III, Part A – *English Language Acquisition, Language Enhancement, and Academic Achievement Act*
- Title IV, Part A, Subpart 1 – *Safe and Drug-Free Schools and Communities State Grants*
- Title IV, Part A, Subpart 2 – *Safe and Drug-Free Schools and Communities National Activities (Community Service Grant Program)*
- Title V, Part A – *Innovative Programs*
- Title VI, Section 6111 – *Grants for State Assessments and Related Activities*
- Title VI, Part B – *Rural Education Achievement Program*
- Title X, Part C – *Education for Homeless Children and Youths*

The *ESEA* Consolidated State Performance Report (CSPR) for school year (SY) 2013-14 consists of two Parts, Part I and Part II.

PART I

Part I of the CSPR requests information related to the five *ESEA* Goals, established in the June 2002 Consolidated State Application, and information required for the Annual State Report to the Secretary, as described in Section 1111(h)(4) of the *ESEA*. The five *ESEA* Goals established in the June 2002 Consolidated State Application are:

- **Performance Goal 1:** By SY 2013-14, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- **Performance Goal 3:** By SY 2005-06, all students will be taught by highly qualified teachers.
- **Performance Goal 4:** All students will be educated in learning environments that are safe, drug free, and conducive to learning.
- **Performance Goal 5:** All students will graduate from high school.

Beginning with the CSPR SY 2005-06 collection, the Education of Homeless Children and Youths was added. The Migrant Child count was added for the SY 2006-07 collection.

PART II

Part II of the CSPR consists of information related to State activities and outcomes of specific *ESEA* programs. While the information requested varies from program to program, the specific information requested for this report meets the following criteria:

1. The information is needed for Department program performance plans or for other program needs.
2. The information is not available from another source, including program evaluations pending full implementation of required EDFacts submission.
3. The information will provide valid evidence of program outcomes or results.

GENERAL INSTRUCTIONS AND TIMELINES

All States that received funding on the basis of the Consolidated State Application for the SY 2013-14 must respond to this Consolidated State Performance Report (CSPR). Part I of the Report is due to the Department by **Thursday, December 18, 2014**. Part II of the Report is due to the Department by **Friday, February 13, 2015**. Both Part I and Part II should reflect data from the SY 2013-14, unless otherwise noted.

The format states will use to submit the Consolidated State Performance Report has changed to an online submission starting with SY 2004-05. This online submission system is being developed through the Education Data Exchange Network (EDEN) and will make the submission process less burdensome. Please see the following section on transmittal instructions for more information on how to submit this year's Consolidated State Performance Report.

TRANSMITTAL INSTRUCTIONS

The Consolidated State Performance Report (CSPR) data will be collected online from the SEAs, using the EDEN web site. The EDEN web site will be modified to include a separate area (sub-domain) for CSPR data entry. This area will utilize EDEN formatting to the extent possible and the data will be entered in the order of the current CSPR forms. The data entry screens will include or provide access to all instructions and notes on the current CSPR forms; additionally, an effort will be made to design the screens to balance efficient data collection and reduction of visual clutter.

Initially, a state user will log onto EDEN and be provided with an option that takes him or her to the "SY 2013-14 CSPR". The main CSPR screen will allow the user to select the section of the CSPR that he or she needs to either view or enter data. After selecting a section of the CSPR, the user will be presented with a screen or set of screens where the user can input the data for that section of the CSPR. A user can only select one section of the CSPR at a time. After a state has included all available data in the designated sections of a particular CSPR Part, a lead state user will certify that Part and transmit it to the Department. Once a Part has been transmitted, ED will have access to the data. States may still make changes or additions to the transmitted data, by creating an updated version of the CSPR. Detailed instructions for transmitting the SY 2013-14 CSPR will be found on the main CSPR page of the EDEN web site (https://EDEN.ED.GOV/EDENPortal/).

	OMB Number: 1810-0614
	Expiration Date: 7/31/2015

Consolidated State Performance Report
For
State Formula Grant Programs
under the
Elementary And Secondary Education Act
as amended in 2001

Check the one that indicates the report you are submitting:
___Part I, 2013-14 __X__Part II, 2013-14

Name of State Educational Agency (SEA) Submitting This Report:
Wisconsin Department of Public Instruction

Address:
125 South Webster Street, P.O. Box 7841
Madison, WI 53707-7841

Person to contact about this report:

Name: Mary Jo Christiansen
Telephone: 608-266-2158
Fax: 608-266-5188
e-mail: maryjo.christiansen@dpi.wi.gov

Name of Authorizing State Official: (Print or Type):
Michael J. Thompson

_____ Thursday, May 14, 2015, 10:50:58 AM
Signature Date

CONSOLIDATED STATE PERFORMANCE REPORT
PART II

For reporting on

School Year 2013-14

☒

PART II DUE FEBRUARY 13, 2015
5PM EST

2.1 Improving Basic Programs Operated by Local Educational Agencies (Title I, Part A)

This section collects data on Title I, Part A programs.

2.1.1 Student Achievement in Schools with Title I, Part A Programs

The following sections collect data on student academic achievement on the State's assessments in schools that receive Title I, Part A funds and operate either Schoolwide programs or Targeted Assistance programs.

2.1.1.1 Student Achievement in Mathematics in Schoolwide Schools (SWP)

In the format of the table below, provide the number of students in SWP schools who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	27,120	10,555	38.92
4	26,585	10,775	40.53
5	24,715	9,361	37.88
6	15,462	5,074	32.82
7	13,888	4,353	31.34
8	14,274	4,368	30.60
High School	8,060	1,863	23.11
Total	130,104	46,349	35.62

Comments: Number students scoring at or above proficient: 3rd grade=10,555; 4th grade=10,775; 5th grade=9,361; 6th grade=5,074; 7th grade=4,353; 8th grade=4,368; 10th grade=1,863.

2.1.1.2 Student Achievement in Reading/Language Arts in Schoolwide Schools (SWP)

This section is similar to 2.1.1.1. The only difference is that this section collects data on performance on the State's reading/language arts assessment in SWP.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	27,051	7,026	25.97
4	26,511	7,115	26.84
5	24,680	5,838	23.65
6	15,430	3,838	24.87
7	13,863	3,516	25.36
8	14,252	3,292	23.10
High School	8,068	2,075	25.72
Total	129,855	32,700	25.18

Comments: Number students scoring at or above proficient: 3rd grade=7,026; 4th grade=7,115; 5th grade=5,838; 6th grade=3,838; 7th grade=3,516; 8th grade=3,292; 10th grade=2,075.

2.1.1.3 Student Achievement in Mathematics in Targeted Assistance Schools (TAS)

In the table below, provide the number of all students in TAS who completed the assessment and for whom a proficiency level was assigned, in grades 3 through 8 and high school, on the State's mathematics assessments under Section 1111(b)(3) of *ESEA*. Also, provide the number of those students who scored at or above proficient. The percentage of students who scored at or above proficient is calculated automatically.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	18,246	10,437	57.20
4	18,696	10,939	58.51
5	18,735	10,921	58.29
6	17,151	9,497	55.37
7	15,132	8,551	56.51
8	14,642	8,087	55.23
High School	7,113	3,578	50.30
Total	109,715	62,010	56.52
Comments: Number students scoring at or above proficient: 3rd grade=10,437; 4th grade=10,939; 5th grade=10,921; 6th grade=9,497; 7th grade=8,551; 8th grade=8,087; 10th grade=3,578.			

2.1.1.4 Student Achievement in Reading/Language Arts in Targeted Assistance Schools (TAS)

This section is similar to 2.1.1.3. The only difference is that this section collects data on performance on the State"s reading/language arts assessment by all students in TAS.

Grade	# Students Who Completed the Assessment and for Whom a Proficiency Level Was Assigned	# Students Scoring at or above Proficient	Percentage at or above Proficient
3	18,199	7,227	39.71
4	18,689	7,799	41.73
5	18,726	7,266	38.80
6	17,146	7,352	42.88
7	15,131	6,719	44.41
8	14,650	5,850	39.93
High School	7,114	3,395	47.72
Total	109,655	45,608	41.59
Comments: Number students scoring at or above proficient: 3rd grade=7,227; 4th grade=7,799; 5th grade=7,266; 6th grade=7,352; 7th grade=6,719; 8th grade=5,850; 10th grade=3,395.			

2.1.2 Title I, Part A Student Participation

The following sections collect data on students participating in Title I, Part A by various student characteristics.

2.1.2.1 Student Participation in Public Title I, Part A by Special Services or Programs

In the table below, provide the number of public school students served by either Public Title I SWP or TAS programs at any time during the regular school year for each category listed. Count each student only once in each category even if the student participated during more than one term or in more than one school or district in the State. Count each student in as many of the categories that are applicable to the student. Include pre-kindergarten through grade 12. Do not include the following individuals: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Special Services or Programs	# Students Served
Children with disabilities (*IDEA*)	47,904
Limited English proficient students	28,008
Students who are homeless	9,264
Migratory students	313

Comments: We have seen a 16.6% increase in homeless students identified and reported statewide between 2012-13 and 2013-14. We also added an assurance to our ESEA application to ensure that districts are accurately reporting homeless students in non-Title I schools who are receiving Title I services.

There were 4 districts that received Title I-C funds in 2012-13 that did not receive grants in 2013-14. We would expect that identified migrant students in those districts were served with Title I-A funds in 2013-14 when they would not have been in 2012-13. Additionally, we have reviewed the data extensively and we believe these numbers to be correct.

2.1.2.2 Student Participation in Public Title I, Part A by Racial/Ethnic Group

In the table below, provide the unduplicated number of public school students served by either public Title I SWP or TAS at any time during the regular school year. Each student should be reported in only one racial/ethnic category. Include pre-kindergarten through grade 12. The total number of students served will be calculated automatically.

Do not include: (1) adult participants of adult literacy programs funded by Title I, (2) private school students participating in Title I programs operated by local educational agencies, or (3) students served in Part A local neglected programs.

Race/Ethnicity	# Students Served
American Indian or Alaska Native	6,254
Asian	11,807
Black or African American	70,377
Hispanic or Latino	51,383
Native Hawaiian or other Pacific Islander	222
White	159,209
Two or more races	6,587
Total	305,839

Comments: We have many small school districts in Wisconsin in which just a few students graduating or being counted in different categories can greatly affect our percentages increasing or decreasing from one year to the next.

