

CONSOLIDATED STATE PERFORMANCE REPORT

PART I

SCHOOL YEAR 2020-2021

WISCONSIN



The Consolidated State Performance Report (CSPR) is the required annual reporting tool for each State, the Bureau of Indian Education, District of Columbia, and Puerto Rico as authorized under Section 8303 of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act of 2015 (ESSA).

Paperwork Burden Statement

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1.1 GENERAL INFORMATION

This section collects data on State's Annual State Report Card required under Section 1111(h)(1)(A) of the ESEA.

1.1.1 State Report Cards

State Report Card URL
https://wisedash.dpi.wi.gov/Dashboard/AppView/wisedashhome/ESSAOverview

Data Quality Comment

1.2 STUDENT ACADEMIC ACHIEVEMENT AND PARTICIPATION IN STATE ASSESSMENTS

This section collects data on student academic achievement and participation in the State assessments.

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 align with their accountability system.

1.2.1 Academic Achievement and Participation in Mathematics Assessment

In the table below, provide information on the achievement and participation of students on the mathematics assessments required under Section 1111(b)(2) of the ESEA by reporting on the number of students enrolled during the State’s testing window, the number of students who participated in the mathematics assessment, the number of students who took the mathematics assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who participated in the assessment and the percentage of students scoring at or above proficient will be calculated automatically.

The student group “children with disabilities (IDEA)” includes children with disabilities, as defined under the Individuals with Disabilities Education Act (IDEA), who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (IDEA). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

The student group “English learners” should include recently arrived students who are identified as English Learners (ELs) and who have attended schools in the U.S. for less than 12 months. Do not include former ELs (i.e., those who exited EL status prior to the testing window within the past four years).

This table is repeated for each of grades three through eight and once for high school.

Populated with SEA-LEVEL FS175/DG583 and FS185/DG588.

Grade 03

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	49750	88.4	49750	S	46.0
American Indian or Alaska Native	S	516	89	516	S	19
Asian or Pacific Islander	S	2074	80	2074	S	40
Asian	S	2040	80	2040	S	40
Native Hawaiian or other Pacific Islander	S	34	90	34	S	35
Black or African American	S	3068	62.9	3068	S	9.9
Hispanic or Latino	S	5991	79.0	5991	S	23.1
White	S	35422	94.4	35422	S	54.5
Two or more races	S	2597	86	2597	S	37
Children with disabilities (IDEA)	S	7792	84.5	7792	S	23.3
English learners	S	3788	81.8	3788	S	17.1
Economically disadvantaged students	S	20289	82.1	20289	S	26.7
Children in foster care	S	346	86	346	S	21
Children who are homeless	S	724	76	724	S	14
Migratory students	S	10	>=50	10	S	<50
Military connected students	S	698	95	698	S	51
Male	S	25509	88.0	25509	S	48.0
Female	S	24159	88.8	24159	S	44.1

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	49717	87.4	49717	S	42.2
American Indian or Alaska Native	S	549	88	549	S	16
Asian or Pacific Islander	S	2034	80	2034	S	37
Asian	S	1998	80	1998	S	37
Native Hawaiian or other Pacific Islander	S	36	86	36	S	33
Black or African American	S	3095	61.1	3095	S	8.1
Hispanic or Latino	S	6045	78.8	6045	S	21.2
White	S	35540	93.4	35540	S	50.1
Two or more races	S	2380	84	2380	S	33
Children with disabilities (IDEA)	S	7638	83.2	7638	S	19.4
English learners	S	3627	80.8	3627	S	13.1
Economically disadvantaged students	S	19927	80.7	19927	S	23.0
Children in foster care	S	312	82	312	S	16
Children who are homeless	S	677	76	677	S	11
Migratory students	S	12	>=50	12	S	<50
Military connected students	S	680	96	680	S	45
Male	S	25430	87.2	25430	S	45.2
Female	S	24213	87.7	24213	S	39.0

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	51006	87.6	51006	S	42.5
American Indian or Alaska Native	S	568	88	568	S	16
Asian or Pacific Islander	S	1935	80	1935	S	40
Asian	S	1904	80	1904	S	40
Native Hawaiian or other Pacific Islander	S	31	82	31	S	32
Black or African American	S	3230	60.6	3230	S	9.6
Hispanic or Latino	S	6094	78.3	6094	S	21.6
White	S	36559	93.7	36559	S	50.1
Two or more races	S	2403	86	2403	S	34
Children with disabilities (IDEA)	S	7474	82.6	7474	S	16.4
English learners	S	2929	80	2929	S	10
Economically disadvantaged students	S	20398	80.6	20398	S	24.0
Children in foster care	S	287	79	287	S	19
Children who are homeless	S	646	76	646	S	14
Migratory students	S	16	>=80	16	S	<=20
Military connected students	S	660	96	660	S	45
Male	S	25931	87.3	25931	S	44.8
Female	S	24858	87.9	24858	S	40.2

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	52385	86.5	52385	S	36.2
American Indian or Alaska Native	S	557	85	557	S	13
Asian or Pacific Islander	S	2145	81	2145	S	39
Asian	S	2111	81	2111	S	39
Native Hawaiian or other Pacific Islander	S	34	76	34	S	32
Black or African American	S	3195	57.0	3195	S	6.2
Hispanic or Latino	S	6231	78.1	6231	S	16.8
White	S	37794	92.8	37794	S	42.8
Two or more races	S	2414	84	2414	S	27
Children with disabilities (IDEA)	S	7122	79.6	7122	S	10.1
English learners	S	2492	79	2492	S	4
Economically disadvantaged students	S	20483	78.9	20483	S	18.5
Children in foster care	S	288	79	288	S	13
Children who are homeless	S	667	73	667	S	8
Migratory students	S	15	>=50	15	S	<50
Military connected students	S	656	94	656	S	43
Male	S	26873	86.3	26873	S	37.6
Female	S	25463	86.8	25463	S	34.8

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	53221	85.8	53221	S	35.5
American Indian or Alaska Native	S	540	82	540	S	10
Asian or Pacific Islander	S	2027	81	2027	S	39
Asian	S	1991	81	1991	S	39
Native Hawaiian or other Pacific Islander	S	36	86	36	S	33
Black or African American	S	3199	57.2	3199	S	6.3
Hispanic or Latino	S	6313	76.3	6313	S	17.7
White	S	38802	92.1	38802	S	41.4
Two or more races	S	2287	81	2287	S	28
Children with disabilities (IDEA)	S	6854	79.0	6854	S	8.5
English learners	S	2499	77	2499	S	4
Economically disadvantaged students	S	20495	77.9	20495	S	18.0
Children in foster care	S	265	71	265	S	12
Children who are homeless	S	588	69	588	S	8
Migratory students	S	14	>=50	14	S	<50
Military connected students	S	792	94	792	S	37
Male	S	27368	86.1	27368	S	37.2
Female	S	25800	85.5	25800	S	33.7

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	53812	84.9	53812	S	30.4
American Indian or Alaska Native	S	605	84	605	S	12
Asian or Pacific Islander	S	1999	80	1999	S	34
Asian	S	1961	80	1961	S	35
Native Hawaiian or other Pacific Islander	S	38	86	38	S	21
Black or African American	S	3363	59.0	3363	S	5.6
Hispanic or Latino	S	6278	76.1	6278	S	14.2
White	S	39282	90.7	39282	S	35.7
Two or more races	S	2204	80	2204	S	22
Children with disabilities (IDEA)	S	6996	78.6	6996	S	5.7
English learners	S	2447	76	2447	S	4
Economically disadvantaged students	S	20080	76.7	20080	S	14.3
Children in foster care	S	304	69	304	S	6
Children who are homeless	S	583	66	583	S	5
Migratory students	S	7	>=50	7	S	<50
Military connected students	S	775	93	775	S	30
Male	S	27847	85.5	27847	S	30.6
Female	S	25884	84.3	25884	S	30.2

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	56646	87.3	56646	S	29.2
American Indian or Alaska Native	S	523	75	523	S	11
Asian or Pacific Islander	S	2224	88	2224	S	33
Asian	S	2186	88	2186	S	34
Native Hawaiian or other Pacific Islander	S	38	>=90	38	S	18
Black or African American	S	2948	53	2948	S	6
Hispanic or Latino	S	5958	79.0	5958	S	11.1
White	S	43041	93.3	43041	S	33.6
Two or more races	S	1875	82	1875	S	23
Children with disabilities (IDEA)	S	6134	71.9	6134	S	6.4
English learners	S	1637	74	1637	S	2
Economically disadvantaged students	S	17387	75.6	17387	S	12.3
Children in foster care	S	280	59	280	S	<=5
Children who are homeless	S	475	57	475	S	5
Migratory students	S	6	>=50	6	S	<50
Military connected students	S	764	94	764	S	27
Male	S	28699	86.4	28699	S	31.1
Female	S	27870	88.4	27870	S	27.3

1.2.2 Academic Achievement and Participation in Reading/Language Arts Assessment

In the table below, provide information on the achievement and participation of students on the reading/language arts assessments required under Section 1111(b)(2) of the ESEA by reporting on the number of students enrolled during the State’s testing window, the number of students who participated in the reading/language arts assessment, the number of students who took the reading/language arts assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

The student group “children with disabilities (IDEA)” includes children who participated in the regular assessments with or without accommodations and alternate assessments. Do not include former children with disabilities (IDEA). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

The student group “English learners” does not include recently arrived students who have attended schools in the United States for fewer than 12 months and who took an assessment of English language proficiency (ELP) in lieu of the State’s reading/language arts assessment. Do not include former ELs.

This table is repeated for each of grades three through eight and once for high school.

