

**Report on the Status of Bilingual–Bicultural
Education Programs in Wisconsin,
Chapter 115, Subchapter VII,
s. 115.996, Wis. Stats.**

**Prepared by the Bilingual/EL Education Program
Department of Public Instruction**



**Wisconsin Department of Public Instruction
Carolyn Stanford Taylor, PhD, State Superintendent
Madison, Wisconsin**

This publication is available from:

Content and Learning Team
Wisconsin Department of Public Instruction
125 South Webster Street
PO Box 7841
Madison, WI 53707-7841
(608) 267-9235
<http://dpi.wi.gov/english-learners>

Bulletin No. 16047

©March 2019 Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or disability.



Printed on Recycled Paper

REPORT ON THE STATUS OF BILINGUAL-BICULTURAL EDUCATION PROGRAMS IN WISCONSIN FOR SCHOOL YEAR 2017-18

SUBCHAPTER VII of CHAPTER 115, WISCONSIN STATUTES

Background

Under Section 115.996, Wisconsin Statutes, the state superintendent is required to report to the legislature on the status of bilingual-bicultural education programs funded under this authority. This report provides the specific information required by law for the 2017-18 school year (paid during FY 2019).

Wisconsin school district personnel view Chapter 115, Subchapter VII, Wisconsin Statutes, as vital. It provides partial yet critical funding for student populations whose language education needs must be served.

Languages and Program Locations

In the 2017-18 school year, there were 361 public school districts in Wisconsin that had English Learners, totalling 52,446 English Learners. Fifty-three school districts applied to receive state bilingual bicultural categorical aid. This equates to 27,961 English Learners, or 53.3 percent of all English Learners in the state, being served in districts that were partially reimbursed by the state. There are 13 languages supported by the state bilingual bicultural aid program. It is interesting to note that although Spanish and Hmong have held steady as the first and second most common languages spoken by students in this program for at least five years, 2017-18 is the first year Somali is the third most common language spoken.

The number of English Learners (ELs) used in this report is drawn from WISEdata and the ACCESS for ELLs assessment, which is the state’s annual English language proficiency assessment that meets ESEA criteria. It should be noted this report will use the term English Learner (EL) rather than Limited English Proficient student, which follows the precedent set by the reauthorization of the Elementary and Secondary Education Act (ESEA), as amended by ESSA, in using this terminology.

2017-18: Languages and Program Locations	
Number of EL students identified.	52,446
Number of EL students served in state-reimbursed programs.	27,961
Number of state-reimbursed programs.	53 Abbotsford, Appleton, Baraboo, Barron, Beloit, Burlington, Clinton, Darlington, DC Everest, Delavan-Darien, Eau Claire, Edgerton, Elk Mound, Elkhorn, Fond du Lac, Franklin, Green Bay, Holmen, Howard-Suamico, Janesville, Kenosha, Kewaunee, LaCrosse, Lake Geneva J1, Lake Geneva-Genoa City UHS, Luxemburg-Casco, Madison, Manitowoc, Marshall,

	<p style="text-align: center;">Menasha, Menomonie, Middleton-Cross Plains, Milwaukee, New London, Onalaska, Oregon, Oshkosh, Racine, Reedsburg, Rice Lake, Sauk Prairie, Sheboygan, Shorewood, Stevens Point, Verona, Walworth J1, Waterloo, Waukesha, Wausau, Wautoma, Whitewater, Wisconsin Dells, and Wisconsin Rapids</p>
--	---

Program Costs for Categorically Aided District Programs

Originally, the appropriation from the state legislature was divided evenly among districts so that each received the same percentage of reimbursement for its approved expenditures. In 1999, Wisconsin Act 9 (the biennial budget) set aside \$250,000 from the bilingual-bicultural appropriation. This set-aside was to be divided proportionally among school districts whose enrollments in the previous school year were at least 15 percent English Learners and participated in the bilingual-bicultural aid program. The remainder of the appropriation was divided evenly among all the districts according to their approved total budgets. The same formula continues through the current fiscal year. Nine districts were eligible for this set-aside for 2017-18: Abbotsford, Barron, Beloit, Delavan-Darien, Green Bay, Madison Metropolitan, Sheboygan, Walworth, and Waterloo.

Program costs vary from district to district due to several factors, including, but not limited to:

- number of students served;
- base cost for a language program;
- variety of languages spoken by students and families in a district;
- English-language proficiency level of students and range of proficiency levels among students in a classroom or in a school;
- amount of previous schooling of English Learners;
- staff/student ratio;
- amount of instructional contact time;
- instructional resources provided, e.g., texts, equipment, technology, native language materials/assessments;
- type of program, such as in-class vs. pull-out programs, or self-contained (e.g., two-way dual language); and
- outreach and services to EL students and families, immigrant children and youth, or refugee status of students and families.