The number of students in the "Two or more races" category went up significantly for the 2013-14 count as did the total number of students served. We attribute this to the 79 schools statewide that became schoolwide programs for the 2013-14 school year. Schoolwide programs count their entire student body as being served with Title I funds as opposed to Targeted Assistance programs which only count students in a Title I program. This large number of new schoolwide programs explains our large increases in students served.

2.1.2.3 Student Participation in Title I, Part A by Grade Level

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public targeted assistance programs (Public TAS), Title I schoolwide programs (Public SWP), private school students participating in Title I programs (private), and Part A local neglected programs (local neglected). The totals column by type of program will be automatically calculated.

Age/Grade	Public TAS	Public SWP	Private	Local Neglected	Total
Age 0-2	0	0	0	0	0
Age 3-5 (not Kindergarten)	2,656	19,430	259	0	22,345
K	5,339	27,573	1,198	119	34,229
1	5,212	28,170	1,647	1,207	36,236
2	4,868	27,301	1,575	104	33,848
3	4,366	26,505	1,444	80	32,395
4	3,980	25,956	1,240	96	31,272
5	3,862	23,969	1,205	71	29,107
6	3,804	15,687	1,018	60	20,569
7	3,578	14,025	950	61	18,614
8	3,325	14,513	758	58	18,654
9	2,274	11,469	483	46	14,272
10	2,104	8,779	228	54	11,165
11	1,838	8,647	129	32	10,646
12	1,655	7,231	85	36	9,007
Ungraded	0	0	233	0	233
TOTALS	48,861	259,255	12,452	2,024	322,592

Comments: We attribute the large increases in SWP, Private, and Local Neglected, as well as the decrease in TAS students to the 79 schools statewide that became schoolwide programs for the 2013-14 school year. Schoolwide programs count their entire student body as being served with Title I funds as opposed to Targeted Assistance programs which only count students in a Title I program. This large number of new schoolwide programs explains our large increases in students served. We have also added data checks into the ESEA application for private schools to ensure that they are serving and properly counting students which may have lead to and increase in their counts.

The 1 instance in which the value decreased by 100% accurately reflects the data submitted by 4 LEAs.

2.1.2.4 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional and Support Services

The following sections collect data about the participation of students in TAS.

2.1.2.4.1 Student Participation in Title I, Part A Targeted Assistance Programs by Instructional Services

In the table below, provide the number of students receiving each of the listed instructional services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one instructional service. However, students should be reported only once for each instructional service regardless of the frequency with which they received the service.

TAS instructional service	# Students Served
Mathematics	22,434
Reading/language arts	50,214
Science	4,043
Social studies	4,096
Vocational/career	1,024
Other instructional services	345
Comments:	

2.1.2.4.2 Student Participation in Title I, Part A Targeted Assistance Programs by Support Services

In the table below, provide the number of students receiving each of the listed support services through a TAS program funded by Title I, Part A. Students may be reported as receiving more than one support service. However, students should be reported only once for each support service regardless of the frequency with which they received the service.

TAS Suport Service	# Students Served
Health, dental, and eye care	3,708
Supporting guidance/advocacy	3,427
Other support services	4
Comments:	

2.1.3 Staff Information for Title I, Part A Targeted Assistance Programs (TAS)

In the table below, provide the number of full-time equivalent (FTE) staff funded by a Title I, Part A TAS in each of the staff categories. For staff who work with both TAS and SWP, report only the FTE attributable to their TAS responsibilities.

For paraprofessionals only, provide the percentage of paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of *ESEA*.

See the FAQs following the table for additional information.

Staff Category	Staff FTE	Percentage Qualified
Teachers	1,399.18	
Paraprofessionals[1]	425.10	89.10
Other paraprofessionals (translators, parental involvement, computer assistance)[2]	60.22	
Clerical support staff	90.64	
Administrators (non-clerical)	41.16	
Comments:		

FAQs on staff information

a. *What is a "paraprofessional?"* An employee of an LEA who provides instructional support in a program supported with Title I, Part A funds. Instructional support includes the following activities:
   1. Providing one-on-one tutoring for eligible students, if the tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher;
   2. Providing assistance with classroom management, such as organizing instructional and other materials;
   3. Providing assistance in a computer laboratory;
   4. Conducting parental involvement activities;
   5. Providing support in a library or media center;
   6. Acting as a translator; or
   7. Providing instructional services to students.

b. *What is an "other paraprofessional?"* Paraprofessionals who do not provide instructional support, for example, paraprofessionals who are translators or who work with parental involvement or computer assistance.

c. *Who is a qualified paraprofessional?* A paraprofessional who has (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and been able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Sections 1119(c) and (d).) For more information on qualified paraprofessionals, please refer to the Title I paraprofessionals Guidance, available at: http://www.ed.gov/policy/elsec/guid/paraguidance.doc

[1] Consistent with *ESEA*, Title I, Section 1119(g)(2).

[2] Consistent with *ESEA*, Title I, Section 1119(e).

2.1.3.1 Paraprofessional Information for Title I, Part A Schoolwide Programs

In the table below, provide the number of FTE paraprofessionals who served in SWP and the percentage of these paraprofessionals who were qualified in accordance with Section 1119 (c) and (d) of *ESEA*. Use the additional guidance found below the previous table.

Paraprofessional Information	Paraprofessionals FTE	Percentage Qualified
Paraprofessionals[3]	3,789.30	94.20
Comments:		

[3] Consistent with *ESEA*, Title I, Section 1119(g)(2).

2.1.4 Parental Involvement Reservation Under Title I, Part A

In the table below provide information on the amount of Title I, Part A funds reserved by LEAs for parental involvement activities under Section 1118 (a)(3) of the ESEA. The percentage of LEAs FY 2013 Title I Part A allocations reserved for parental involvement will be automatically calculated from the data entered in Rows 2 and 3.

Parental Involvement Reservation	LEAs that Received a Federal Fiscal Year (FY) 2013 (School Year 2013-14) Title I, Part A Allocation of $500,000 or less	LEAs that Received a Federal fiscal year (FY) 2013 (School Year 2013-14) Title I, Part A Allocation of more than $500,000
Number of LEAs*	360	46
Sum of the amount reserved by LEAs for parental Involvement	280,878	3,213,039
Sum of LEA's FY 2013 Title I, Part A allocations	61,115,408	139,621,143
Percentage of LEA's FY 2013 Title I, Part A allocations reserved for parental involvment	0.46	2.30

*The sum of Column 2 and Column 3 should equal the number of LEAs that received an FY 2013 Title I, Part A allocation.

In the comment box below, provide examples of how LEAs in your State used their Title I Part A, set-aside for parental involvement during SY 2013−2014.

This response is limited to 8,000 characters.

Parent involvement set-asides are used to fund activities, supplies, and accessible communication formats that support the involvement of both public and private school parents of Title I children. Examples include Title I parent meetings and workshops, and their associated expenses; and accessible communication with parents, including translation and interpretation services, as appropriate. Other funds are used for books and materials that supplement and support literacy activities parents can use at home, or they are used for books and materials that supplement and support skills parents learn at Title I parenting workshops. A portion of funds, particularly in the largest districts, are used to pay salaries for parent involvement coordinators

2.3 Education of Migrant Children (Title I, Part C)

This section collects data on the Migrant Education Program (Title I, Part C) for the performance period of September 1, 2013 through August 31, 2014. This section is composed of the following subsections:

- Population data of eligible migrant children
- Academic data of eligible migrant students
- Data of migrant children served during the performance period
- School data
- Project data
- Personnel data

Where the table collects data by age/grade, report children in the highest age/grade that they attained during the performance period. For example, a child who turns 3 during the performance period would only be performance in the "Age 3 through 5 (not Kindergarten)" row.

2.3.1 Migrant Child Counts

This section collects the Title I, Part C, Migrant Education Program (MEP) child counts which States are required to provide and may be used to determine the annual State allocations under Title I, Part C. The child counts should reflect the performance period of September 1, 2013 through August 31, 2014. This section also collects a report on the procedures used by States to produce true, reliable, and valid child counts.

To provide the child counts, each SEA should have sufficient procedures in place to ensure that it is counting only those children who are eligible for the MEP. Such procedures are important to protecting the integrity of the State's MEP because they permit the early discovery and correction of eligibility problems and thus help to ensure that only eligible migrant children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must inform the Department of its concerns and explain how and when it will resolve them in the box below, which precedes Section 2.3.1.1 *Category 1 Child Count.*

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the child counts and information contained in the report are true, reliable, and valid and that any false Statement provided is subject to fine or imprisonment pursuant to 18 U.S.C. 1001.

FAQs on Child Count:

1. *How is "out-of-school" defined?* Out-of-school means children up through age 21 who are entitled to a free public education in the State but are not currently enrolled in a K-12 institution. This could include students who have dropped out of school in the previous performance period (September 1, 2012 - August 31, 2013), youth who are working on a GED outside of a K-12 institution, and youth who are "here-to-work" only. It does not include preschoolers, who are counted by age grouping. Children who were enrolled in school for at least one day, but dropped out of school during the performance period should be counted in the highest age/grade level attained during the performance period.
2. *How is "ungraded" defined?* Ungraded means the children are served in an educational unit that has no separate grades. For example, some schools have primary grade groupings that are not traditionally graded, or ungraded groupings for children with learning disabilities. In some cases, ungraded students may also include special education children, transitional bilingual students, students working on a GED through a K-12 institution, or those in a correctional setting. (Students working on a GED outside of a K-12 institution are counted as out-of-school youth.)

In the space below, discuss any concerns about the accuracy of the reported child counts or the underlying eligibility determinations on which the counts are based and how and when these concerns will be resolved.

The response is limited to 8,000 characters.

Comments: None at this time.

2.3.1.1 Category 1 Child Count (Eligible Migrant Children)

In the table below, enter the unduplicated statewide number by age/grade of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2013 through August 31, 2014. This figure includes all eligible migrant children who may or may not have participated in MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the highest age/grade that he/she attained during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).

Age/Grade	Eligible Migrant Children
Age 3 through 5 (not Kindergarten)	104
K	63
1	66
2	58
3	53
4	72
5	53
6	56
7	58
8	60

9	67
10	57
11	50
12	39
Ungraded	3
Out-of-school	19
Total	878
Comments:	

2.3.1.1.1 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

The response is limited to 8,000 characters.

Comments: There was an increase of 65 eligible children. The number of migrant farmworkers working on dairy farms has increased and there were more OSY eligible youth identified through the recruitment process. The weather was better this year and some of the families that did not come the year before returned during this period. Some families went back into the migrant stream due to the need for work and returned to Wisconsin. The state has been working extensively with local projects to identify eligible out of school youth. Some families returned for the cherry harvest that did not come the year before as the weather/crop was better than the year before.