Populated with SEA-LEVEL FS178/DG584 and FS188/DG589.

Grade 03

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	49782	88.5	49782	S	35.3
American Indian or Alaska Native	S	517	89	517	S	15
Asian or Pacific Islander	S	2070	80	2070	S	30
Asian	S	2037	80	2037	S	30
Native Hawaiian or other Pacific Islander	S	33	89	33	S	39
Black or African American	S	3108	63.7	3108	S	8.9
Hispanic or Latino	S	5971	79.0	5971	S	17.2
White	S	35436	94.4	35436	S	41.6
Two or more races	S	2598	86	2598	S	31
Children with disabilities (IDEA)	S	7800	84.6	7800	S	14.6
English learners	S	3757	81.7	3757	S	9.5
Economically disadvantaged students	S	20329	82.3	20329	S	19.7
Children in foster care	S	350	87	350	S	14
Children who are homeless	S	722	76	722	S	11
Migratory students	S	10	>=50	10	S	<50
Military connected students	S	697	95	697	S	39
Male	S	25525	88.1	25525	S	32.6
Female	S	24175	88.9	24175	S	38.2

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	49762	87.5	49762	S	40.6
American Indian or Alaska Native	S	553	89	553	S	17
Asian or Pacific Islander	S	2036	80	2036	S	35
Asian	S	2000	80	2000	S	35
Native Hawaiian or other Pacific Islander	S	36	86	36	S	31
Black or African American	S	3115	61.5	3115	S	11.3
Hispanic or Latino	S	6042	79.0	6042	S	22.8
White	S	35557	93.4	35557	S	47.4
Two or more races	S	2386	84	2386	S	34
Children with disabilities (IDEA)	S	7658	83.5	7658	S	16.3
English learners	S	3616	81.0	3616	S	11.9
Economically disadvantaged students	S	19964	80.9	19964	S	23.5
Children in foster care	S	313	82	313	S	20
Children who are homeless	S	673	75	673	S	12
Migratory students	S	12	>=50	12	S	<50
Military connected students	S	680	96	680	S	44
Male	S	25452	87.3	25452	S	37.7
Female	S	24237	87.8	24237	S	43.8

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	51081	87.8	51081	S	38.0
American Indian or Alaska Native	S	566	88	566	S	13
Asian or Pacific Islander	S	1927	80	1927	S	35
Asian	S	1896	80	1896	S	35
Native Hawaiian or other Pacific Islander	S	31	82	31	S	26
Black or African American	S	3297	61.9	3297	S	11.8
Hispanic or Latino	S	6083	78.5	6083	S	22.4
White	S	36577	93.7	36577	S	43.8
Two or more races	S	2415	86	2415	S	33
Children with disabilities (IDEA)	S	7502	82.9	7502	S	12.9
English learners	S	2904	80	2904	S	5
Economically disadvantaged students	S	20462	80.9	20462	S	21.6
Children in foster care	S	289	79	289	S	18
Children who are homeless	S	647	76	647	S	12
Migratory students	S	17	>=80	17	S	<=20
Military connected students	S	660	96	660	S	40
Male	S	25980	87.5	25980	S	34.5
Female	S	24885	88.1	24885	S	41.7

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	52433	86.6	52433	S	39.0
American Indian or Alaska Native	S	557	85	557	S	19
Asian or Pacific Islander	S	2150	82	2150	S	41
Asian	S	2115	82	2115	S	41
Native Hawaiian or other Pacific Islander	S	35	78	35	S	34
Black or African American	S	3227	57.6	3227	S	12.7
Hispanic or Latino	S	6216	78.0	6216	S	22.1
White	S	37820	92.9	37820	S	44.5
Two or more races	S	2415	84	2415	S	34
Children with disabilities (IDEA)	S	7142	79.8	7142	S	11.0
English learners	S	2478	80	2478	S	4
Economically disadvantaged students	S	20519	79.1	20519	S	22.5
Children in foster care	S	291	80	291	S	15
Children who are homeless	S	656	72	656	S	13
Migratory students	S	15	>=50	15	S	<50
Military connected students	S	658	94	658	S	45
Male	S	26904	86.4	26904	S	35.3
Female	S	25481	86.9	25481	S	42.9

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	53257	85.9	53257	S	43.3
American Indian or Alaska Native	S	541	82	541	S	21
Asian or Pacific Islander	S	2029	81	2029	S	45
Asian	S	1993	81	1993	S	46
Native Hawaiian or other Pacific Islander	S	36	86	36	S	36
Black or African American	S	3219	57.6	3219	S	16.0
Hispanic or Latino	S	6307	76.4	6307	S	27.2
White	S	38829	92.2	38829	S	48.6
Two or more races	S	2279	81	2279	S	40
Children with disabilities (IDEA)	S	6858	79.0	6858	S	11.9
English learners	S	2491	77	2491	S	6
Economically disadvantaged students	S	20534	78.0	20534	S	26.8
Children in foster care	S	266	71	266	S	19
Children who are homeless	S	591	69	591	S	14
Migratory students	S	14	>=50	14	S	<50
Military connected students	S	792	94	792	S	46
Male	S	27380	86.1	27380	S	39.4
Female	S	25824	85.6	25824	S	47.5

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	53827	85.0	53827	S	35.9
American Indian or Alaska Native	S	605	84	605	S	17
Asian or Pacific Islander	S	1993	80	1993	S	39
Asian	S	1955	79	1955	S	39
Native Hawaiian or other Pacific Islander	S	38	86	38	S	29
Black or African American	S	3370	59.1	3370	S	11.9
Hispanic or Latino	S	6255	76.1	6255	S	22.3
White	S	39321	90.7	39321	S	40.6
Two or more races	S	2203	80	2203	S	31
Children with disabilities (IDEA)	S	7020	78.8	7020	S	8.8
English learners	S	2427	76	2427	S	4
Economically disadvantaged students	S	20091	76.8	20091	S	21.2
Children in foster care	S	303	69	303	S	13
Children who are homeless	S	578	66	578	S	10
Migratory students	S	7	>=50	7	S	<50
Military connected students	S	778	93	778	S	37
Male	S	27867	85.6	27867	S	31.6
Female	S	25880	84.3	25880	S	40.5

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	56618	87.3	56618	S	37.8
American Indian or Alaska Native	S	522	75	522	S	18
Asian or Pacific Islander	S	2225	88	2225	S	41
Asian	S	2187	88	2187	S	41
Native Hawaiian or other Pacific Islander	S	38	>=90	38	S	29
Black or African American	S	2942	53	2942	S	13
Hispanic or Latino	S	5951	78.9	5951	S	19.2
White	S	43026	93.2	43026	S	42.3
Two or more races	S	1875	82	1875	S	34
Children with disabilities (IDEA)	S	6121	71.7	6121	S	9.3
English learners	S	1634	74	1634	S	2
Economically disadvantaged students	S	17366	75.5	17366	S	20.3
Children in foster care	S	280	59	280	S	9
Children who are homeless	S	473	56	473	S	11
Migratory students	S	5	S	5	S	S
Military connected students	S	764	94	764	S	37
Male	S	28682	86.4	28682	S	32.1
Female	S	27859	88.4	27859	S	43.6

1.2.3 Academic Achievement and Participation in Science Assessment

In the table below, provide information on the achievement and participation of students on the science assessments required under Section 1111(b)(2) of the ESEA by reporting on the number of students enrolled during the State's testing window, the number of students who participated in the science assessment, the number of students who took the science assessment and received a valid score, and the number of students who scored at or above proficient. The percentage of students who were tested and the percentage of students scoring at or above proficient will be calculated automatically.

This table is repeated for each of grades three through eight and once for high school.

Populated with SEA-LEVEL FS179/DG585 and FS189/DG590.

Grade 03

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	49496	87.0	49496	S	51.8
American Indian or Alaska Native	S	554	89	554	S	28
Asian or Pacific Islander	S	2015	80	2015	S	42
Asian	S	1980	80	1980	S	42
Native Hawaiian or other Pacific Islander	S	35	83	35	S	37
Black or African American	S	2992	59	2992	S	14
Hispanic or Latino	S	5985	78.0	5985	S	29.2
White	S	35506	93.3	35506	S	60.4
Two or more races	S	2371	84	2371	S	44
Children with disabilities (IDEA)	S	7587	82.7	7587	S	25.9
English learners	S	3585	79.9	3585	S	16.6
Economically disadvantaged students	S	19741	79.9	19741	S	33.1
Children in foster care	S	312	82	312	S	25
Children who are homeless	S	662	74	662	S	21
Migratory students	S	12	>=50	12	S	<50
Military connected students	S	679	96	679	S	55
Male	S	25325	86.8	25325	S	53.4
Female	S	24098	87.3	24098	S	50.2

Grade 05

Grade 06

Grade 07

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	53555	84.5	53555	S	51.9
American Indian or Alaska Native	S	596	82	596	S	27
Asian or Pacific Islander	S	1981	79	1981	S	52
Asian	S	1944	79	1944	S	52
Native Hawaiian or other Pacific Islander	S	37	84	37	S	43
Black or African American	S	3237	56.8	3237	S	16.7
Hispanic or Latino	S	6232	75.6	6232	S	32.4
White	S	39239	90.6	39239	S	58.7
Two or more races	S	2189	79	2189	S	45
Children with disabilities (IDEA)	S	6914	77.7	6914	S	18.6
English learners	S	2422	75	2422	S	11
Economically disadvantaged students	S	19869	75.9	19869	S	34.1
Children in foster care	S	298	68	298	S	24
Children who are homeless	S	570	65	570	S	21
Migratory students	S	7	>=50	7	S	<50
Military connected students	S	776	93	776	S	56
Male	S	27724	85.1	27724	S	52.0
Female	S	25750	83.9	25750	S	51.9

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	56548	87.2	56548	S	30.2
American Indian or Alaska Native	S	519	75	519	S	13
Asian or Pacific Islander	S	2225	88	2225	S	31
Asian	S	2187	88	2187	S	31
Native Hawaiian or other Pacific Islander	S	38	>=90	38	S	13
Black or African American	S	2930	53	2930	S	6
Hispanic or Latino	S	5952	78.9	5952	S	12.4
White	S	42975	93.1	42975	S	34.7
Two or more races	S	1871	81	1871	S	25
Children with disabilities (IDEA)	S	6061	71.0	6061	S	6.9
English learners	S	1631	74	1631	S	2
Economically disadvantaged students	S	17328	75.3	17328	S	14.1
Children in foster care	S	277	59	277	S	6
Children who are homeless	S	471	56	471	S	5
Migratory students	S	5	S	5	S	S
Military connected students	S	764	94	764	S	31
Male	S	28636	86.2	28636	S	31.0
Female	S	27836	88.3	27836	S	29.3

1.2.4 Assessment Participation by Assessment Type for Children with Disabilities

This section collects information on children with disabilities' participation in the mathematics, reading/language arts, and science assessments.

