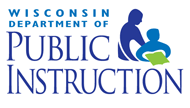
**Report on the Status of Bilingual–Bicultural Education Programs in Wisconsin,**

**Chapter 115, Subchapter VII,**

**s. 115.996, Wis. Stats.**

**Prepared by the Bilingual/EL Education Program**

**Department of Public Instruction**

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Wisconsin Department of Public Instruction

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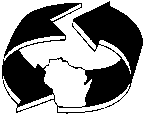
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| **REPORT ON THE STATUS OF BILINGUAL-BICULTURAL EDUCATION PROGRAMS IN WISCONSIN FOR SCHOOL YEAR 2016-17**  **SUBCHAPTER VII of CHAPTER 115,** **WISCONSIN STATUTES** |

# **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 2016-17 school year (paid during FY 2018).

# 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 2016-17 school year, there were 357 school districts in Wisconsin that had English learners, totalling 49,670 English learners. Fifty-two school districts applied to receive state bilingual bicultural categorical aid. This equates to 26,721 English learners, or 53.7 percent of all English learners in the state, being served in districts that were partially reimbursed by the state.

# The following charts contain data from the March 2017 Census of English learners, as well as the number of students and the language populations served in bilingual-bicultural programs during the 2016-17 school year.

# The number of English learners (ELs) used in this report are derived from the annual Census of Limited-English Proficient Pupils in Wisconsin. 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 re-authorization of the Elementary and Secondary Education Act (ESEA), as amended by ESSA, in using this terminology. ACCESS for ELLs™ (Assessing Comprehension and Communication in English State-to-State for English Language Learners), the state’s English language proficiency (ELP) annual assessment that meets ESEA criteria, is the main source for the census, which also includes those ELs who do not have a composite ACCESS score, but have an ELP level in WISEdash.

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| **2016-17: Languages and Program Locations** | |
| Number of EL students identified. | 49,670 |
| Number of EL students served in state reimbursed programs. | 26,721 |
| Number of state reimbursed programs. | 52  Appleton, Baraboo, Barron, Beloit, Clinton, Darlington, DC Everest, Delavan-Darien, Eau Claire, Edgerton, Elk Mound, Elkhorn, Fond du Lac, Franklin, Green Bay, Holmen, Howard-Suamico, Janesville, Kaukauna, Kenosha, Kewaunee, LaCrosse, Lake Geneva J1, Lake Geneva-Genoa City UHS, Luxemburg-Casco, Madison, Manitowoc, Marshall, 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 |

# **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 their 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. Seven districts were eligible for this set-aside for FY18: Beloit, Delavan-Darien, Green Bay, Madison Metropolitan, Sheboygan, Walworth, and Waterloo.

# Program costs vary from district to district due to, 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);

# 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 FY18.

**Historical Profile: Fully English Proficient Students**

# The following statistics trace the history of bilingual education in Wisconsin from the last 15 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.

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| **2016-17**  **Program Costs for Categorically Aided District Programs** | |  |
| Average approved cost/EL student | | $3848 |
| Average state reimbursement/EL student | | $321 |
| Number of of state reimbursed programs | | 52 |
| **Percentage of Reimbursement to Categorically Aided District Programs Paid in FY17** | |  |
| Percent of reimbursement to all aided districts except those receiving set-aside. | Formula =  $8,589,800 - 250,000  102,811,100.45 | 8.11177% |
| Districts receiving set-aside  (EL enrollments of at least 15% of their student enrollment receive a percentage of the set-aside of $250,000) | Beloit, Delavan-Darien, Green Bay, Madison Metropolitan, Sheboygan, Walworth, and Waterloo. | |

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|  | **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]](#footnote-1) |
| 2016-17 | 357 | 49,670 | 52 | 496[[2]](#footnote-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]](#footnote-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]](#footnote-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]](#footnote-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 |

# **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 2016-17 Bilingual-Bicultural Education: Students Served by Language

# 

# Table 2 2016-17 Bilingual-Bicultural Education: District Costs/Reimbursement Report

Table 3 2016-17 Bilingual-Bicultural Education: Student Participation by District by

Language

# If additional information regarding any aspect of this report is needed, please contact Tom McCarthy, communications officer, at thomas.mccarthy@dpi.wi.gov or (608) 266-3559.

# June 2018

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. [↑](#footnote-ref-1)
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.](https://www.wida.us/Assessment/ACCESS%202.0/proficiency.aspx) [↑](#footnote-ref-2)
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. [↑](#footnote-ref-3)
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. [↑](#footnote-ref-4)
5. This count appears low because it does not include most LEP migrant students or LEP students in PK. [↑](#footnote-ref-5)