2.3.1.1.2 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migrant children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2013 through August 31, 2014.

Age/Grade	Eligible Migrant Children
Age birth through 2	91
Comments:	

2.3.1.2 Category 2 Child Count (Eligible Migrant Children Served by the MEP During the Summer/ Intersession Term)

In the table below, enter by age/grade the unduplicated statewide number of **eligible** migrant children age 3 through 21 who, within 3 years of making a qualifying move, were **served** for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2013 through August 31, 2014. Count a child who moved from one age/grade level to another during the performance period only once in the highest age/grade that he/she attained during the performance period. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once. The unduplicated statewide total count is calculated automatically.

Do not include:

- Children age birth through 2 years
- Children served by the MEP (under the continuation of services authority) after their period of eligibility has expired when other services are not available to meet their needs.
- Previously eligible secondary-school children who are receiving credit accrual services (under the continuation of services authority).
- Children who received only referred services (non-MEP funded).

Age/Grade	Eligible Migrant Children Served by the MEP During the Summer/Intersession Term
Age 3 through 5 (not Kindergarten)	9
K	12
1	14
2	15
3	13
4	23
5	20
6	14
7	8
8	5
9	21
10	15
11	9
12	4
Ungraded	0
Out-of-school	0
Total	182
Comments:	

2.3.1.2.1 Category 2 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 2 greater than 10 percent.

The response is limited to 8,000 characters.

Comments: There was a decrease of 76 students served in the summer migrant programs. Three large elementary sites where the state MEP had coordinated projects in past years, received additional funds and served the students in these project sites separately. MEP concentrated more on projects participating in the consortium grant and the secondary aged students in those areas. The MEP concentrated on the extensive number of Texas students needing to take out of state tests.

2.3.1.2.2 Birth through Two Eligible Migrant Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migrant children from age birth through 2 who, within 3 years of making a qualifying move, were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods that occurred within the performance period of September 1, 2013 through August 31, 2014. Count a child who moved to different schools within the State and who was served in both traditional summer and year-round school intersession programs only once.

Do not include:

- Children who received only referred services (non-MEP funded).

Age/Grade	Eligible Migrant Children Served by the MEP During the Summer/Intersession Term
Age birth through 2	0
Comments:	

2.3.1.3 Child Count Calculation and Validation Procedures

The following questions request information on the State's MEP child count calculation and validation procedures.

2.3.1.3.1 Student Information System

In the space below, respond to the following questions: What system did the State use to compile and generate the Category 1 child count for this performance period? Please check the box that applies.

Student Information System	(Yes/No)
NGS	Yes
MIS 2000	No Response
COEStar	No Response
MAPS	No Response
Other Student Information System. Please identify the system:	No Response
NGS	

Student Information System	(Yes/No)
Was the Category 2 child count for this performance period generated using the same system?	Yes

If the State's Category 2 count was generated using a different system than the Category 1 count please identify the specific system that generates the Category 2 count.

The response is limited to 8,000 characters.

The same system was used.

2.3.1.3.3 Methods Used To Count Children

In the space below, please describe the procedures and processes at the State level used to ensure all eligible children are accounted for in the performance period . In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migrant children, ages 3-21. Include children two years of age whose residency in the state has been verified after turning three.
- Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move, had a qualifying activity)
- Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31)
- Children who – in the case of Category 2 – were served for one or more days in a MEP-funded project conducted during either the summer term or during intersession periods
- Children once per age/grade level for each child count category

The response is limited to 8,000 characters.

• Children who were age 3 through 21- The NGS query is programmed to include only children who were at least 3 and less than 21 years who had eligibility for at least one day during the period 9/1/13-8/31/2014. In addition, before enrollment into summer programs or regular term projects or encoding into NGS as residency-only students, recruiters interview families to verify birthdates and residency status. A residency verification date is then entered into NGS on the appropriate history line so that the system will count only those three year olds who were actually in residence in the state on or after their third birthday. No children are included in the counts that exceed the age of 21.
• Within 3 years of a qualifying move, had a qualifying activity-Recruiters contact all migrant families at the time of enrollment to conduct face-to-face interviews to determine the most current qualifying move. When the QAD has remained the same, the COE information is updated with the most current QAD, and verified with the parent. If a new QAD has occurred then a new COE is completed at that time. This is a
key part of the Quality Control process, where the qualifying work is determined before the status of eligibility can be confirmed. The NGS history line at the beginning of the year reflects the students' most current qualifying move. For each new or updated COE for the Category 1 count, a history line with an "R" (regular) or "P" participant flag is created in NGS. A history line with an "S" (summer) is created for each summer enrollment for the Category 2 count. "R" refers to regular term school enrollment; "P" refers to Participant or residency only, when student is not enrolled in school; "S refers to summer school enrollment;
• Children in residency for at least one day during the performance period. NGS was programmed to restrict the count to the days within the performance period of
September 1, 2013 to August 31, 2014. The Certificate of Eligibility data is reviewed
and residency dates have to be confirmed before entry into NGS which yields the two annual counts. The "P" flag in NGS identifies the residency only children and the COE data confirms the residency date. Prior to entry into NGS the quality control process has
verified the students who were in the state during the performance period and includes any children who had a residency for at least one day for the counts.
• Children who -in the case of Category 2 -were served for one or more days in a MEP-funded project funded during the summer term or intersession periods. The state does not operate an intersession period program, only summer programs. The state requires a report on supplemental migrant funded instructional or support summer services be provided by every district for any student served in a summer MEP funded program. The Supplemental Services report is submitted upon withdrawal of the students and identifies the service, any grades or credits earned, days enrolled, date of withdrawal
• Children counted once per age/grade level for each child count category-
At the state level, the NGS query is programmed to count a student only once statewide in the Category 1 and Category 2 counts. NGS was developed to create a unique student Identification (USID) number for each new student entered into the NGS centralized database. Before a new student record can be created, the system checks for duplication based on the student's last name or similar last names by using a system-generated wild card prompt. Potential duplicates are then checked against additional fields such as first name, birth date, and mother's name. Any matches generated require additional review. As part of the clean up process before the NGS snapshot is run, the state staff works with the NGS Help Desk to ensure that all potential duplicates have been merged into a single student record. This process is carried out on a continuous basis throughout the performance period.

• Children two years of age that turned three years during the performance period-
Recruiters contact all migrant families at the time of enrollment to conduct face-to -face Interviews to determine the most current qualifying move. The correct QAD is verified and confirmed with the parent's signature. A residency verification date is then entered into NGS on the appropriate history line so that the system will count only those three year olds who were actually in residence in the state on or after their third birthday. Local recruiters are required to use the NGS two year olds turning three report to keep track of the two-year-olds so that upon turning three those in residence may be connected to Migrant Head Start programs and appropriate history lines in NGS can be created to yield accurate counts of all three year olds.

How does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migrant children in every ED*Facts* data file (see the Office of Migrant Education's CSPR Rating Instrument for the criteria needed to address this question)?

There are continuous efforts made all year to have a strong data management system through training of all appropriate parties at the local project sites and the state office personnel are focused on accurate reporting and timely transfer of records. District reports are screened at the local and state level prior to entries being allowed. Corrections must be made as required before the NGS specialist will enter data. Snapshot data is reviewed by the state before determining the final counts to see if anything is not reasonable. Comparisons are made with the previous year's data and documentation confirmed for the current years's counts in multiple ways.

NGS has a unique identification number for each migrant child. Additionally, the children included in the state assessment have been identified per the definition of eligible migrant children. The state assessment system requires a special coding for migrant eligible children from local District Assessment Coordinators. District assessment coordinators and migrant program coordinators work together to determine that a COE has confirmed eligibility as migrant and the appropriate codes identifying the migrant children as a subset of students are included in the state assessment for appropriate reporting.

Use of MSIX to Verify Data Quality	**(Yes/No)**
Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?	Yes

If MSIX is utilized, please explain how.

The response is limited to 8,000 characters.

This year the state MEP volunteered to participate in the national Data Quality Initiative. This helped us to make an analysis of the quality of the data in NGS and offered some strategies for improving completeness of our NGS data. We believe the lessons learned will help to strengthen the completeness and quality of our data as we carry out the action plan.

2.3.1.3.4 Quality Control Processes

In the space below, respond to the following questions :

Quality Control Processes	Yes/No
Is student eligibility based on a personal interview (face-to-face or phone call) with a parent, guardian, or other responsible adult, or youth-as-worker?	Yes
Does the SEA and/or regional offices train recruiters at least annually on eligibility requirements, including the basic eligibility definition, economic necessity, temporary vs. seasonal, processing, etc.?	Yes
Does the SEA have a formal process, beyond the recruiter's determination, for reviewing and ensuring the accuracy of written eligibility information [e.g., COEs are reviewed and initialed by the recruiter's supervisor and/or other reviewer(s)]?	Yes
Are incomplete or otherwise questionable COEs returned to the recruiter for correction, further explanation, documentation, and/or verification?	Yes
Does the SEA provide recruiters with written eligibility guidance (e.g., a handbook)?	Yes
Does the SEA review student attendance records at summer/inter-session projects to verify that the total unduplicated number of eligible migrant students served in the summer/intersession is reconciled with the Category 2 Count ?	Yes
Does the SEA have both a local and state-level process for resolving eligibility questions?	Yes
Are written procedures provided to regular school year and summer/intersession personnel on how to collect and report pupil enrollment and withdrawal data?	Yes
Are records/data entry personnel provided training on how to review regular school year and summer/inter-session site records, input data, and run reports used for child count purposes?	Yes

In the space below, describe the results of any re-interview processes used by the SEA during the performance period to test the accuracy of the State's MEP eligibility determinations.

Results	#
The number of eligibility determinations sampled.	248
The number of eligibility determinations sampled for which a re-interview was completed.	100
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	97

Describe any reasons for non-response in the re-interviewing process.

The response is limited to 8,000 characters.

N/A.

Procedures	Yes/No
What was the most recent year that the MEP conducted independent prospective re-interviews (i.e., interviewers were neither SEA or LEA staff members responsible for administering or operating the MEP, nor any other persons who worked on the initial eligibility determinations being tested)?	SY2013-14
Was the sampling of eligible children random?	Yes
Was the sampling statewide?	Yes

FAQ on independent prospective reinterviews:

a. *What are independent prospective re-interviews?* Independent prospective re-interviews allow confirmation of your State's eligibility determinations and the accuracy of the numbers of migrant children in your State reports. Independent prospective interviews should be conducted at least once every three years by an independent interviewer, performed on the current year's identified migrant children.