1.2.4.1 Participation of Children with Disabilities (IDEA) in Mathematics Assessment

In the table below, provide the number of children with disabilities (IDEA) participating during the State's testing window in mathematics assessments required under Section 1111(b)(2) of the ESEA by the type of assessment. The percentage of children with disabilities (IDEA) who participated in the mathematics assessment for each assessment option will be calculated automatically. The total number of children with disabilities (IDEA) participating will also be calculated automatically.

The data provided below should include mathematics participation data from all children with disabilities (IDEA) as defined under the IDEA. Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Populated with SEA-LEVEL FS185/DG588.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	2827	5.7
Regular Assessment With Accommodations	35620	71.2
Regular Assessment Without Accommodations	11563	23.1
Total	50010	.

1.2.4.2 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Mathematics

Populated with SEA-LEVEL FS185/DG588.

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
2827	366537	0.8

1.2.4.2.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards

Question	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2020-21?	No

1.2.4.3 Participation of Children with Disabilities (IDEA) in Reading/Language Arts Assessment

The data provided should include reading/language arts participation data from all children with disabilities (IDEA) as defined under the IDEA. Do not include former children with disabilities (IDEA). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Note: For this question only, report on children with disabilities (IDEA) who are also ELs in the U.S. less than 12 months who took the ELP assessment in lieu of the statewide reading/language arts assessment.

Populated with SEA-LEVEL FS188/DG589.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	2835	5.7
Recently arrived ELs, Took ELP	10	0
Regular Assessment With Accommodations	35697	71.2
Regular Assessment Without Accommodations	11569	23.1
Total	50111	.

1.2.4.4 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Reading/Language Arts

Populated with SEA-LEVEL FS188/DG589.

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
2835	366945	0.8

1.2.4.4.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

Question	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2020-21?	No

1.2.4.5 Participation of Children with Disabilities (IDEA) in Science Assessment

The data provided should include science participation results from all children with disabilities (IDEA) as defined under the IDEA. Do not include former children with disabilities (IDEA). Do not include students only covered under Section 504 of the Rehabilitation Act of 1973.

Populated with SEA-LEVEL FS189/DG590.

Assessment Type	# Children with Disabilities (IDEA) Participating	Percentage of Children with Disabilities (IDEA) Participating, Who Took the Specified Assessment
Alternate Assessment Based on Alternate Achievement Standards	1260	6.1
Regular Assessment With Accommodations	15205	73.9
Regular Assessment Without Accommodations	4097	19.9
Total	20562	.

1.2.4.6 Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards in Science

Populated with SEA-LEVEL FS189/DG590.

# Children with Disabilities (IDEA) Assessed Using the Alternate Assessment Based on Alternate Achievement Standards	# Students Participating	Percentage of Students Assessed Using the Alternate Assessment Based on Alternate Achievement Standards
1260	159599	0.8

1.2.4.6.1 Waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate academic achievement standards

Question	Yes or No
Did your State receive a waiver under 34 CFR 200.6(c) for the 1% cap on the percentage of students assessed using the alternate assessment based on alternate achievement standards in mathematics in SY2020-21?	No

Data Quality Comment

1.2.5 Assessments for ELs

This section collects information on EL assessment results.

1.2.5.1 EL Provisions for Content Assessments

This sub-section collects information on provisions provided to ELs.

1.2.5.1.1 Recently arrived ELs taking ELP assessments in lieu of reading/language arts assessments

In the table below, provide the number of recently arrived ELs included in the participation counts in 1.2 who took an assessment of ELP in lieu of the State's reading/language arts assessment, as permitted under Section 1111(b)(3)(A)(i) of the ESEA.

Populated with SEA-LEVEL FS188/DG589.

Recently Arrived ELs	#
Recently arrived ELs who took an assessment of ELP in lieu of the State's reading/language arts assessment	185

1.2.5.1.2 Native language assessments offered

In the table below, indicate whether native language assessments were offered in mathematics, reading/languages arts, and science. Write “Yes” if the specified assessment is used for accountability purposes. List languages, other than English, in which content tests were offered.

Native Language Testing	Yes	If yes, are the tests considered trans-adapted assessments?	Language(s)
	No		
State offers the State mathematics content tests in the students’ native language(s).	No		
State offers the State reading/language arts content tests in the students’ native language(s).	No		
State offers the State science content tests in the students’ native language(s).	No		

1.2.5.2 Performance of ELs on State ELP Assessment

In the table below, please provide, for all ELs, the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

Populated with SEA-LEVEL FS137/DG674 and FS139/DG676.

Student Group	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
All ELs	36591	2111	S	27.4	S	3.8

1.2.5.3 Performance of ELs in Local Educational Agencies (LEAs) Receiving Title III Funds on State ELP

In the table below, please provide for ELs in LEAs receiving Title III, Part A funds, and for ELs identified as children with disabilities in LEAs receiving Title III, Part A funds, the number tested and not tested on the ELP assessment, the number and percentage making progress towards achieving ELP, and the number and percentage attaining proficiency on the annual State ELP assessment.

Populated with SEA-LEVEL FS050/DG151 and FS138/DG675.

Student Group	# Tested	# Not Tested	# Making Progress	Percent Making Progress	# Attained Proficiency	Percent Attained Proficiency
ELs in LEAs receiving Title III, Part A funds	36423	2108	S	27.4	S	3.8
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	6286	408	S	18.0	S	0.6

1.2.5.3.1 ELs in LEAs receiving Title III funds who have exited Language Instruction Educational Program (LIEP) based on attaining ELP

In the table below, please provide, for ELs in LEAs receiving Title III, Part A funds, the number and percentage who have exited an LIEP based on attaining ELP.

Populated with SEA-LEVEL FS211/DG865.

# ELs Exited	Percent ELs Exited
8916	17.1

1.2.5.3.2 ELs in LEAs receiving Title III funds who have not attained proficiency in 5 years

In the table below, please provide, for ELs in LEAs receiving Title III, Part A funds, the number and percentage who have not attained proficiency within five years.

Populated with SEA-LEVEL FS210/DG864.

# ELs Not Proficient	Percent ELs Not Proficient
16093	40.5

1.2.5.4 Students in LEAs Receiving Title III Funds who have Exited EL Status

This section collects data on the performance of students who have exited EL status as required by Sections 3121(a)(5) and 3122(a) of the ESEA.

1.2.5.4.1 Students in LEAs receiving Title III funds who have exited EL status by year

In the table below, report the count of students in LEAs receiving Title III funds who have exited EL status for each of the four years after such students have exited EL status.

Populated with SEA-LEVEL FS126/DG668.

First year	Second year	Third year	Fourth year	Total
4291	3211	890	3867	12259

1.2.5.4.2 Results for students in LEAs receiving Title III funds who have exited EL status in mathematics

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who identified as children with disabilities who have exited EL status on the annual mathematics assessment. Please provide data only for those students who transitioned out of language instruction educational programs (LIEPs) and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

Populated with SEA-LEVEL FS126/DG668.

Year Monitored	Former ELs Number Tested	Former ELs Percent Proficient	Former ELs Identified as Children with Disabilities Number Tested	Former ELs Identified as Children with Disabilities Percent Proficient
First year	2773	32	108	16
Second year	2184	36	84	14
Third year	463	40	41	12
Fourth year	1416	43	47	23

1.2.5.4.3 Results for students in LEAs receiving Title III funds who have exited EL status in reading/language arts

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual reading/language arts assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

Populated with SEA-LEVEL FS126/DG668.

Year Monitored	Former ELs Number Tested	Former ELs Percent Proficient	Former ELs Identified as Children with Disabilities Number Tested	Former ELs Identified as Children with Disabilities Percent Proficient
First year	2782	40	109	22
Second year	2179	48	82	22
Third year	464	47	41	12
Fourth year	1421	53	47	19

1.2.5.4.4 Results for students in LEAs receiving Title III funds who have exited EL status in science

In the table below, report results for students in LEAs receiving Title III funds who have exited EL status and for students who are identified as children with disabilities who have exited EL status on the annual science assessment. Please provide data only for those students who transitioned out of LIEPs and who were no longer receiving language services in the current reporting year. Please report the performance of these students for each of the four years after they exit EL status.

Populated with SEA-LEVEL FS126/DG668.