A salient point is that although a school district may have English Learners and a bilingual program, not all English Learners in a school district are necessarily in that bilingual program model. This could be for several possible reasons: the bilingual program model may be targeted at K-3 students; there could be a bilingual program for one language group in a district, but not for other languages; or if an EL is older, his/her schedule (in middle or high school) can be prohibitive to providing bilingual support at the cost of providing content instruction. The following data tables demonstrate the costs for educating English Learners in bilingual programs and the current reimbursement rates in FY19.

2016-17 Program Costs for Categorically Aided District Programs		
Average approved cost/EL student		\$3869
Average state reimbursement/EL student		\$298
Number of of state-reimbursed programs		53
Percentage of Reimbursement to Categorically Aided District Programs Paid in FY17		
Percent of reimbursement to all aided districts except those receiving set-aside.	Formula = $\frac{\$8,589,800 - 250,000}{108,101,037.98}$	7.71482%
Districts receiving set-aside (EL enrollments of at least 15% of their student enrollment receive a percentage of the set-aside of \$250,000)	Abbotsford, Barron, Beloit, Delavan-Darien, Green Bay, Madison Metropolitan, Sheboygan, Walworth, and Waterloo.	

Historical Profile: Fully English Proficient Students

The following statistics trace the history of bilingual education in Wisconsin from the last 16 years. This data includes the number of students served in programs receiving categorical aid and numbers of students from these programs who became fully English proficient during the school year. Both the total number of eligible students and the number of districts eligible for bilingual-bicultural categorical aid have grown significantly in the subsequent years. However, reimbursement is at a significantly lower percentage of approved costs.

Historical Demographic Data

School Year	Number of Districts Reporting EL Students	Number of EL Students Reported	Number of Aided Districts	Number of EL Students in Aided Programs Reclassified as Fully English Proficient	Number of Eligible EL Students Served	Number of Non-Aided Districts	"Balance" of EL Students ¹
2017-18	361	52,446	53	1,308	27,961	308	24,485
2016-17	357	49,670	52	496 ²	26,721	305	22,949
2015-16	355	48,405	51	2,336	25,692	304	22,713
2014-15	356	49,309	50	2,031	24,998	306	24,311
2013-14 ³	351	49,560	51	2,319	23,716	300	25,844
2012-13	355	50,052	52	2,910	26,426	303	23,626
2011-12	354	51,727	59	2,627	27,220	295	24,507
2010-11	352	51,944 ⁴	58	1,846	28,086	294	23,858
2009-10	361	52,100	55	1,860	26,954	306	25,146
2008-09	358	51,772	56	1,401	27,663	302	24,109
2007-08	328	45,651	54	1,415	27,031	274	18,620
2006-07	289	40,752	52	644	26,331	237	14,421
2005-06	183	33,402 ⁵	51	641	25,081	132	8,321
2004-05	267	39,255	49	1,921	24,672	218	14,583
2003-04	247	35,602	49	1,443	22,311	189	13,291
2002-03	211	34,199	43	1,076	22,136	168	12,063
2001-02	199	32,588	45	1,406	22,016	154	10,572

¹ Data regarding the types of services received, if any, are not collected for "non-eligible" LEP students; most of these students are being served in second language acquisition programs.

² This number is low compared to previous years due to a new standard for exiting on the ACCESS test; more information on the [WIDA web page](#).

³ Beginning with the March 2011 census, and for subsequent years through the 2014 census, different business rules were established resulting in totals that differ from previous years' data. The data in the shaded cells might differ if compared to an earlier report.

⁴ Beginning with the March 2011 census, data sources differ from previous years and numbers for PK students identified as ELL are again included. The change has caused an apparent drop in the number of ELLs, though that drop is more than likely due to the change in data sources.

⁵ This count appears low because it does not include most LEP migrant students or LEP students in PK.

Data Displays

Statewide data from school districts receiving categorical aid for the 2016-17 school year is presented on the following pages:

TABLE NO.	TITLE
Table 1	2017-18 Bilingual-Bicultural Education: Students Served by Language
Table 2	2017-18 Bilingual-Bicultural Education: District Costs/Reimbursement Report
Table 3	2017-18 Bilingual-Bicultural Education: Student Participation by District Language

If additional information regarding any aspect of this report is needed, please contact Benson Gardner, *communications officer*, at (608) 266-3374.

March 2019