If the sampling was stratified by group/area please describe the procedures.

The response is limited to 8,000 characters.

Statewide sample.

Please describe the sampling replacement by the State.

The response is limited to 8,000 characters.

The State MEP generated a list of all eligible students identified during the performance period of September 1, 2012 - August 31, 2013. From this list every other 3rd student was selected to generate a sample of 248 students. The re-interviews were conducted by external individuals knowledgeable about migrant student eligibility during the months of September and October of 2013. The re-interviews were done in a systematic order until the total number of eligibility determinations had been completed for 100 students. When a family could not be located in the order, after three attempts to reach them, the next child/family on the list was interviewed until the necessary 100 re-interviews had been completed. The comprehensive re-interview is conducted once out of every three years and follow the OME guidelines on sampling. The activity in the in between years is stratified project review and improvement.

Obtaining Data From Families	
Check the applicable box to indicate how the re-interviews were conducted	
Face-to-face re-interviews	
Phone Interviews	
Both	Both
Obtaining Data From Families	**Yes/No**
Was there a protocol for verifying all information used in making the original eligibility determination?	Yes
Were re-interviewers independent from the original interviewers?	Yes

If you did conduct independent re-interviews in this reporting period, describe how you ensured that the process was independent.

The response is limited to 8,000 characters.

During the independent reviews of 2012-13, the state's process was to use an external person from out of state that had substantial experience in identification and recruitment of migrant students who was very knowledgeable about student eligibility parameters. This was the key to conducting independent re-interviewing. No recruiters that did the original interview participated in the interview process.

In the years between the comprehensive reviews, the on-going reviews are done by state staff re-interviewing and checking on the work completed by another and providing technical assistance. Local projects are asked to select some families and have another person check on the accuracy of selected COEs.on an on-going basis.

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migrant children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

The response is limited to 8,000 characters.

The 2012-13 re-interviewing process confirmed 3 students out of the 100 that were targeted for re-interviews were not eligible under the continuation of services provisions that were used. Consultation took place with the project personnel and technical assistance on what is intended by each provision. Students were removed from the migrant program and entered into needed services from other sources.The state built in more inservice on continuation of services provisions in the various inservices provided to project personnel. Follow up monitoring has found that the project staff with the CS problem during the re-interviewing process now have an appropriate understanding.

2013-14 on going re-interviewing by staff found completion of data on OSY to be an issue.
Technical assistance focused on this for improvement and results were improved.

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?	No

2.3.2 Eligible Migrant Children

2.3.2.1 Priority for Services

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "Priority for Services." The total is calculated automatically.

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	0
K	21
1	34
2	37
3	21
4	29
5	16
6	13
7	25
8	20
9	34
10	31
11	22
12	15
Ungraded	0
Out-of-school	1
Total	319
Comments:	

FAQ on priority for services:
Who is classified as having "priority for service?" Migratory children who are failing or most at risk of failing to meet the State's challenging academic content standards and student academic achievement standards, and whose education has been interrupted during the regular school year.

2.3.2.2 Limited English Proficient

In the table below, provide the unduplicated number of **eligible** migrant children who are also limited English proficient (LEP). The total is calculated automatically.

Age/Grade	Limited English Proficient (LEP) During the Performance Period
Age 3 through 5 (not Kindergarten)	11
K	22
1	27
2	32
3	19
4	29
5	27
6	22
7	16
8	20
9	24
10	14
11	8
12	10
Ungraded	0
Out-of-school	1
Total	282
Comments:	

2.3.2.3 Children with Disabilities (IDEA)

In the table below, provide the unduplicated number of **eligible** migrant children who are also children with disabilities (*IDEA*) under Part B or Part C of the *IDEA*. The total is calculated automatically.

Age/Grade	Children with Disabilities (IDEA) During the Performance Period
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	0
K	1
1	2
2	3
3	0
4	3
5	2
6	3
7	3
8	2
9	6
10	7
11	2
12	2
Ungraded	0
Out-of-school	3
Total	39
Comments:	

2.3.2.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of **eligible** migrant children whose qualifying arrival date (QAD) occurred within 12 months from the last day of the performance period, August 31, 2014 (i.e., QAD during the performance period). The total is calculated automatically.

Age/Grade	Qualifying Arrival Date During the Performance Period
Age birth through 2	55
Age 3 through 5 (not Kindergarten)	66
K	35
1	37
2	32
3	34
4	40
5	35
6	30
7	30
8	32
9	40
10	37
11	36
12	15
Ungraded	2
Out-of-school	11
Total	567
Comments:	

2.3.2.5 Qualifying Arrival Date During the Regular School Year

In the table below, provide the unduplicated number of **eligible** migrant children whose qualifying arrival date occurred during the performance period's regular school year (i.e., QAD during the 2013-14 regular school year). The total is calculated automatically.

Age/Grade	Qualifying Arrival Date During the Regular School Year
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	6
K	19
1	16
2	16
3	18
4	23
5	18
6	13
7	17
8	18
9	11
10	17
11	8
12	9
Ungraded	1
Out-of-school	0
Total	210

Comments: The state's migrant student population count has slowly decreased over the past few years. Chief among the reasons for this decrease of eligible migrant children whose QAD occurs during the regular year is the fact that, continuously, fewer agricultural employers start their operations during the spring semester as in the past. The employment trends have slowly shifted to more and more agricultural processing operations with start dates during the summer months. Therefore, the QADs are more likely to occur during the summer months. Also, some parents are more conscious of the impact that the school interruptions have on their children, particularly at the end of the school year, thereby choosing not make a qualifying move until after the spring semester has ended.

2.3.2.6 Referrals — During the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who, during the performance period, received an educational or educationally related service funded by a non-MEP program/organization that they would not have otherwise received without efforts supported by MEP funds. Children should be reported only once regardless of the frequency with which they received a referred service. Include children who received a referral only or who received both a referral and MEP-funded services. Do not include children who received a referral from the MEP, but did not receive services from the non-MEP program/organization to which they were referred. The total is calculated automatically.

Age/Grade	Referrals During the Performance Period
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	2
K	1
1	2
2	2
3	1
4	1
5	0
6	0
7	3
8	2
9	2
10	3
11	1
12	0
Ungraded	0
Out-of-school	0
Total	20
Comments:	

2.3.2.8 Academic Status

The following questions collect data about the academic status of **eligible** migrant students.

2.3.2.8.1 Dropouts

In the table below, provide the unduplicated number of **eligible** migrant students who dropped out of school. The total is calculated automatically.

Grade	Dropouts During the Performance Period
7	1
8	1
9	2
10	1
11	0
12	6
Ungraded	
Total	11
Comments: Wisconsin will not have finalized dropout data until April 2015.	

FAQ on Dropouts:
How is "drop outs" defined? The term used for students, who, during the reporting period, were enrolled in a public school for at least one day, but who subsequently left school with no plans on returning to enroll in a school and continue toward a high school diploma. Students who dropped out-of-school prior to the 2012-13 reporting period should be classified NOT as "drop-outs" but as "out-of-school youth."

2.3.2.8.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of **eligible** migrant students who obtained a High School Equivalency Diploma (HSED) by passing a high school equivalency test that your state accepts (e.g. GED, HiSET, TASC).

Obtained HSED	#
Obtained a HSED in your State During the Performance Period	0
Comments: MEP does not provide GED/HSED services with migrant funds. We refer students to services funded by other sources.	

2.3.3 Services for Eligible Migrant Children

The following questions collect data about MEP services provided to eligible migrant children during the performance period.

Eligible migrant children who are served include:

- Migrant children who were eligible for and received instructional or support services funded in whole or in part with MEP funds.
- Children who continued to receive MEP-funded services during the term their eligibility ended.

Do not include:

- Children who were served through a Title I **Schoolwide Program** (SWP) where MEP funds were consolidated with those of other programs.
- Children who received only referred services (non-MEP funded).
- Children who were served for one additional school year after their eligibility ended, if comparable services were not available through other programs
- Children who were in secondary school after their eligibility ended, and served through credit accrual programs until graduation (e.g., children served under the continuation of services authority, Section (1304(e)).

FAQ on Services:
What are services? Services are a subset of all allowable activities that the MEP can provide through its programs and projects. "Services" are those educational or educationally related activities that: (1) directly benefit a migrant child; (2) address a need of a migrant child consistent with the SEA's comprehensive needs assessment and service delivery plan; (3) are grounded in scientifically based research or, in the case of support services, are a generally accepted practice; and (4) are designed to enable the program to meet its measurable outcomes and contribute to the achievement of the State's performance targets. Activities related to identification and recruitment activities, parental involvement, program evaluation, professional development, or administration of the program are examples of allowable activities that are not considered services. Other examples of an allowable activity that would not be considered a service would be the one-time act of providing instructional packets to a child or family, and handing out leaflets to migrant families on available reading programs as part of an effort to increase the reading skills of migrant children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

2.3.3.2 Priority for Services – During the Regular School Year

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "priority for services" and who received MEP funded instructional or support services during the regular school year. The total is calculated automatically.

Age/Grade	Priority for Services During the Regular School Year
Age 3 through 5	0
K	20
1	29
2	35
3	18
4	18
5	13
6	8
7	18
8	15
9	22
10	20
11	18
12	12
Ungraded	0
Out-of-school	0
Total	246
Comments:	

2.3.4.2 Priority for Services – During the Summer/Intersession Term

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "priority for services" and who received MEP- funded instructional or support services during the summer/intersession term. The total is calculated automatically.

Age/Grade	Priority for Services During the Summer/Intersession Term
Age 3 through 5	0
K	3
1	4
2	8
3	4
4	8
5	5
6	1
7	4
8	3
9	8
10	10
11	9
12	2
Ungraded	0
Out-of-school	0
Total	69

Comments: During summer term 2012 - 13, Wisconsin jointly operated three of its largest MEP summer programs in partnership with an outside migrant service provider. Wisconsin MEP was unable to continue its partnership with this service provider during the summer of 2013-14.

2.3.5 MEP Services – During the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who received MEP-funded instructional or support services at any time during the performance period. Do not count the number of times an individual child received a service intervention. The total number of students served is calculated automatically.