Year Monitored	Former ELs Number Tested	Former ELs Percent Proficient	Former ELs Identified as Children with Disabilities Number Tested	Former ELs Identified as Children with Disabilities Percent Proficient
First year	579	35	32	19
Second year	968	41	42	31
Third year	211	42	18	<=20
Fourth year	1033	53	27	30

1.2.6 Grants for State Assessments and Related Activities

1.2.6.1 Grants for State Assessments and Related Activities

This section requests information on your State's use of funds under Section 1201 of ESEA.

1.2.6.1.1 Percentages of funds used for standards and assessment development and other purposes

For funds your State had available under Section 1201 of the ESEA (Grants for State Assessments and Related Activities) during SY2020-21, estimate what percentage of the funds your State used for the following (round to the nearest 10 percent).

Purpose	Percentage (Rounded to the Nearest 10 Percent)
To pay the costs of the development of the State assessments and standards required by Section 1111(b) of the ESEA	0
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	100

1.2.6.1.2 Use of funds for purposes other than standards and assessment development

For funds your State had available under Section 1201 of the ESEA (Grants for State Assessments and Related Activities) during SY2020-21 that were used for purposes other than the costs of the development of the State assessments and standards required by Section 1111(b) of the ESEA, for what purposes did your State use the funds? (Enter “Yes” for all that apply and “No” for all that do not apply).

Purpose	Used for Purpose (Yes No)
Administering assessments required by Section 1111(b) of the ESEA	Yes
Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.	Yes
Developing challenging State academic standards and aligned assessments in academic subjects for which standards and assessments are not required under Section 1111(b) of the ESEA.	No
Developing or improving assessments of ELs, including assessments of ELP as required under Section 1111(b)(2)(G) of the ESEA and academic assessments in languages other than English to meet the State’s obligations under Section 1111(b)(2)(F) of the ESEA.	Yes
Ensuring the continued validity and reliability of State assessments.	Yes
Refining State assessments to ensure their continued alignment with challenging academic standards and to improve the alignment of curricula and instructional materials.	Yes
Developing or improving balanced assessment systems that include summative, interim, and formative assessments, including supporting local educational agencies in developing and improving such assessments.	Yes
At the discretion of the State, refining science assessments required under Section 1111(b)(2) of the ESEA in order to integrate engineering design skills and practices into such assessments.	Yes
Developing or improving models to measure and assess student progress or student growth on State assessments under Section 1111(b)(2) of the ESEA and other assessments not required under Section 1111(b)(2) of the ESEA.	Yes
Developing or improving assessments for children with disabilities, including alternate assessments aligned to alternate academic achievement standards for students with the most significant cognitive disabilities described in Section 1111(b)(2)(D) of the ESEA, and using the principles of universal design for learning.	Yes
Allowing for collaboration with institutions of higher education, other research institutions, or other organizations to improve the quality, validity, and reliability of State academic assessments beyond the requirements for such assessments described in Section 1111(b)(2) of the ESEA.	Yes
Measuring student academic achievement using multiple measures of student academic achievement from multiple sources.	Yes
Evaluating student academic achievement through the development of comprehensive academic assessment instruments (such as performance and technology based academic assessments, computer adaptive assessments, projects, or extended performance task assessments) that emphasize the mastery of standards and aligned competencies in a competency-based education model.	No
Designing report cards and reports under Section 1111(h) of the ESEA in an easily accessible, user-friendly manner that cross-tabulates student information by any category the State determines appropriate, as long as such cross-tabulations (i) does not reveal personally identifiable information about an individual student, and (ii) is derived from existing State and local reporting requirements.	Yes
Other	Yes

Data Quality Comment

For Question #2 (Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children, including professional development activities to improve the implementation of such accommodations in instructional practice.): Yes, for Ensuring the provision of appropriate accommodations available to ELs and children with disabilities to improve the rates of inclusion in regular assessments of such children. No, for professional development activities to improve the implementation of such accommodations in instructional practice. We require the accommodations used during assessment be familiar to the students and are consistent with the instructional accommodations to a valid extent. While WDPI does not provide direct Professional Development, WDPI provides technical assistance and guidance related to accommodations for ELs and students with disabilities. For the last question (Other): For purposes of assessment administration and reporting.

1.3 TEACHERS

In the tables below, provide the number of teachers for each of the school types listed and the number of teachers who are inexperienced, emergency or provisional credentialed, or out of field. The percentages used for high- and low-poverty schools and the poverty metric used to determine those percentages are reported in the second table. Below the tables are frequently asked questions (FAQs) about these data.

1.3.1 Inexperienced Teachers

In the table below, provide information on the experience of teachers by poverty quartile and level.

FS103 is optional in SY2020-21.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839.

School Poverty Level	Total Teachers	Inexperienced Teachers	Percent Inexperienced Teachers
No poverty quartile reported	61921.57	15384.62	24.8
Total Schools	61921.57	15384.62	24.8

1.3.2 Teachers Teaching with Emergency or Provisional Credentials

In the table below, provide information on the credentials of teachers by poverty quartile and level.

FS103 is optional in SY2020-21.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839.

School Poverty Level	Total Teachers	Teachers Teaching with an Emergency or Provisional Credential	Percent Teachers Teaching with an Emergency or Provisional Credential
No poverty quartile reported	61921.57	1700.15	2.7
Total Schools	61921.57	1700.15	2.7

1.3.3 Teachers Who Are Not Teaching in the Subject or Field for Which They Are Certified or Licensed

In the table below, provide information on teachers not teaching in the subject or field for which they are certified or licensed by poverty quartile and level.

FS103 is optional in SY2020-21.

Populated with SCH-LEVEL FS103/DG699 and FS203/DG839.

School Poverty Level	Total Teachers	Teachers Not Teaching in Field	Percent Teachers Not Teaching in Field
No poverty quartile reported	61921.57	2128.02	3.4
Total Schools	61921.57	2128.02	3.4

1.3.4 Poverty Quartile Breaks (Optional)

In the table below, provide the poverty quartiles breaks used in determining high- and low-poverty schools and the poverty metric used to determine the poverty quartiles.

High-Poverty Schools (More than what %)	Low-Poverty Schools (Less than what %)	Poverty Metric Used
.	.	.

FAQ:How are the poverty quartiles determined?

Rank order all schools from highest to lowest on your percentage poverty measure. Divide the list into four equal groups. Schools in the first (highest group) are high-poverty schools. Schools in the last group (lowest group) are the low-poverty schools. Generally, States use the percentage of students who qualify for the free or reduced-price lunch program for this calculation.

Data Quality Comment
Wisconsin has chosen not to provide these optional data points for SY 2020-2021.

1.4 TITLE III AND LANGUAGE INSTRUCTIONAL PROGRAMS

This section collects annual performance and accountability data on the implementation of Title III programs.

1.4.1 EL Enrollment Data

1.4.1.1 Number of All ELs Enrolled in the State

In the table below, provide the October 1 count of all ELs in the State who meet the EL definition under Section 8101(21) of the ESEA.

-Include newly enrolled (recent arrivals to the U.S.) and continually enrolled ELs, whether or not they receive services in a Title III LIEP.

-Do not include students previously identified as ELs (as described in Section 1111(b)(3)(B) of the ESEA) or students who exit LIEPs based on attainment of ELP (as described in Section 3121(a)(4) of the ESEA) in the all EL student count in this table.

Populated with SEA-LEVEL FS141/DG678.

Total ELs	#
Total English Learners in State	43359
English Learners with Disabilities	7915

1.4.1.2 Number of ELs in LEAs Receiving Title III Funds

In the table below, provide the October 1 count of ELs in the State served by LIEPs in LEAs receiving Title III funds.

Populated with SEA-LEVEL FS116/DG648.

ELs Receiving Services	#
English Learners Served by LIEP	43198

1.4.2 LIEPs

Note: Section 3201(7) The term 'LIEP' means an instruction course – (A) in which an EL is placed for the purpose of developing and attaining English proficiency while meeting challenging State academic standards and (B) that may make instructional use of both English and a child's native language to enable the child to develop and attain English proficiency and may include the participation of English proficient children if such course is designed to enable all participating children to become proficient in English and a second language.

In the table below, for each type of LIEP implemented in the State, as defined under Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the ESEA, please provide a comma-separated list of the language(s) of instruction used.

Populated with SEA-LEVEL FS116/DG849.

LIEP	#	Language of Instruction
Content Classes with integrated ESL support	13844	Spanish, Hmong, Arabic, Somali, Chinese
Dual Language or Two-way Immersion	4996	Spanish, Hmong, Chinese
ESL or ELD	9649	Spanish, Hmong, Arabic, Somali, Chinese
Newcomer programs	3188	Spanish, Hmong, Arabic, Chinese
Other	788	Spanish, Hmong, Arabic, Somali, Chinese
Transitional Bilingual Education or Early-Exit Bilingual Education	19935	Spanish, Hmong, Arabic, Somali, Chinese

Explain in the comment box below if the State has any additional LIEPs that are not captured in the table above.

Comments
The "Other" category represents the LEAs language instruction offering of Integrated EL - Special Education.

Data Quality Comment

1.4.3 Most Common Languages Spoken in the State

In the table below, provide the five most commonly spoken languages, other than English, in the State (for all ELs, not just ELs enrolled in LEAs that received Title III services). The top five languages should be determined by the highest number of ELs speaking each of the languages listed.

Populated with SEA-LEVEL FS141/DG678.

Language	# ELs
Spanish; Castilian	28861
Hmong	6236
Arabic	964
English	668
Burmese	657

1.4.4 Teacher Information and Professional Development

This section collects information about teachers as required under Section 3122 (b)(5) of the ESEA.