Age/Grade	Served During the Performance Period
Age Birth through 2	1
Age 3 through 5 (not Kindergarten)	16
K	39
1	46
2	45
3	38
4	58
5	45
6	44
7	42
8	41
9	46
10	42
11	31
12	31
Ungraded	0
Out-of-school	1
Total	566
Comments:	

2.3.5.1 Priority for Services – During the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who have been classified as having "priority for services" and who received MEP-funded instructional or support services during the performance period. The total is calculated automatically.

Age/Grade	Priority for Services During the Performance Period
Age 3 through 5	0
K	20
1	30
2	37
3	19
4	24
5	14
6	8
7	20
8	16
9	25
10	27
11	21
12	12
Ungraded	0
Out-of-school	0
Total	273
Comments:	

2.3.5.2 Continuation of Services – During the Performance Period

In the table below, provide the unduplicated number of migrant children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Sections 1304(e)(2–3). Do **not** include children served under Section 1304(e)(1), which are children whose eligibility expired during the school term. The total is calculated automatically.

Age/Grade	Continuation of Services During the performance period
Age 3 through 5 (not Kindergarten)	
K	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
Ungraded	
Out-of-school	
Total	
Comments: Wisconsin had 8 students who received continuation of services during the performance period. Two in grade 10, three in grade 11, and three in grade 12.	

2.3.5.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of **eligible** migrant children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Age/Grade	Instructional Service During the Performance Period
Age birth through 2	0
Age 3 through 5 (not Kindergarten)	9
K	21
1	30
2	29
3	25
4	37
5	34
6	24
7	22
8	20
9	29
10	26
11	23
12	16
Ungraded	0
Out-of-school	0
Total	345
Comments:	

2.3.5.3.1 Type of Instructional Service – During the Performance Period

In the table below, provide the number of **eligible** migrant children reported in the table above who received MEP-funded reading instruction, mathematics instruction, or high school credit accrual during the performance period. Include children who received such instructional services provided by a teacher only. Children may be reported as having received more than one type of instructional service in the table. However, children should be reported only once within each type of instructional service that they received regardless of the frequency with which they received the instructional service. The totals are calculated automatically.

Age/Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Age birth through 2	0	0	//
Age 3 through 5 (not Kindergarten)	2	5	//
K	10	8	//
1	17	14	//
2	18	13	//
3	12	12	//
4	22	24	//
5	17	15	//
6	12	13	//
7	11	13	//
8	6	7	//
9	9	9	38
10	4	9	38
11	6	5	27
12	7	7	30
Ungraded	0	0	0
Out-of-school	0	0	1
Total	153	154	134
Comments:			

FAQ on Types of Instructional Services:
What is *"high school credit accrual"?* Instruction in courses that accrue credits needed for high school graduation provided by a teacher for students on a regular or systematic basis, usually for a predetermined period of time. Includes correspondence courses taken by a student under the supervision of a teacher.

2.3.5.3.2 Support Services with Breakout for Counseling Services – During the Performance Period

In the table below, in the column titled **Support Services**, provide the unduplicated number of **eligible** migrant children who received any MEP-funded support service during the performace period. In the column titled **Breakout of Counseling Services During the Performance Period**, provide the unduplicated number of **eligible** migrant children who received a counseling service during the performance period. Children should be reported only once in each column regardless of the frequency with which they received a support service intervention. The totals are calculated automatically.

Age/Grade	Support Services During the Performance Period	Breakout of Counseling Service During the Performance Period
Age birth through 2	1	0
Age 3 through 5 (not Kindergarten)	16	5
K	39	18
1	46	15
2	45	18
3	38	16
4	58	25
5	45	18
6	44	20
7	42	15
8	40	17
9	46	22
10	42	14
11	31	10
12	31	14
Ungraded	0	0
Out-of-school	1	1
Total	565	228
Comments:		

FAQs on Support Services:

a. *What are support services?* These MEP-funded services include, but are not limited to, health, nutrition, counseling, and social services for migrant families; necessary educational supplies, and transportation. The one-time act of providing instructional or informational packets to a child or family does not constitute a support service.

b. *What are counseling services?* Services to help a student to better identify and enhance his or her educational, personal, or occupational potential; relate his or her abilities, emotions, and aptitudes to educational and career opportunities; utilize his or her abilities in formulating realistic plans; and achieve satisfying personal and social development. These activities take place between one or more counselors and one or more students as counselees, between students and students, and between counselors and other staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy.

2.3.6 School Data - During the Regular School Year

The following questions are about the enrollment of eligible migrant children in schools during the regular school year.

2.3.6.1 Schools and Enrollment - During the Regular School Year

In the table below, provide the number of public schools that enrolled **eligible** migrant children at any time during the regular school year. Schools include public schools that serve school age (e.g., grades K through 12) children. Also, provide the number of **eligible** migrant children who were enrolled in those schools. Since more than one school in a State may enroll the same migrant child at some time during the regular school year, the number of children may include duplicates.

Schools	#
Number of schools that enrolled eligible migrant children	105
Number of eligible migrant children enrolled in those schools	688
Comments: The overall unique count of RY2013-14 migrant eligible students slightly increased from the prior year, due to our ongoing ID and R outreach efforts statewide, resulting in the identification of eligible migrant children. Additionally, internal staff turnover during critical periods in 2012-13 may have been a factor that contributed to a decrease in RY2012-13 data entry accounting for fewer schools with enrolled migrant children that year.	

2.3.6.2 Schools Where MEP Funds Were Consolidated in Schoolwide Programs (SWP) – During the Regular School Year

In the table below, provide the number of schools where MEP funds were consolidated in an SWP. Also, provide the number of **eligible** migrant children who were enrolled in those schools at any time during the regular school year. Since more than one school in a State may enroll the same migrant child at some time during the regular school year, the number of children may include duplicates.

Schools	#
Number of schools where MEP funds were consolidated in a schoolwide program	
Number of eligible migrant children enrolled in those schools	
Comments: The data did not populate in this section but we have 0 schools where MEP funds were consolidated in schoolwide programs and 0 eligible migrant children in those schools as a result. Wisconsin's allocations are small and are expended for the unique needs of migrant students as a first priority. Consequently, there are no funds left for consolidation in schoolwide programs.	

2.3.7 MEP Project Data

The following questions collect data on MEP projects.

2.3.7.1 Type of MEP Project

In the table below, provide the number of projects that are funded in whole or in part with MEP funds. A MEP project is the entity that receives MEP funds from the State or through an intermediate entity that receives the MEP funds from the State and provides services directly to the migrant child. Do not include projects where MEP funds were consolidated in SWP.

Also, provide the number of migrant children **served** in the projects. Since children may participate in more than one project, the number of children may include duplicates.

Type of MEP Project	Number of MEP Projects	Number of Migrant Children Served in the Projects
Regular school year - school day only	9	130
Regular school year - school day/extended day	0	0
Summer/intersession only	2	90
Year round	9	473
Comments:		

FAQs on type of MEP project:

a. *What is a project?* A project is any entity that receives MEP funds and provides services directly to migrant children in accordance with the State Service Delivery Plan and State approved subgrant applications or contracts. A project's services may be provided in one or more sites. Each project should be counted once, regardless of the number of sites in which it provides services.

b. *What are Regular School Year – School Day Only projects?* Projects where all MEP services are provided during the school day during the regular school year.

c. *What are Regular School Year – School Day/Extended Day projects?* Projects where some or all MEP services are provided during an extended day or week during the regular school year (e.g., some services are provided during the school day and some outside of the school day; e.g., all services are provided outside of the school day).

d. *What are Summer/Intersession Only projects?* Projects where all MEP services are provided during the summer/intersession term.

e. *What are Year Round projects?* Projects where all MEP services are provided during the regular school year and summer/intersession term.

2.3.8 MEP Personnel Data

The following questions collect data on MEP personnel data.

2.3.8.1 MEP State Director

In the table below, provide the FTE amount of time the State director performs MEP duties (regardless of whether the director is funded by State, MEP, or other funds) during the performance period (e.g., September 1 through August 31).

State Director FTE	0.50
Comments:	

FAQs on the MEP State director

a. *How is the FTE calculated for the State director?* Calculate the FTE using the number of days worked for the MEP. To do so, first define how many full-time days constitute one *FTE* for the State director in your State for the performance period. To calculate the FTE number, sum the total days the State director worked for the MEP during the performance period and divide this sum by the number of full-time days that constitute one FTE in the reporting period.

b. *Who is the State director?* The manager within the SEA who administers the MEP on a statewide basis.

2.3.8.2 MEP Staff

In the table below, provide the headcount and FTE by job classification of the staff funded by the MEP. Do **not** include staff employed in SWP where MEP funds were combined with those of other programs.

Job Classification	Regular School Year		Summer/Intersession Term		Performance Period
	Headcount	FTE	Headcount	FTE	Headcount
Teachers	24	3.56	104	61.86	128
Counselors	0	0.00	6	0.60	6
Non-qualified paraprofessionals	0	0.00	11	7.00	11
Qualified paraprofessionals	11	4.00	19	13.00	30
Recruiters	28	5.00	38	16.48	66
Records transfer staff	6	1.22	18	2.30	24
Administrators	10	0.42	54	23.80	64
Comments:					

Note: The Headcount value displayed represents the greatest whole number submitted in file specification N/X065 for the corresponding Job Classification. For example, an ESS submitted value of 9.8 will be represented in your CSPR as 9.

FAQs on MEP staff:

a. *How is the FTE calculated?* The FTE may be calculated using one of two methods:
   1. To calculate the FTE, in each job category, sum the percentage of time that staff were funded by the MEP and enter the total FTE for that category.
   2. Calculate the FTE using the number of days worked. To do so, first define how many full-time days constitute one FTE for each job classification in your State for each term. (For example, one regular-term FTE may equal 180 full-time (8 hour) work days; one summer term FTE may equal 30 full-time work days; or one intersession FTE may equal 45 full-time work days split between three 15-day non-contiguous blocks throughout the year.) To calculate the FTE number, sum the total days the individuals worked in a particular job classification for a term and divide this sum by the number of full-time days that constitute one FTE in that term.

b. *Who is a teacher?* A classroom instructor who is licensed and meets any other teaching requirements in the State.

c. *Who is a counselor?* A professional staff member who guides individuals, families, groups, and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development.

d. *Who is a paraprofessional?* An individual who: (1) provides one-on-one tutoring if such tutoring is scheduled at a time when a student would not otherwise receive instruction from a teacher; (2) assists with classroom management, such as organizing instructional and other materials; (3) provides instructional assistance in a computer laboratory; (4) conducts parental involvement activities; (5) provides support in a library or media center; (6) acts as a translator; or (7) provides instructional support services under the direct supervision of a teacher (Title I, Section 1119(g)(2)). Because a paraprofessional provides instructional support, he/she should not be providing planned direct instruction or introducing to students new skills, concepts, or academic content. Individuals who work in food services, cafeteria or playground supervision, personal care services, non-instructional computer assistance, and similar positions are not considered paraprofessionals under Title I.

e. *Who is a qualified paraprofessional?* A qualified paraprofessional must have a secondary school diploma or its recognized equivalent and have (1) completed 2 years of study at an institution of higher education; (2) obtained an associate's (or higher) degree; or (3) met a rigorous standard of quality and be able to demonstrate, through a formal State or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics (or, as appropriate, reading readiness, writing readiness, and mathematics readiness) (Section 1119(c) and (d) of ESEA).

f. *Who is a recruiter?* A staff person responsible for identifying and recruiting children as eligible for the MEP and documenting their eligibility on the Certificate of Eligibility.

g. *Who is a record transfer staffer?* An individual who is responsible for entering, retrieving, or sending student records from or to another school or student records system.

h. *Who is an administrator?* A professional staff member, including the project director or regional director. The SEA MEP Director should not be included.

2.4 Prevention and Intervention Programs For Children And Youth Who Are Neglected, Delinquent, Or At Risk (Title I, Part D, Subparts 1 and 2)

This section collects data on programs and facilities that serve students who are neglected, delinquent, or at risk under Title I, Part D, and characteristics about and services provided to these students.

Throughout this section:

- Report data for the program year of July 1, 2013 through June 30, 2014.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:
  - **Adult Corrections:** An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.
  - **At-Risk Programs:** Programs operated (through LEAs) that target students who are at risk of academic failure, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice system in the past, are at least 1 year behind the expected age/grade level, have limited English proficiency, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.
  - **Juvenile Corrections:** An institution for delinquent children and youth is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.
  - **Juvenile Detention Facilities:** Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.
  - **Neglected Programs:** An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.
  - **Other:** Any other programs, not defined above, which receive Title I, Part D funds and serve non-adjudicated children and youth.

2.4.1 State Agency Title I, Part D Programs and Facilities – Subpart 1

The following questions collect data on Title I, Part D, Subpart 1 programs and facilities.

2.4.1.1 Programs and Facilities - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs and facilities that serve neglected and delinquent students and the average length of stay by program/facility type, for these students.

Report only programs and facilities that received Title I, Part D, Subpart 1 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs. The total number of programs/facilities will be automatically calculated. Below the table is a FAQ about the data collected in this table.

State Program/Facility Type	# Programs/Facilities	Average Length of Stay in Days
Neglected programs		
Juvenile detention		
Juvenile corrections	2	233
Adult corrections	6	282
Other		
Total	8	//////////////////////////////
Comments:		

FAQ on Programs and Facilities - Subpart I:
How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit, for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

2.4.1.1.1 Programs and Facilities That Reported - Subpart 1

In the table below, provide the number of State agency Title I, Part D, Subpart 1 programs/facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

State Program/Facility Type	# Reporting Data
Neglected Programs	
Juvenile Detention	
Juvenile Corrections	2
Adult Corrections	6
Other	
Total	8
Comments:	

2.4.1.2 Students Served – Subpart 1

In the tables below, provide the number of neglected and delinquent students served in State agency Title I, Part D, Subpart 1 programs and facilities. Report only students who received Title I, Part D, Subpart 1 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables provide the number of students served by disability (IDEA) and limited English proficiency (LEP), by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex and by age will be automatically calculated.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Unduplicated Students Served	0	0	499	651	0
Total Long Term Students Served	0	0	499	651	0

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Students with disabilities (IDEA)	0	0	200	302	0
LEP Students	0	0	12	7	0

Race/Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaskan Native	0	0	18	28	0
Asian	0	0	1	7	0
Black or African American	0	0	357	379	0
Hispanic or Latino	0	0	38	56	0
Native Hawaiian or other Pacific Islander	0	0	0	7	0
White	0	0	85	163	0
Two or more races	0	0	0	11	0
Total	0	0	499	651	0

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Male	0	0	448	599	0
Female	0	0	51	52	0
Total	0	0	499	651	0

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
3 through 5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	1	0	0
13	0	0	9	0	0
14	0	0	18	0	0
15	0	0	55	0	0
16	0	0	83	8	0
17	0	0	139	35	0
18	0	0	128	103	0
19	0	0	43	195	0
20	0	0	13	207	0
21	0	0	10	103	0
Total	0	0	499	651	0

If the total number of students differs by demographics, please explain in comment box below.

This response is limited to 8,000 characters.

Comments:

FAQ on Unduplicated Count:
What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:
What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2013 through June 30, 2014.

2.4.1.3.1 Transition Services in Subpart 1

In the first row of the table below indicate whether programs/facilities receiving Subpart 1 funds within the State are legally permitted to track student outcomes after leaving the program or facility by entering Yes or No. In the second row, provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment. If not, provide more information in the comment field.

Transition Services	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Are facilities in your state permitted to collect data on student outcomes after exit ? (Yes or No)			No	No	
Number of students receiving transition services that address further schooling and/or employment.			499	651	

This response is limited to 4,000 characters.

Comments: Staff at the juvenile and adult corrections institutions are not allowed to have contact with inmates after they leave the institutions due to the law against any fraternization in this state. Institutions provide transition services for preparation for exit upon entry and during the time students are incarcerated to prepare them for exit to employment, and/or schooling.

FAQ on facilities collecting data on student outcomes after exit:
If only some, but not all, facilities in the State are legally permitted to collect data on student outcomes after exit, enter 'yes' for the first question and provide a comment indicating why some facilities are unable to collect these data.

2.4.1.3.2 Academic and Vocational Outcomes While in the State Agency Program/Facility or Within 90 Calendar Days After Exit

In the table below, for each program type, first provide the unduplicated number of students who attained academic and vocational outcomes while enrolled in the State agency program/facility and next provide the unduplicated number of students who attained academic and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be counted once in each column separately as appropriate. For "Enrolled in their local district school" use the "90 days after exit" columns to provide the number of students who enrolled, or planned to enroll, in their local district school after exit.

Outcomes	Neglected Programs		Juvenile Detention		Juvenile Corrections		Adult Corrections		Other Programs	
# of Students Who	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Enrolled in their local district school	//////////////////////////		//////////////////////////		//////////////////////////	0	//////////////////////////	0	//////////////////////////	
Earned high school course credits	0		0		410	0	28	0	0	
Enrolled in a GED program	0		0		52	0	458	0	0	
Earned a GED	0		0		44	0	130	0	0	
Obtained high school diploma	0		0		17	0	17	0	0	
Accepted and/or enrolled into post-secondary education	0		0		208	0	286	0	0	
Enrolled in job training courses/programs	0		0		499	0	218	0	0	
Obtained employment	0		0		0	0	76	0	0	

This response is limited to 4,000 characters.

Comments:

2.4.1.6 Academic Performance – Subpart 1

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 1 in reading and mathematics.

2.4.1.6.1 Academic Performance in Reading – Subpart 1

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 1, who participated in reading pre-and post-testing. Students should be reported in only one of the four change categories.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2013, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	0	0	67	9	0
Long-term students with no change in grade level from the pre- to post-test exams	0	0	21	48	0
Long-term students with improvement up to one full grade level from the pre- to post-test exams	0	0	132	135	0
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	0	0	143	216	0
Comments:					

FAQ on long-term students:
What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2013 through June 30, 2014.

2.4.1.6.2 Academic Performance in Mathematics – Subpart 1

This section is similar to 2.4.1.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent pre/post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	0	0	62	3	0
Long-term students with no change in grade level from the pre- to post-test exams	0	0	21	50	0
Long-term students with improvement up to one full grade level from the pre- to post-test exams	0	0	104	218	0
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	0	0	97	235	0
Comments:					

2.4.2 LEA Title I, Part D Programs and Facilities – Subpart 2

The following questions collect data on Title I, Part D, Subpart 2 programs and facilities.

2.4.2.1 Programs and Facilities – Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that serve neglected and delinquent students and the yearly average length of stay by program/facility type for these students.Report only the programs and facilities that received Title I, Part D, Subpart 2 funding during the reporting year. Count a facility once if it offers only one type of program. If a facility offers more than one type of program (i.e., it is a multipurpose facility), then count each of the separate programs.The total number of programs/ facilities will be automatically calculated. Below the table is an FAQ about the data collected in this table.

LEA Program/Facility Type	# Programs/Facilities	Average Length of Stay (# days)
At-risk programs	0	0
Neglected programs	4	365
Juvenile detention	5	62
Juvenile corrections	0	0
Other	13	64
Total	22	//////////////////////////////
Comments: We have one negelcted program that has an average stay of much longer than one year which skewed the total average length of stay for our neglected programs.		

FAQ on average length of stay:
How is average length of stay calculated? The average length of stay should be weighted by number of students and should include the number of days, per visit for each student enrolled during the reporting year, regardless of entry or exit date. Multiple visits for students who entered more than once during the reporting year can be included. The average length of stay in days should not exceed 365.

2.4.2.1.1 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students.

The total row will be automatically calculated.

LEA Program/Facility Type	# Reporting Data
At-risk programs	0
Neglected programs	4
Juvenile detention	5
Juvenile corrections	0
Other	13
Total	22
Comments:	

2.4.2.2 Students Served – Subpart 2

In the tables below, provide the number of neglected and delinquent students served in LEA Title I, Part D, Subpart 2 programs and facilities. Report only students who received Title I, Part D, Subpart 2 services during the reporting year. In the first table, provide in row 1 the unduplicated number of students served by each program, and in row 2, the total number of students in row 1 who are long-term. In the subsequent tables, provide the number of students served by disability (IDEA), and limited English proficiency (LEP), by race/ethnicity, by sex, and by age. The total number of students by race/ethnicity, by sex, and by age will be automatically calculated.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Unduplicated Students Served		190	752		1,851
Total Long Term Students Served		182	93		415

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Students with disabilities (IDEA)		175	353		1,035
LEP Students		0	27		3

Race/Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native		4	11		21
Asian		1	1		3
Black or African American		33	455		1,297
Hispanic or Latino		10	91		134
Native Hawaiian or other Pacific Islander		0	1		4
White		136	183		357
Two or more races		6	10		35
Total		190	752		1,851

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Male		137	627		1,481
Female		53	125		370
Total		190	752		1,851

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
3-5		1	0		0
6		3	0		0
7		0	0		1
8		5	0		0
9		8	0		2
10		14	0		6
11		13	3		26
12		10	9		53
13		23	30		158
14		12	69		264
15		27	73		455
16		23	114		561
17		18	126		288
18		13	163		32
19		12	129		4
20		8	36		1
21		0	0		0
Total		190	752		1,851

If the total number of students differs by demographics, please explain. The response is limited to 8,000 characters.