In the table below, report the unduplicated headcount of teachers who are working in LIEPs as defined under Section 3302(7) of the ESEA and reported in CSPR Section 1.4.2(LIEPs) even if they are not paid with Title III funds.

Populated with SEA-LEVEL FS067/DG422.

Number of teachers serving in LIEPs in LEAs receiving Title III funds	Number of certified, licensed or endorsed teachers serving in LIEP in LEAs receiving Title III funds	How many ESL bilingual education endorsed teachers will be needed for the succeeding 5 fiscal years*
7370	6384	563

*This number should be the total additional teachers needed for the next 5 years, not the number needed for each year. Do not include the number of teachers currently working in Title III English language instruction educational programs.

Data Quality Comment

1.4.5 Activities of Subgrantees Related to the Teaching and Learning of ELs

This section aggregates data on LEA-level activities that support the education of ELs with Title III funds.

In the tables below, provide information about allowable activities conducted under Section 3115 of the ESEA.

Activities of LEAs	Number of LEAs
Supporting the development and implementation of LIEPs	176
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	77
Supporting implementation of school wide programs	141
Professional development to teachers and other personnel serving ELs	319
Parent and community engagement activities	277
Supporting the development and implementation of pre-school programs	32
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	135
Improving instruction of ELs with disabilities	71
Providing tutorials, career and technical education	144
Offering programs to help ELs achieve success in post-secondary education	53
Other	0

If State reports a nonzero count of LEAs under 'Other' please describe the activities that were conducted during SY2020-21 in the comment box below.

Comment

Data Quality Comment

1.4.6 Assistance Provided by SEAs under Section 3111(b)(2)(D) of the ESEA

Provide information on technical assistance and other forms of assistance provided by the SEA to LEAs that are receiving Title III subgrants.

Activities	Check all that apply
Identifying and implementing effective LIEPs and curricula for teaching English learners	X
Helping ELs meet the same challenging State academic standards that all children are expected to meet	X
Identifying or developing, and implementing, measures of English proficiency	X
Strengthening and increasing parent, family, and community engagement in programs that serve ELs	X
Providing recognition, which may include providing financial awards, to recipients of subgrants under section 3115 that have significantly improved the achievement and progress of ELs	
Other	

If 'Other' is checked, please provide information in the comment box below on the types of technical assistance provided by the SEA to LEAs that aren't captured by the first five types of activities in the table.

Comments

Data Quality Comment

1.4.7 Education Programs and Activities for Immigrant Students

In the table below, report the unduplicated number of immigrant students enrolled in schools in the State and the number of immigrant students in LEAs receiving funds under Section 3114(d) of the ESEA.

Note: Not all immigrant students are ELs.

Populated with SEA-LEVEL FS045/DG519.

# Immigrant Students Enrolled	# Immigrant Students in LEAs Receiving Funds under Section 3114(d)	Number of 3114(d)(1) Subgrants
3310	1624	32

If State reports zero (0) students in LEAs receiving funds under Section 3114(d) or the ESEA or zero (0) subgrants, explain in comment box below.

Comments

Data Quality Comment
Wisconsin DPI allows those LEAs eligible for Immigrant funding to form consortia or apply for Immigrant funding individually. In years prior, DPI has reported a consortia of qualifying districts as one entity. This year we are reporting individual qualifying districts who received grant awards as part of a consortium. For the purposes of the immigrant grant, these are not district-led consortia, they are led by regional cooperative services agencies who serve only as fiscal agents of immigrant funds.

Table 1.4.7 Definitions:

- 1. Immigrant Students Enrolled:** Number of students who meet the definition of immigrant children and youth under Section 3201(5) of the ESEA and enrolled in the elementary or secondary schools in the State.
- 2. Immigrant Students in LEAs receiving funds under Section 3114(d):** Number of immigrant students enrolled in LEAs receiving funds reserved for immigrant education programs/activities under Section 3114(d) of the ESEA. This number should not include immigrant students who are enrolled in an LEA that receives Title III funds under Section 3114(a) of the ESEA but not Section 3114(d) of the ESEA.
- 3. 3114(d) Subgrants:** Number of subgrants made in the State under Section 3114(d) of the ESEA, with funds reserved for immigrant children and youth. Do not include in the count LEAs that receive Title III English language acquisition subgrants made under Section 3114(a) of the ESEA, but that do not receive subgrants under Section 3114(d) of the ESEA, even if immigrant students are enrolled in those LEAs.

1.4.8 State Subgrant Activities

This section collects data on State subgrant activities.

1.4.8.1 State Subgrant Process

In the table below, report the time between when the State receives the Title III allocation from the U.S. Department of Education (ED), normally on July 1 of each year for the upcoming school year, and the time when the State distributes these funds to subgrantees for the intended school year. Dates must be submitted using the MM/DD/YY format.

Example: State received SY2020-21 funds July 1, 2020, and then made these funds available to subgrantees on August 1, 2020, for SY 2020-21 programs. Then the '# of days/\$\$ Distribution' is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# Days \$\$ Distribution
7/1/2020	7/1/2020	0

Data Quality Comment

Table 1.4.8.1 Definitions:

- 1. Date State Received Allocation:** Date the State receives the Title III allocation from ED.
- 2. Date Funds Available to Subgrantees:** Date that Title III funds are available to approved subgrantees.
- 3. # of Days/\$\$ Distribution:** Average number of days for States receiving Title III funds to make subgrants to subgrantees beginning from July 1 of each year, except under conditions where funds are being withheld.

1.4.8.2 Steps to Shorten the Distribution of Title III Funds to Subgrantees

In the comment box below, describe how your State can shorten the process of distributing Title III funds to subgrantees.

Comments
Prior to receiving allocations under ESSA, the WDPI gives districts/subgrantees an estimate based on the number of eligible ELs in each district. There is a consolidated online application for all title funding and districts are allowed to complete their applications prior to when WDPI receives the final allocations. As soon as the final allocation is received, Title III sub-grants for each district are calculated and posted on WDPI web pages, and an email is sent to each district. Once subgrants are posted and districts are notified, those allocations are available to the districts. Districts then may make any needed modifications and submit their application that same day. In this way, WI makes Title III funds available to sub-grantees in zero days.

1.4.9 Title III Subgrantees

This section collects data on the performance of Title III subgrantees.

1.4.9.1 Termination of Title III Language Instruction Educational Programs

This section collects data on the termination of Title III programs or activities as required by Section 3122(b)(7) of the ESEA.

Were any Title III language instruction educational programs or activities terminated for failure to reach program goals?
No

Data Quality Comment

1.5 PERSISTENTLY DANGEROUS SCHOOLS

In the table below, provide the number of schools identified as persistently dangerous, as determined by the State, by the start of the school year. For further guidance on persistently dangerous schools, refer to Section B “Identifying Persistently Dangerous Schools” in the Unsafe School Choice Option Non-Regulatory Guidance, available at <http://www.ed.gov/policy/elsec/guid/unsafeschoolchoice.pdf>.

Populated with SCH-LEVEL FS130/DG36; Note a table will only appear if the State reported at least one school as persistently dangerous.

1.6 EDUCATION FOR HOMELESS CHILDREN AND YOUTHS PROGRAM

This section collects data on homeless children and youth and the McKinney-Vento grant program.

In the table below, provide the following information about the number of LEAs in the State who reported data on homeless children and youth and the McKinney-Vento program. The totals will be automatically calculated.

Populated with LEA-LEVEL FS170/DG754.

LEAs	#	# LEAs Reporting Data
LEAs without subgrants	446	430
LEAs with subgrants	17	17

Data Quality Comment

1.6.1 All LEAs (with and without McKinney-Vento Subgrants)

The following questions collect data on homeless children and youth in the State.

1.6.1.1 Homeless Children and Youth

In the table below, provide the number of homeless children and youth by grade level enrolled in public school at any time during the regular school year. The totals will be automatically calculated.

Populated with SEA-LEVEL FS118/DG655.

Grade Level	Number of Homeless Enrolled Students
Age 3 through 5 (not Kindergarten)	766
Grade 1	1027
Grade 10	850
Grade 11	852
Grade 12	1199
Grade 2	1084
Grade 3	1015
Grade 4	948
Grade 5	899
Grade 6	964
Grade 7	921
Grade 8	932
Grade 9	942
Kindergarten	1051
No category code available or required	13450

1.6.1.2 Primary Nighttime Residence of Homeless Children and Youth

In the table below, provide the number of homeless children and youth by primary nighttime residence enrolled in public school at any time during the regular school year. The primary nighttime residence should be the student's nighttime residence when s/he was identified as homeless. The totals will be automatically calculated.

Populated with SEA-LEVEL FS118/DG655.

Primary Nighttime Residence Type	Number of Homeless Enrolled Students Who Are Unaccompanied Homeless Youth	Number of Homeless Enrolled Students
Doubled Up	1301	10045
Hotels/Motels	31	1792
Sheltered	135	1301
Unsheltered	54	295

1.6.1.3 Subgroups of Homeless Students Enrolled

In the table below, please provide the following information about the homeless students enrolled during the regular school year.

Populated with SEA-LEVEL FS118/DG655.

Subgroup	Number of Homeless Enrolled Students
Children with one or more disabilities (IDEA)	3716
English learners	971
Unaccompanied youth	1522
Migratory students	6

1.6.2 Young Homeless Children Served by McKinney-Vento Subgrants

In the table below, provide the number of young homeless children who were served by McKinney-Vento subgrants during the regular school year. The total will be automatically calculated.

Populated with SEA-LEVEL FS194/DG818.

Age Level	Number of Young Homeless Children Served
Age 3 through 5 (not Kindergarten)	273
Age Birth through 2	94

1.6.3 ARP-Homeless I Subgrants

Question	Number of LEAs
How many LEAs received subgrants with ARP-Homeless I funds including those participating in consortia?	0

Data Quality Comment
WDPI did not award ARP-Homeless I funds to subgrantees until after 6/30/2021. WDPI has not yet awarded ARP-Homeless II subgrants.

1.6.4 ARP-Homeless II Subgrants

Question	Number of LEAs
How many LEAs received subgrants with ARP-Homeless II funds including those participating in consortia?	0

Data Quality Comment

WDPI did not award ARP-Homeless I funds to subgrantees until after 6/30/2021. WDPI has not yet awarded ARP-Homeless II subgrants.

1.6.5 Subgrantees Awarded Funds through ARP-Homeless I and II

Please list the NCES LEA ID and name of each LEA that received ARP-Homeless funds and the amount each received. For consortia, list all the LEAs participating in them and assign the total ARP Homeless I or II award amount to the lead LEA. This information will be collected from SEAs outside the CSPR collection tool.

Data are published outside the report.

Data Quality Comment

WDPI did not award ARP-Homeless I funds to subgrantees until after 6/30/2021. WDPI has not yet awarded ARP-Homeless II subgrants.

1.7 EDUCATION OF MIGRATORY CHILDREN

This section collects data on the Migrant Education Program (MEP) (Title I, Part C) for the performance period of September 1, 2020 through August 31, 2021. This section is composed of the following subsections:

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

Report a child in the age/grade category in which the child spent the majority of their time while residing in the State during the performance period.

There are two exceptions to this rule:

1. A child who turns 3 during the performance period is reported as 'Age 3 through 5 (not Kindergarten)' only if the child's residency in the state was verified after the child turned three.
2. A child who turns 22 years of age during the performance is reported at the appropriate age/grade category for the performance period.

1.7.1 Migratory Child Counts

This section collects the Title I, Part C, 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, 2020 through August 31, 2021. 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 State Education Agency (SEA) should have implemented sufficient procedures and internal controls 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 migratory children are counted for funding purposes and are served. If an SEA has reservations about the accuracy of its child counts, it must disclose known data limitations to the Department, and explain how and when it will resolve data quality issues through corrective actions in the box below, which precedes Section 1.7.1.1 Category 1 Child Count.

Note: In submitting this information, the Authorizing State Official must certify that, to the best of his/her knowledge, the State has taken action to ensure that 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:

- a. 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 term could include students who have dropped out of school, youth who are working on a high school equivalency diploma (HSED) outside of a K-12 institution, and youth who are 'here-to-work' only. It would not include children in preschool, nor does it include temporary absences (e.g., summer/intersession, suspension or illness). Enrollment in school is not a condition affecting eligibility for the MEP. Therefore, out-of-school youth who meet the definition of a 'migratory child' are eligible for the MEP.
- b. 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 (IDEA). In some cases, ungraded students may also include special education children (IDEA), transitional bilingual students, students working on a HSED through a K-12 institution, or those in a correctional setting. (Do not count students working on a HSED outside of a K-12 institution as ungraded; these students are counted as out-of-school youth.)
- c. How is reporting 'a child in the age/grade category in which s/he spent the majority of his/her time while residing in the State' defined? A State must report a child in only one age/grade category in which the child spent the majority of his/her time while residing in the State. For example, a migratory child resided in State A for three months and in State B for nine months in SY2020-21. While in State A, the child enrolled in ninth grade for two months and in tenth grade for one month. Therefore, State A will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State A. In State B, the child enrolled in eighth grade for one month and in ninth grade for eight months. Therefore, State B will report the child in the age/grade category of ninth grade, because the child spent the majority of his/her time in ninth grade in State B.

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.

Comments
Wisconsin continues to further automate and integrate reporting methods with the state student database to achieve the highest possible accuracy along with timely reporting.

1.7.1.1 Category 1 Child Count (Eligible Migratory Children)

In the table below, enter the unduplicated statewide number by age/grade of eligible migratory 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, 2020 through August 31, 2021. This figure includes all eligible migratory children who may or may not have received MEP services. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, during the performance period. The unduplicated statewide total count is calculated automatically.

Do not include children age birth through 2 years.

Populated with SEA-LEVEL FS121/DG634.

Age Grade	Eligible Migratory Children
Age 3 through 5 (not Kindergarte)	43
Kindergarten	6
Grade 1	27
Grade 2	23
Grade 3	33
Grade 4	27
Grade 5	32
Grade 6	38
Grade 7	31
Grade 8	28
Grade 9	25
Grade 10	30
Grade 11	22
Grade 12	17
Ungraded	0
Out of School	0
Total	382

1.7.1.2 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.

Comments
<p>Wisconsin experienced a decrease greater than 10% for the performance period of September 1, 2020, through August 31, 2021. ID&R efforts were performed remotely as our state continued a policy of no in-person meetings due to the COVID virus pandemic. The majority of new COEs for Wisconsin are written in the spring and summer months. Face-to-face meetings were suspended in March of 2020 and have not resumed as of November 2021. Wisconsin continues to support recruiters on conducting remote interviews. During this performance period we had one experienced full-time recruiter, one first year part time recruiter, and one experienced specialty recruiter assigned to the Green Bay school district. Wisconsin had turnover losing our newer part time recruiter but did hire an additional full-time recruiter later in the performance period. The newer recruiters did not have the opportunity to establish relationships with returning families in their regions. Our recruiters continue to report families are reluctant to trust unknown callers so multiple attempts were almost always necessary. The delays caused by stunted communications sometimes resulted in families leaving an area before an interview could be conducted. Partner agencies and agricultural employers reported decreases in families traveling with workers as well as a decline in workers themselves traveling to Wisconsin. Reports also indicated that workers were not able to find work where they had in the past, and as a result decided to seek work elsewhere. To compound these factors Wisconsin transitioned to a statewide regional recruitment model one year prior to the COVID pandemic and was in the beginning stages of implementing the new strategies and protocols. All of these factors affected the ability of recruiters to contact families and to conduct ID&R interviews. Due to these unprecedented circumstances, and the small sampling of data collected, Wisconsin is not able to accurately discern any lesser factors of impact for this performance period. Wisconsin is focused on improving recruitment and has hired a full-time state Outreach Liaison and in the current (2021-22) performance period has hired a third full time recruiter.</p>

1.7.1.3 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory 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, 2020 through August 31, 2021.

Populated with SEA-LEVEL FS121/DG634.

State	Age Grade	Eligible Migratory Children
WISCONSIN	Age Birth through 2	9

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

In the table below, enter by age/grade the unduplicated statewide number of eligible migratory 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, 2020 through August 31, 2021. Count a child who moved from one age/grade level to another during the performance period only once in the age/grade category in which s/he spent the majority of his/her time while residing in the State, 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 who received only referred services (non-MEP funded).

Populated with SEA-LEVEL FS122/DG635.

State	Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
WISCONSIN	Age 3 through 5 (not Kindergarten)	6
WISCONSIN	Kindergarten	2
WISCONSIN	Grade 1	9
WISCONSIN	Grade 2	10
WISCONSIN	Grade 3	12
WISCONSIN	Grade 4	5
WISCONSIN	Grade 5	3
WISCONSIN	Grade 6	5
WISCONSIN	Grade 7	5
WISCONSIN	Grade 8	5
WISCONSIN	Grade 9	6
WISCONSIN	Grade 10	2
WISCONSIN	Grade 11	1
WISCONSIN	Grade 12	0
WISCONSIN	Out of School	0
WISCONSIN	Ungraded	0
WISCONSIN	Total	71

1.7.2.1 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.

Comments
<p>The Wisconsin statewide Migrant Education Program is in the midst of an improved service delivery model that began the summer of 2019, which is outlined in the state's Service Delivery Plan (SDP). The COVID virus pandemic imposed some setbacks on the progress of implementation of strategies of the SDP during the summer of 2020, but these implementation strategies were given renewed focus during the summer of 2021 as programs had more experience adapting to the barriers imposed by the pandemic. Two primary strategies implemented by the regional programs led to the 131% increase in number of students reported for Category 2: First, each of the five regions added a family liaison to their program, which led to better outreach to eligible families to engage them in programming. Secondly, each of the five regions added an itinerant teacher to their programs. This greatly enhanced the ability of regional programs to provide instructional and support services not only to those eligible students living near physical sites, but to families and students living throughout the region. Itinerant teachers brought services directly to families. This strategy is critical to Wisconsin's success in providing services, especially because migratory families arrive continually throughout the summer, and regional programs need a flexible model for providing instruction and support as they learn of new families in the area. Other explanations for the increased count include: additional program sites added to the Pine River region; the Bay Area region becoming fully operational (the program coordinator for this region joined MEP in the Summer of 2020, during which the COVID virus created barriers to service provision, so the Summer 2021 program was in some ways an initial year for this region); enhanced technical assistance to program coordinators regarding use of funds and expanded services that can be provided under the grant; and enhanced technical assistance to program coordinators for accurate reporting of services provided.</p>

1.7.2.2 Birth through Two Eligible Migratory Children Served by the MEP During the Summer/Intersession Term

In the table below, enter the unduplicated statewide number of eligible migratory 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, 2020 through August 31, 2021. 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).

Populated with SEA-LEVEL FS122/DG635.

Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
Age Birth through 2	0

1.7.3 Child Count Calculation and Validation Procedures

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

1.7.3.1 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, ages 3-21 are reported. In particular, describe how the State includes and counts only:

- The unduplicated count of eligible migratory children, ages 3-21. Only 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, engaged or had parents engage in migratory agricultural or fishing work, and were entitled to a free public education through grade 12 in the State, or preschool children below the age and grade level at which the agency provides free public education). Children who were resident in your State for at least 1 day during the performance period (September 1 through August 31).
- Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period and ensures that these children are not counted in the subsequent performance period's child count.
- 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.
- Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the State's migratory student database.