The transition services numbers do not match in the Juvenile Detention category as transition services numbers were collected using new data collection methods in an attempt to collect more accurate data. After reviewing our process and consulting with our institutions we have identified some of the sources of confusion. An institution submitted a corrected count; however we cannot verify the accuracy of this number.

The math and reading results data is larger than the long term counts for Juvenile Detention and Other Programs because more students were tested and had data entered than only the long term students. Facilities have the option to test students who are not long term.

FAQ on Unduplicated Count:
What is an unduplicated count? An unduplicated count is one that counts students only once, even if they were admitted to a facility or program multiple times within the reporting year.

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2013 through June 30, 2014.

2.4.2.3.1 Transition Services in Subpart 2

In the first row of the table below indicate whether programs/facilities receiving Subpart 2 funds within the State are legally permitted to track student outcomes after leaving the program or facility by entering Yes or No. In the second row, provide the unduplicated count of students receiving transition services that specifically target planning for further schooling and/or employment. If not, provide more information in the comment field.

Transition Services	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Are facilities in your state permitted to collect data on student outcomes after exit ? (Yes or No)		Yes	Yes		Yes
Number of students receiving transition services that address further schooling and/or employment.		17	825		1,794

This response is limited to 4,000 characters.

Comments: Our State would encourage gathering data outcomes on exiting students however, the students do not always reside or return to a home district where the residential facility could collaborate, gather, or retain information on the student upon leaving the residential facility.

In an effort to gather more accurate data than last reporting period we used a survey in addition to our online report for transition services and vocational outcomes this year. After reviewing our process and consulting with our institutions we have identified some of the sources of confusion. An institution submitted a corrected count; however we cannot verify the accuracy of this number.

FAQ on facilities collecting data on student outcomes after exit:
If only some, but not all, facilities in the State are legally permitted to collect data on student outcomes after exit, enter 'yes' for the first question and provide a comment indicating why some facilities are unable to collect these data.

2.4.2.3.2 Academic and Vocational Outcomes While in the LEA Program/Facility or Within 90 Calendar Days After Exit

In the table below, for each program type, first provide the unduplicated number of students who attained academic and vocational outcomes while enrolled in the LEA program/facility and next provide the unduplicated number of students who attained academic and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be counted once in each column separately as appropriate. For "Enrolled in their local district school" use the "90 days after exit" columns to provide the number of students who enrolled, or planned to enroll, in their local district school after exit.

Outcomes	At-Risk Programs		Neglected Programs		Juvenile Detention		Juvenile Corrections		Other Programs	
# of Students Who	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit	In fac.	90 days after exit
Enrolled in their local district school	//////////////////////		//////////////////////	23	//////////////////////	497	//////////////////////		//////////////////////	1,325
Earned high school course credits			29	0	324	77			535	71
Enrolled in a GED program			0	0	26	10			8	2
Earned a GED			0	0	0	1			4	4
Obtained high school diploma			0	0	38	25			10	16
Accepted and/or enrolled into post-secondary education			0	0	0	0			30	9
Enrolled in job training courses/programs			11	0	2	4			87	15
Obtained employment			1	0	0	5			74	18

This response is limited to 4,000 characters.

Comments: In an effort to gather more accurate data than last reporting period we used a survey in addition to our online report for transition services and vocational outcomes this year. After reviewing our process and consulting with our institutions we have identified some of the sources of confusion. An institution submitted a corrected count; however we cannot verify the accuracy of this number.

2.4.2.6 Academic Performance – Subpart 2

The following questions collect data on the academic performance of neglected and delinquent long-term students served by Title I, Part D, Subpart 2 in reading and mathematics.

2.4.2.6.1 Academic Performance in Reading – Subpart 2

In the table below, provide the unduplicated number of long-term students served by Title I, Part D, Subpart 2, who participated in reading pre- and post-testing. Students should be reported in only one of the four change categories. Reporting pre- and post-test data for at-risk students in the table below is optional.

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2013, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams		3	0		41
Long-term students with no change in grade level from the pre- to post-test exams		31	35		76
Long-term students with improvement up to one full grade level from the pre- to post-test exams		90	104		167
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		5	16		131

Comments: The reading results data is larger than the long term counts for Juvenile Detention Facilities because more students were tested and had data entered than only the long term students. Facilities have the option to test students who are not long term.

We were unable to gather any additional data from the institutions regarding academic performance for only their long term students. We are adding a data check into our online application to increase the accuracy of the long term student count for reading scores for the 2014-15 CSPR.

FAQ on long-term:
What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2013, through June 30, 2014.

Is reporting pre-posttest data for at-risk programs required? No, reporting pre-posttest data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.4.2.6.2 Academic Performance in Mathematics – Subpart 2

This section is similar to 2.4.2.6.1. The only difference is that this section collects data on mathematics performance.

Performance Data (Based on most recent pre/post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention Facilities	Juvenile Corrections Facilities	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams		5	0		34
Long-term students with no change in grade level from the pre- to post-test exams		24	35		74
Long-term students with improvement up to one full grade level from the pre- to post-test exams		91	93		183
Long-term students with improvement of more than one full grade level from the pre- to post-test exams		8	5		141
Comments: The math results data is larger than the long term counts for Juvenile Detention and Other Programs because more students were tested and had data entered than only the long term students. Facilities have the option to test students who are not long term. We were unable to gather any additional data from the institutions regarding academic performance for only their long term students. We are adding a data check into our online application to increase the accuracy of the long term student count for math scores for the 2014-15 CSPR.					

FAQ on long-term:
What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2013, through June 30, 2014.

Is reporting pre/post-test data for at-risk programs required? No, reporting pre/post-test data for at-risk students is no longer required, but States have the option to continue to collect and report it within the CSPR.

2.9 Rural Education Achievement Program (REAP) (Title VI, Part B, Subparts 1 and 2)

This section collects data on the Rural Education Achievement Program (REAP) Title VI, Part B, Subparts 1 and 2.

2.9.2 LEA Use of Rural Low-Income Schools Program (RLIS) (Title VI, Part B, Subpart 2) Grant Funds

In the table below, provide the number of eligible LEAs that used RLIS funds for each of the listed purposes.

Purpose	# LEAs
Teacher recruitment and retention, including the use of signing bonuses and other financial incentives	6
Teacher professional development, including programs that train teachers to utilize technology to improve teaching and to train special needs teachers	14
Educational technology, including software and hardware as described in Title II, Part D	8
Parental involvement activities	4
Activities authorized under the Safe and Drug-Free Schools Program (Title IV, Part A)	5
Activities authorized under Title I, Part A	9
Activities authorized under Title III (Language instruction for LEP and immigrant students)	2
Comments:	

2.9.2.1 Goals and Objectives

In the space below, describe the progress the State has made in meeting the goals and objectives for the Rural Low-Income Schools (RLIS) Program as described in its June 2002 Consolidated State application. Provide quantitative data where available.

The response is limited to 8,000 characters.

Thirty school districts in Wisconsin were eligible for RLIS for the 2013-2014 school year. The goal of the RLIS program is to provide rural, high-poverty school districts with funds that can be used to meet a variety of objectives, giving the districts the flexibility to direct those funds where they decide they are most needed. Following is a summary of how districts used their 2013-2014 funds, as reported in their application budgets and subsequent claims: (Note: many districts used their grants in more than one area.)

Six districts used the funds for Purpose 1, teacher recruitment and retention. One district used the funding to help support a full-time 4-year-old kindergarten teacher, one district hired a junior high school teacher, three districts used the grant to help fund RTI-related teacher activities, and one district hired a part-time Title I teacher.

Fourteen districts used all or part of their funding for Purpose 2, teacher professional development. Most of these districts provided specific training in how to use educational technology, including software and SmartBoards, as well as training in the new Educator Effectiveness standards in Wisconsin. Two of the districts used the grant to help pay technology coaches.

Eight districts used the funding for Purpose 3, educational technology. Most of these districts used the funds for Netbooks, ipads, and Chromebooks. Two districts used the grant for educational software.

Four districts used funds for Purpose 4, parental involvement. Two districts used funds to support systems for informing parents about grades and other student information. One district enhanced a pre-school literacy program. One district used a small sum for a parent celebration of student achievement.

Five districts used funds for Purpose 5, Safe and Drug-Free schools. Four districts enhanced their behavior management program for students, and one district conducted a risk behavior survey.

Nine districts used funds for Purpose 6, Title I activities. These activities included enhancing pre-school literacy programs, instituting STAR assessments, providing extra support for low-income students preparing for the ACT test, and purchasing grade-leveled books for their K-3 reading program.

Two districts used funds for Purpose 7, language instruction. Both of these districts purchased software to enhance bilingual learning.

It is difficult to supply statistical data on the impact of this grant for several reasons. Districts use the funds for many different purposes, so there is not one set of expected outcomes. Further, only a few districts have received the grant for several consecutive years, so there is little longitudinal data. Finally, it would be questionable to try to attribute measurable improvements in academic areas to the impact of this small grant. Nevertheless, it is clear that the grant is highly valued by the districts that receive it, and that it does fulfill the purpose for which it was intended—to provide rural, high-poverty districts with additional resources and flexibility. This is especially evident from the districts' consistent use of much of the funding to supplement educational technology. Many rural districts are in danger of falling behind in this rapidly evolving aspect of instructional methodology.

2.10 Funding Transferability for State and Local Educational Agencies (Title VI, Part A, Subpart 2)

2.10.1 State Transferability of Funds

In the table below, indicate whether the state transferred funds under the state transferability authority.

State Transferability of Funds	Yes/No
Did the State transfer funds under the State Transferability authority of Section 6123(a) during SY 2013-14?	Yes
Comments:	

2.10.2 Local Educational Agency (LEA) Transferability of Funds

In the table below, indicate the number of LEAs that notified that state that they transferred funds under the LEA transferability authority.

LEA Transferability of Funds	#
LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 6123(b).	8
Comments:	

2.10.2.1 LEA Funds Transfers

In the table below, provide the total number of LEAs that transferred funds from an eligible program to another eligible program.