Comments

Wisconsin migratory children are recorded and managed using a centralized database, Wisconsin's version of MIS2000 software is supported by Management Services for Education Data (MSEdD). When producing data for the Consolidated State Performance Report (CSPR) and for EdFacts files, the programming logic follows the MSIX logic. The software algorithm includes data checks in the following Hierarchical order: 1) That the child resided in the State during the 2020-2021 Performance Period (September 1, 2020-2021 August 31, 2021) by checking one or more of the following dates: enrollment date, residency date, recertification/residency verification date, or withdrawal date between 9/1/2020 and 8/31/2021. 2) That the child is only included if he/she is between the ages of 3 through 21 years of age based on the child's birthdate. MIS2000 calculates the child's age using the child's Birth Date. 3) The qualifying arrival date (QAD) of the child is within 36 months (QAD must be on or after 9/2/2016) of his/her residency date which occurs between 9/1/2021 and 8/31/2021. Residency for at least one day of a child turning 3 years of age is verified by a school district staff or summer regional MEP staff in contact with a family, most often in connection with older siblings in attendance in school or the summer MEP program. Family contact by a migrant recruiter after the child has turned 3 years of age, or certification interview by a migrant recruiter after the child has turned 3 years of age in the specified performance period. In some cases, state MEP staff may contact a family to verify younger siblings or children, including a child turning 3 years of age, who resided in the state, after turning 3 years of age for at least one day during a specified performance period. 4) If a Graduation/High School Equivalency Diploma (HSED) date is in the system for a previous reporting period or entered during the 2020 - 2021 performance period that the child's residency is checked against the Graduation/HSED date. 5) If a Continuation of Services (COS) date is in the system during the 2020 - 2021 Performance Period, that the child must have been eligible and residing in the State for at least one day during the Performance Period, using the residency logic stated in #1. Children who met the program eligibility criteria (e.g., were within 3 years of a qualifying move; engaged or had parents engage in migratory agricultural or fishing work; and were entitled to a free public education through grade 12 in the State or preschool children below the age and grade level at which the agency provides free public education): Eligibility determination is the responsibility of the recruiter and the state COE reviewer. During this performance period, Wisconsin had a turnover of 1 part time recruiter, hired 2 full time recruiters, and has 1 part time recruiter assigned to the school district of Green Bay. All recruiters have participated in extensive training for migrant recruitment and have demonstrated an excellent working knowledge of the tablet COE. In addition to participation in the annual ID&R conference facilitated by the Eastern Stream Center On Resources Training, Wisconsin participates in the IDRC grant program to better develop our recruiting efforts. As our recruitment staff is small, we use one-on-one continuous training and guidance headed up by our ID&R Coordinator, and state COE reviewer. In addition to reviewing COE data, and summer program reporting by regional program coordinators, the Wisconsin migrant data specialist uses the Wisconsin state database regular school year enrollment reports to verify migrant eligible students residing in the state during a performance period. Regular year school (non- MEP funded) enrollments of migrant eligible students are entered into the migrant database, MIS2000, verifying residence. Children who graduated from high school or attained a High School Equivalency Diploma (HSED) during the performance period and ensures that these children are not counted in the subsequent performance periods child count: Graduation dates are recorded into MIS2000, and the software algorithm reports graduation dates occurring in the specific performance period where reported. Summer MEP staff report children who in the case of Category 2 were served for one or more days in a MEP-funded project conducted during the Wisconsin summer term: regional projects directly into the Wisconsin MEP database, MIS2000. The state migrant database, MIS2000 algorithm data checks that children must be eligible as determined under Category 1, as well as enrolled in the State migrant database with Enrollment Type 03 - Summer/Intersession MEP-Funded Project and be included in the Category 2 count. The State migrant database (MIS2000) algorithm checks to ensure that children are between the ages of 3 through 21 at the time of enrollment into the MEP-funded summer/intersession project. The child must be aged 3 through 21 (i.e., the child has turned 3 years of age, but has not yet turned 22 years of age) on or before the Enrollment Date in the Summer/Intersession term. Wisconsin MIS2000 software calculates the child's age using the child's Birth Date. As part of its quality control process, state MEP staff verify that children included in Category 2 received a summer service by performing a 100% review of local data entry into the Wisconsin MIS2000 software, as well as at least one regional site visit by state MEP Consultants for review of local summer project records including, but not limited to, enrollment lists, attendance rosters, and teacher logs, to confirm that districts and/or regions actually served all the children included in the State's Category 2 count. State MEP staff run the MSIX Child Count Reconciliation report to check the State Category 2 child counts against MSIX Category 2 child counts. All discrepancies are resolved before the state ED Facts file submission. Children once per age/grade level for each child count category: Wisconsin MIS2000 filters each child by their unique ID for age/grade count using the longest period of time the child spent in a given grade during the reported performance period. If a child is enrolled in multiple grades during the year, the system calculates a single grade using the longest period of enrollment ensuring that a child is only counted once per grade level. In addition, grade levels are totaled and compared to overall counts to ensure they match, as part of a report-quality check. Children who had an SEA approved Certificate of Eligibility (COE) and were entered in the States migratory student database: The MIS2000 software tracks eligibility using the child's unique ID and by the most recent Qualifying Arrival Date (QAD) for each child. MIS2000 software calculates eligibility expiration and does not report children whose eligibility has expired in accordance with MEP parameters. All new Wisconsin COEs are collected and submitted through MIS2000 Tablet COE. This allows for continuous oversight of each COE. Submitted COEs push from the recruiter's tablet to the state reviewer who is auto notified of COEs requiring review. MIS2000 software provides a child record match process as part of the COE approval process. In the case of tablet malfunction for new COEs, a recruiter may use the Wisconsin paper version COE but then must enter the COE into MIS2000 as soon as possible, and also submit the signed paper COE to DPI MEP staff for signature retention, prior to COE approval. No paper COEs were submitted for the 2020 - 2021 performance period.

Does the State ensure that the system that transmits migrant data to the Department accurately accounts for all the migratory children in every ED Facts data file? Please respond in the table below.

The State deployed a process that ensured that it transmits accurate migrant data to the Department in every required ED Facts data file.

Yes

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.

Comments
<p>Wisconsin's migrant database, MIS2000, supported by Management Services for Education Data (MSEdD) uses integrated daily data checks to ensure data reporting uploaded to MSIX is functioning correctly and accurately per all MSIX regulations. State MEP staff use reports at various times to compare and verify reports generated in the state MIS2000 database. Enrollments reported in MIS2000 are compared with MSIX Enrollments (MDE Type) for Enrollment Type 03-Summer Intersession. WISEdata enrollment for the Regular school year is compared to Enrollment Type 01-Regular school program enrollment. Districts and summer programs have access to MSIX for student eligibility and academic information in order to better plan and serve migratory students. State MEP staff run the MSIX Child Count Reconciliation report to check the State Category 2 child counts against MSIX Category 2 child counts as a verification step for summer intersession reporting. Recruiters use the MSIX or MSIX mobile application in the field to assist with eligibility and move history while in the field, or in the case of remote interview, to obtain information prior to a family interview conducted by phone. Information from MSIX move notices to our state are transferred to an ID&R tracking tool for recruiter follow-up and resolution. The state data administrator compares MSIX move notices from the state with school withdrawal records. The state MEP staff does random checks and end of the year comparisons of MIS2000 data using MSIX Student Information reports drilling down to the student lists if needed for the purpose of finding and correcting any errors. Wisconsin uses MSIX in multiple ways to ensure data quality. Users are encouraged to explore the MSIX application and use the Help, Training, and Resource pages found within the application as needed to support their service and reporting responsibilities for the Migrant students. MSIX users also have the option to contact the MSIX state administrator for support.</p>

Data Quality Comments

1.7.3.2 Quality Control Processes

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.	120
The number of eligibility determinations sampled for which a re-interview was completed.	33
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	33

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)? If independent prospective re-interviews were not administered in any of the three performance periods, please provide an explanation in the Comment row at the end of this table.

2018-19

Comments

Wisconsin did conduct independent prospective re-interviews for SY 2018-19.

FAQ on independent prospective re-interviews:

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 migratory 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 migratory children.

Obtaining Data from Families	Response
How were the re-interviews conducted	Phone interviews
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. Only enter a response if your State completed independent re-interviews in SY2020-21.

Comments

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migratory 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.

Comments
<p>Wisconsin used in-state, re-interviewing for the performance period 2020-21. Following state agency protocols and for the safety of families and staff, the re-interviewing process was conducted remotely. The results were very positive. For a fourth consecutive year, completed re-interview results indicate all children sampled were confirmed as eligible. Due mainly to the COVID virus pandemic, the number of migratory children and families identified for the performance period 2020-21 is near the same as the previous year. This year's reduced population size and the existing defect rate of near zero for the past three years allowed Wisconsin to re-interview a small sampling of 33 interviews out of 48 attempted contacts. The random sample was developed in collaboration with Migrant Services for Education Data, produced in Wisconsin's MIS2000 software. The sample consisted of a list of randomly selected children found to be eligible during interviews conducted in the performance period 2020-21. The random sample list as well as the fillable electronic Re-Interview form was made available in the Wisconsin MIS2000 resources folder for ID&R. For review samples original COEs were accessed in the MIS2000 software. The state MEP data administrator was available for technical support for the re-interviewing process. Two full time Wisconsin recruiters completed the re-interviews by phone. Re-interviews were conducted by a different recruiter than the recruiter who completed the original COE. Completed re-interview forms were saved to the MIS2000 resources in a folder for completed forms. State MEP staff reviewed the forms to ensure all forms submitted were complete and tabulated the results.</p>

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)?
Yes

Data Quality Comments

1.7.4 Eligible Migratory Children

1.7.4.1 Priority for Services

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

Populated with SEA-LEVEL FS121/DG634.