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	8	0
Educational Technology State Grants (Section 2412(a)(2)(A))		
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))		
State Grants for Innovative Programs (Section 5112(a))		
Title I, Part A, Improving Basic Programs Operated by LEAs		8

In the table below provide the total amount of FY 2013 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Improving Teacher Quality State Grants (Section 2121)	96,076.00	0.00
Educational Technology State Grants (Section 2412(a)(2)(A))		
Safe and Drug-Free Schools and Communities (Section 4112(b)(1))		
State Grants for Innovative Programs (Section 5112(a))		
Title I, Part A, Improving Basic Programs Operated by LEAs		96,076.00
Total	96,076.00	96,076.00

Comments: We no longer receive funds for Ed Tech, SDFSC, and State Grants for Innovative Programs.

The Department plans to obtain information on the use of funds under both the State and LEA Transferability Authority through evaluation studies.

2.11 Graduation Rates [4]

This section collects graduation rates.

2.11.1 Regulatory Adjusted Cohort Graduation Rates

In the table below, provide the graduation rates calculated using the methodology that was approved as part of the State's accountability plan for the **current school year** (SY 2013-14). Below the table are FAQs about the data collected in this table.

Note: States are not required to report these data by the racial/ethnic groups shown in the table below; instead, they are required to report these data by the major racial and ethnic groups that are identified in their Accountability Workbooks. The charts below display racial/ethnic data that have been mapped from the major racial and ethnic groups identified in their workbooks, to the racial/ethnic groups shown.

Student Group	Graduation Rate
All Students	88.64
American Indian or Alaska Native	80.57
Asian or Pacific Islander	90.12
Asian	
Native Hawaiian or Other Pacific Islander	
Black or African American	66.14
Hispanic or Latino	78.07
White	92.86
Two or more races	
Children with disabilities (*IDEA*)	68.99
Limited English proficient (LEP) students	64.04
Economically disadvantaged students	77.90

FAQs on graduation rates:

What is the regulatory adjusted cohort graduation rate? For complete definitions and instructions, please refer to the non-regulatory guidance, which can be found here: http://www2.ed.gov/policy/elsec/guid/hsgrguidance.pdf.

The response is limited to 8,000 characters.

[4] The "Asian/Pacific Islander" row in the tables below represent either the value reported by the state to the Department of Education for the major racial and ethnic group "Asian/Pacific Islander" or an aggregation of values reported by the state for the major racial and ethnic groups "Asian" and "Native Hawaiian/Other Pacific Islander or Pacific Islander" (and "Filipino" in the case of California). When the values reported in the Asian/Pacific Islander row represent the U. S. Department of Education aggregation of other values reported by the state, the detail for "Asian" and "Native Hawaiian or Other Pacific Islander" are also included in the following rows. Disaggregated reporting for the adjusted cohort graduation rate data is done according to the provisions outlined within each state's Accountability Workbook. Accordingly, not every state uses major racial and ethnic groups which enable detail of Asian American/Pacific Islander (AAPI) populations.

2.12 Lists of Schools and Districts

This section contains data on school statuses. States with approved ESEA Flexibility requests should follow the instructions in sections 2.12.1 and 2.12.3. All other states should follow the instructions in sections 2.12.2 and 2.12.4. These tables will be generated based on data submitted to ED*Facts* and included as part of each state's certified report; states will no longer upload their lists separately. Data will be generated into separate reports for each question listed below.

2.12.1 List of Schools for ESEA Flexibility States

2.12.1.1 List of Reward Schools

Instructions for States that identified reward schools[5] under ESEA flexibility for SY 2014-15 : Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Whether the school met the graduation rate goal or target for high schools (if applicable) in accordance with the State's approved ESEA flexibility request
- If applicable, State-specific status in addition to reward (e.g., grade, star, or level)
- Whether the school was identified as a high progress or high performing reward school
- Whether (yes or no) the school is a Title I school (*This information must be provided by all States.*)
- Whether (yes or no) the school was provided assistance through 1003(a).
- Whether (yes or no) the school was provided assistance through 1003(g).

The data for this question are reported through EDFacts files and compiled in the EDEN030 "List of Reward SchoolsËœ report in the EDFacts Reporting System (ERS). The EDFacts files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN030 report in ERS and verify that the state's data are correct . The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

[5] The definition of reward schools is provided in the document titled, ESEA Flexibility. This document may be accessed on the Department's Web page at http://www.ed.gov/esea/flexibility/documents/esea-flexibility.doc

2.12.1.2 List of Priority and Focus Schools

Instructions for States that identified priority and focus schools [6] under ESEA flexibility for SY 2014-15 : Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Whether the school met the graduation rate goal or target for high schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Status for SY 2014-15 (Use one of the following status designations: priority or focus)
- If applicable, State-specific status in addition to priority or focus (e.g., grade, star, or level)
- Whether (yes or no) the school is a Title I school (*This information must be provided by all States.*)
- Whether (yes or no) the school was provided assistance through Section 1003(a).
- Whether (yes or no) the school was provided assistance through Section 1003(g).

The data for this question are reported through EDFacts files and compiled in the EDEN031 "List of Priority and Focus Schools" report in the EDFacts Reporting System (ERS). The EDFacts files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN031 report in ERS and verify that the state's data are correct . The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

[6] The definitions of priority and focus schools are provided in the document titled, *ESEA Flexibility*. This document may be accessed on the Department's Web page at http://www.ed.gov/esea/flexibility/documents/esea-flexibility.doc

2.12.1.3 List of Other Identified Schools

Instructions for States that identified non- priority, focus, or reward schools [7] with State-specific statuses under ESEA flexibility for SY 2014-15 : Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the reading/language arts assessment
- Whether the school met the proficiency target in mathematics in accordance with the State's approved ESEA flexibility request
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Whether the school met the graduation rate goal or target for high schools (if applicable) in accordance with the State's approved ESEA flexibility request
- State-specific designation (e.g., grade, star, or level)
- Whether (yes or no) the school is a Title I school (*This information must be provided by all States.*)
- Whether (yes or no) the school was provided assistance through Section 1003(a).
- Whether (yes or no) the school was provided assistance through Section 1003(g).

The data for this question are reported through EDFacts files and compiled in the EDEN032 "List of Other Identified Schools" report in the EDFacts Reporting System (ERS). The EDFacts files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN032 report in ERS and verify that the state's data are correct . The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

[7] The definitions of reward, priority, and focus schools are provided in the document titled, ESEA Flexibility.This document may be accessed on the Department's Web page at http://www.ed.gov/esea/flexibility/documents/esea-flexibility.doc.

2.12.2 List of Schools for All Other States

2.12.2.1 Instructions for States that identified schools for improvement, corrective action, or restructuring under ESEA section 1116 for SY 2014-15: Provide the information listed in the bullets below for those schools.

- District Name
- District NCES ID Code
- School Name
- School NCES ID Code
- Whether the school met the proficiency target in reading/language arts in accordance with the State's Accountability Plan
- Whether the school met the 95 percent participation rate target for the reading/language arts assessmentWhether the school met the proficiency target in mathematics in accordance with the State's Accountability Plan
- Whether the school met the 95 percent participation rate target for the mathematics assessment
- Whether the school met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's Accountability Plan
- Whether the school met the graduation rate target for high schools (if applicable) in accordance with the State's Accountability Plan
- Status for SY 2014-15 (Use one of the following status designations: School Improvement – Year 1, School Improvement – Year 2, Corrective Action, Restructuring Year 1 (planning), or Restructuring Year 2 (implementing)[8]
- Whether (yes or no) the school is a Title I school (*This information must be provided by all States.*)
- Whether (yes or no) the school was provided assistance through Section 1003(a).
- Whether (yes or no) the school was provided assistance through Section 1003(g).

The data for this question are reported through EDFacts files and compiled in the EDEN033 "List of Schools Identified for Improvement" report in the EDFacts Reporting System (ERS). The EDFacts files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN033 report in ERS and verify that the state's data are correct . The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

[8] The school improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be accessed on the Department's Web page at http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc.

2.12.3 List of Districts for ESEA Flexibility States

2.12.3.1 List of Identified Districts with State Specific Statuses

Instructions for States that identified school districts with State-specific statuses under ESEA flexibility for SY 2014-15: Provide the information listed in the bullets below for those districts.

- District name
- District NCES ID code
- Whether the district met the proficiency target in reading/language arts in accordance with the State's approved ESEA flexibility request
- Whether the district met the 95 percent participation rate target for the reading/language arts assessment
- Whether the district met the proficiency target in mathematics in accordance with the State's approved ESEA flexibility request
- Whether the district met the 95 percent participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) in accordance with the State's approved ESEA flexibility request
- Whether the district met the graduation rate for high schools (if applicable) in accordance with the State's approved ESEA flexibility request
- State-specific status for SY 2014-15 (e.g., grade, star, or level)
- Whether the district received Title I funds.

The data for this question are reported through EDFacts files and compiled in the EDEN030 "List of Reward SchoolsËœ report in the EDFacts Reporting System (ERS). The EDFacts files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN030 report in ERS and verify that the state's data are correct . The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

2.12.4 List of Districts for All Other States

2.12.4.1 List of Districts Identified for Improvement

Instructions for States that identified school districts for improvement or corrective action[9] under ESEA section 1116 for SY 2014-15: Provide the information listed in the bullets below for those districts.

- District Name
- District NCES ID Code
- Whether the district met the proficiency target in reading/language arts as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the reading/language arts assessment
- Whether the district met the proficiency target in mathematics as outlined in the State's Accountability Plan
- Whether the district met the participation rate target for the mathematics assessment
- Whether the district met the other academic indicator for elementary/middle schools (if applicable) as outlined in the State's Accountability Plan
- Whether the district met the graduation rate for high schools (if applicable) as outlined in the State's Accountability Plan
- Improvement status for SY 2014-15 (Use one of the following improvement status designations: Improvement or Corrective Action)
- Whether the district received Title I funds.

The data for this question are reported through EDFacts files and compiled in the EDEN035 "List of Districts Identified for Improvement" report in the EDFacts Reporting System (ERS). The EDFacts files and data groups used in this report are listed in the CSPR Crosswalk. The CSPR Data Key contains more detailed information on how the data are populated into the report.

Before certifying Part II of the CSPR, a state user must run the EDEN035 report in ERS and verify that the state's data are correct . The final, certified data from this report will be made publicly available alongside the state's certified CSPR PDF.

[9] The district improvement statuses are defined in *LEA and School Improvement Non-Regulatory Guidance*. This document may be accessed on the Department's Web page at http://www.ed.gov/policy/elsec/guid/schoolimprovementguid.doc.