Age Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	26
Kindergarten	5
Grade 1	20
Grade 2	18
Grade 3	24
Grade 4	23
Grade 5	24
Grade 6	25
Grade 7	23
Grade 8	20
Grade 9	20
Grade 10	24
Grade 11	19
Grade 12	14
Out of School	.
Ungraded	.
Total	285

FAQ on priority for services:

Who is classified as having 'priority for service'? Migratory children who have made a qualifying move within the previous 1-year period and who 1) are failing, or most at risk of failing to meet challenging State academic standards, or 2) have dropped out of school.

1.7.4.2 English Learners (ELs)

In the table below, provide the unduplicated number of eligible migratory children who are also ELs. The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634.

Age Grade	ELs During the Performance Period
Age 3 through 5 (not Kindergarte	6
Kindergarten	.
Grade 1	12
Grade 2	11
Grade 3	19
Grade 4	15
Grade 5	16
Grade 6	17
Grade 7	17
Grade 8	15
Grade 9	10
Grade 10	15
Grade 11	13
Grade 12	7
Out of School	.
Ungraded	.
Total	173

1.7.4.3 Children with Disabilities (IDEA)

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

Populated with SEA-LEVEL FS121/DG634.

Age Grade	Children with Disabilities (IDEA) During the Performance Period
Age Birth through 2	.
Age 3 through 5 (not Kindergarten)	4
Kindergarten	1
Grade 1	3
Grade 2	2
Grade 3	3
Grade 4	1
Grade 5	2
Grade 6	5
Grade 7	3
Grade 8	2
Grade 9	3
Grade 10	2
Grade 11	4
Grade 12	1
Out of School	.
Ungraded	.
Total	36

1.7.4.4 Qualifying Arrival Date (QAD)

In the table below, provide the unduplicated number of eligible migratory children whose QAD occurred within 12 months from the last day of the performance period, August 31, 2021 (i.e., QAD during the performance period). The total is calculated automatically.

Populated with SEA-LEVEL FS121/DG634.

Age Grade	QAD During the Performance Period
Age Birth through 2	9
Age 3 through 5 (not Kindergarten)	28
Kindergarten	6
Grade 1	13
Grade 2	17
Grade 3	13
Grade 4	11
Grade 5	11
Grade 6	14
Grade 7	12
Grade 8	10
Grade 9	15
Grade 10	15
Grade 11	7
Grade 12	4
Out of School	.
Ungraded	.
Total	185

1.7.5 Academic Status

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

1.7.5.1 Dropouts

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

Populated with SEA-LEVEL FS032/DG326.

Grade	Dropouts During the Performance Period
Grade 7	0
Grade 8	1
Grade 9	1
Grade 10	0
Grade 11	0
Grade 12	1
Total	3

FAQ on Dropouts:

How is 'dropouts' defined? The term used for students, who, (1) were enrolled in a school for at least one day during the 2020-21 performance period, (2) were not enrolled at the beginning of the current (2021-22) performance period, (3) who have not graduated from high school or completed a State- or district-approved educational program, and (4) who do not meet any of the following exclusionary conditions: (a) transfer to another school district, private school or State- or district-approved educational program (including correctional or health facility programs), (b) temporary absence due to suspension or school-excused illness or (c) death. Students who dropped out-of-school prior to the 2020-21 performance period should not be reported in this item.

1.7.5.2 HSED (High School Equivalency Diploma)

In the table below, provide the total unduplicated number of eligible migratory 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 a HSED in your State During the Performance Period
0

Data Quality Comments

1.7.6 MEP Services - During the Performance Period

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

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 migratory child; (2) address a need of a migratory 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/annual measurable objectives. 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 migratory families on available reading programs as part of an effort to increase the reading skills of migratory children. Although these are allowable activities, they are not services because they do not meet all of the criteria above.

In the table below, provide the unduplicated number of eligible migratory 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.

Populated with SEA-LEVEL FS054/DG102.

Age Grade	Served During the Performance Period
Age Birth through 2	0
Age 3 through 5 (not Kindergarte	6
Kindergarten	2
Grade 1	9
Grade 2	10
Grade 3	12
Grade 4	5
Grade 5	3
Grade 6	5
Grade 7	6
Grade 8	5
Grade 9	6
Grade 10	2
Grade 11	1
Grade 12	0
Ungraded	0
Out of School	0
Total	72

1.7.6.1 Priority for Services During the Performance Period

In the table below, provide the unduplicated number of eligible migratory 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.

Populated with SEA-LEVEL FS054/DG102.

Age Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarte	4
Kindergarten	2
Grade 1	7
Grade 2	10
Grade 3	9
Grade 4	5
Grade 5	3
Grade 6	4
Grade 7	5
Grade 8	4
Grade 9	5
Grade 10	2
Grade 11	1
Grade 12	0
Ungraded	0
Out of School	0
Total	61

1.7.6.2 Continuation of Services During the Performance Period

In the table below, provide the unduplicated number of migratory children who received MEP-funded instructional or support services during the performance period under the continuation of services authority Section 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.

Populated with SEA-LEVEL FS054/DG102.

Age Grade	Continuation of Services During the Performance Period
Age 3 through 5 (not Kindergarten)	0
Kindergarten	0
Grade 1	0
Grade 2	0
Grade 3	0
Grade 4	0
Grade 5	0
Grade 6	0
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	0
Ungraded	0
Out of School	0
Total	0

FAQ on Continuation of Services:

What is Continuation of Services? The 'continuation of services' provision found in Section 1304(e) of the ESEA provides that: (1) a child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term; (2) a child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs; and (3) secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation.

1.7.6.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory 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.

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Instructional Service During the Performance Period
Age Birth through 2	.
Age 3 through 5 (not Kindergarten)	3
Kindergarten	2
Grade 1	9
Grade 2	9
Grade 3	12
Grade 4	4
Grade 5	2
Grade 6	3
Grade 7	6
Grade 8	4
Grade 9	3
Grade 10	1
Grade 11	1
Grade 12	.
Ungraded	.
Out of School	.
Total	59

1.7.6.4 Type of Instructional Service – During the Performance Period

In the table below, provide the number of eligible migratory 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.

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Reading Instruction During the Performance Period	Mathematics Instruction During the Performance Period	High School Credit Accrual During the Performance Period
Age 3 through 5 (not Kindergarten)	3	1	.
Age Birth through 2	.	.	.
Grade 1	5	6	.
Grade 10	.	.	1
Grade 11	.	.	1
Grade 12	.	.	.
Grade 2	7	6	.
Grade 3	8	7	.
Grade 4	3	2	.
Grade 5	2	1	.
Grade 6	3	3	.
Grade 7	4	5	.
Grade 8	4	3	.
Grade 9	2	1	1
Kindergarten	2	2	.
Out of School	.	.	.
Total	43	37	3
Ungraded	.	.	.

FAQ on Types of Instructional Services:

What is 'high school credit accrual'? MEP-funded instruction, funded in whole or in part by MEP funds, 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. High school credit accrual includes correspondence courses taken by a student under the supervision of a teacher. High school credit accrual may include the age/grade categories of Grade 8 through Grade 12. NOTE: Children receiving a MEP-funded high school credit accrual service should be reported only once, regardless of frequency.

1.7.6.5 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 migratory children who received any MEP-funded support service during the performance period. In the column titled Breakout of Counseling Services During the Performance Period, provide the unduplicated number of eligible migratory 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.

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Support Services During the Performance Period	Breakout of Counseling Services During the Performance Period
Age 3 through 5 (not Kindergarte	6	6
Age Birth through 2	.	.
Grade 1	8	6
Grade 10	2	2
Grade 11	1	1
Grade 12	.	.
Grade 2	10	10
Grade 3	11	10
Grade 4	5	4
Grade 5	3	2
Grade 6	5	5
Grade 7	5	5
Grade 8	5	4
Grade 9	6	6
Kindergarten	2	2
Out of School	.	.
Total	69	63
Ungraded	.	.

FAQs on Support Services:

a. What are support services? These MEP-funded educationally-related services are provided to students. These services include, but are not limited to, health, nutrition, counseling, and social services for migratory children; necessary educational supplies, and transportation. Activities related to identification and recruitment, parental involvement, professional development, program evaluation, and 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, or between students and students in MEP peer-to-peer counseling activities, or between students and MEP-funded staff members. The services can also help the child address life problems or personal crisis that result from the culture of migrancy. NOTE: Children who receive a MEP-funded counseling service should be reported only once, regardless of frequency.

1.7.7 School Data during the Regular School Year

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

1.7.7.1 Schools and Enrollment – During the Regular School Year

In the table below, provide the number of public schools that enrolled eligible migratory 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 migratory children who were enrolled in those schools. Since more than one school in a State may enroll the same migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110.

Number of schools that enrolled eligible migratory children	Number of eligible migratory children enrolled in those schools
104	321

1.7.7.2 Schools Where MEP Funds Were Consolidated in SWPs – 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 migratory 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 migratory child at some time during the regular school year, the number of children may include duplicates.

Populated with SCH-LEVEL FS165/DG110 and FS165/DG514.

STATE CERTIFICATION

Did the State certify this report?

YES

Date the State certified

12/15/2021 11:26:52 AM
