CONSOLIDATED STATE PERFORMANCE REPORT
PART I

SCHOOL YEAR 2021-2022

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	54928	97.8	54928	S	48.0
American Indian or Alaska Native	S	557	95	557	S	23
Asian or Pacific Islander	S	2627	98	2627	S	45
Asian	S	2581	98	2581	S	46
Native Hawaiian or other Pacific Islander	S	46	>=90	46	S	28
Black or African American	S	4630	95.1	4630	S	11.0
Hispanic or Latino	S	7380	97.6	7380	S	27.7
White	S	36679	98.4	36679	S	58.0
Two or more races	S	3039	97.0	3039	S	39.7
Children with disabilities (IDEA)	S	9011	94.9	9011	S	23.1
English learners	S	4744	98.4	4744	S	22.5
Economically disadvantaged students	S	24401	97.1	24401	S	29.5
Children in foster care	S	289	>=95	289	S	24
Children who are homeless	S	1062	94	1062	S	14
Migratory students	S	8	>=50	8	S	<50
Military connected students	S	576	>=99	576	S	56
Male	S	28082	97.5	28082	S	50.1
Female	S	26832	98.2	26832	S	45.8

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	55306	97.7	55306	S	44.8
American Indian or Alaska Native	S	542	97	542	S	20
Asian or Pacific Islander	S	2558	98	2558	S	43
Asian	S	2517	98	2517	S	43
Native Hawaiian or other Pacific Islander	S	41	>=90	41	S	32
Black or African American	S	4519	94.7	4519	S	8.7
Hispanic or Latino	S	7630	97.7	7630	S	23.0
White	S	37011	98.1	37011	S	54.9
Two or more races	S	3027	97.6	3027	S	36.1
Children with disabilities (IDEA)	S	8719	94.5	8719	S	20.4
English learners	S	5017	98.0	5017	S	17.5
Economically disadvantaged students	S	24553	97.0	24553	S	25.9
Children in foster care	S	250	>=95	250	S	16
Children who are homeless	S	1001	95	1001	S	12
Migratory students	S	10	>=50	10	S	<50
Military connected students	S	575	98	575	S	50
Male	S	28480	97.5	28480	S	47.5
Female	S	26807	98.0	26807	S	42.0

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	55922	97.6	55922	S	45.7
American Indian or Alaska Native	S	588	96	588	S	23
Asian or Pacific Islander	S	2484	99	2484	S	45
Asian	S	2441	99	2441	S	45
Native Hawaiian or other Pacific Islander	S	43	>=90	43	S	35
Black or African American	S	4707	94.5	4707	S	9.1
Hispanic or Latino	S	7703	97.4	7703	S	25.0
White	S	37589	98.1	37589	S	55.6
Two or more races	S	2835	97	2835	S	37
Children with disabilities (IDEA)	S	8573	94.6	8573	S	17.3
English learners	S	4402	98.1	4402	S	14.2
Economically disadvantaged students	S	24349	96.8	24349	S	26.7
Children in foster care	S	249	>=95	249	S	21
Children who are homeless	S	950	94	950	S	12
Migratory students	S	9	>=50	9	S	<50
Military connected students	S	534	98	534	S	49
Male	S	28671	97.5	28671	S	48.2
Female	S	27237	97.8	27237	S	43.1

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	56706	97.1	56706	S	39.4
American Indian or Alaska Native	S	589	97	589	S	15
Asian or Pacific Islander	S	2362	98	2362	S	39
Asian	S	2325	98	2325	S	40
Native Hawaiian or other Pacific Islander	S	37	>=90	37	S	22
Black or African American	S	4786	92.8	4786	S	7.4
Hispanic or Latino	S	7684	96.8	7684	S	19.0
White	S	38497	97.7	38497	S	48.4
Two or more races	S	2766	96	2766	S	32
Children with disabilities (IDEA)	S	8209	93.1	8209	S	11.2
English learners	S	3605	97.8	3605	S	7.4
Economically disadvantaged students	S	24442	96.1	24442	S	21.2
Children in foster care	S	229	91	229	S	13
Children who are homeless	S	896	91	896	S	8
Migratory students	S	14	>=50	14	S	<50
Military connected students	S	499	98	499	S	48
Male	S	29060	97.0	29060	S	40.4
Female	S	27625	97.2	27625	S	38.5

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	58662	96.3	58662	S	34.1
American Indian or Alaska Native	S	589	92	589	S	10
Asian or Pacific Islander	S	2597	98	2597	S	37
Asian	S	2549	98	2549	S	37
Native Hawaiian or other Pacific Islander	S	48	>=90	48	S	27
Black or African American	S	5015	91.4	5015	S	5.6
Hispanic or Latino	S	7972	96.4	7972	S	15.4
White	S	39694	97.1	39694	S	42.2
Two or more races	S	2773	94	2773	S	27
Children with disabilities (IDEA)	S	8294	92.1	8294	S	8.0
English learners	S	3513	97.5	3513	S	4.4
Economically disadvantaged students	S	24901	95.0	24901	S	17.1
Children in foster care	S	243	90	243	S	9
Children who are homeless	S	945	88	945	S	7
Migratory students	S	12	>=50	12	S	<50
Military connected students	S	496	97	496	S	38
Male	S	30187	96.3	30187	S	36.2
Female	S	28454	96.3	28454	S	31.9

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	59350	95.3	59350	S	30.6
American Indian or Alaska Native	S	560	92	560	S	11
Asian or Pacific Islander	S	2454	98	2454	S	37
Asian	S	2412	98	2412	S	37
Native Hawaiian or other Pacific Islander	S	42	>=90	42	S	29
Black or African American	S	5070	90.8	5070	S	5.0
Hispanic or Latino	S	8058	94.7	8058	S	14.2
White	S	40535	96.2	40535	S	37.4
Two or more races	S	2648	93	2648	S	24
Children with disabilities (IDEA)	S	7844	90.3	7844	S	6.3
English learners	S	3509	96.5	3509	S	3.1
Economically disadvantaged students	S	24899	93.8	24899	S	14.9
Children in foster care	S	229	81	229	S	11
Children who are homeless	S	919	87	919	S	5
Migratory students	S	12	>=50	12	S	<50
Military connected students	S	471	98	471	S	36
Male	S	30540	95.7	30540	S	30.8
Female	S	28791	95.0	28791	S	30.5

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	58162	90.9	58162	S	29.7
American Indian or Alaska Native	S	569	81	569	S	13
Asian or Pacific Islander	S	2362	95	2362	S	34
Asian	S	2321	95	2321	S	35
Native Hawaiian or other Pacific Islander	S	41	89	41	S	27
Black or African American	S	3718	70.2	3718	S	5.3
Hispanic or Latino	S	6951	87.2	6951	S	12.1
White	S	42388	94.2	42388	S	35.0
Two or more races	S	2134	87	2134	S	23
Children with disabilities (IDEA)	S	6406	77.8	6406	S	6.5
English learners	S	2289	85	2289	S	2
Economically disadvantaged students	S	19718	83.5	19718	S	12.8
Children in foster care	S	196	59	196	S	5
Children who are homeless	S	591	61	591	S	5
Migratory students	S	9	>=50	9	S	<50
Military connected students	S	436	95	436	S	30
Male	S	29400	90.3	29400	S	31.1
Female	S	28723	91.6	28723	S	28.3

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	54756	97.8	54756	S	35.5
American Indian or Alaska Native	S	558	95	558	S	15
Asian or Pacific Islander	S	2602	98	2602	S	30
Asian	S	2556	98	2556	S	30
Native Hawaiian or other Pacific Islander	S	46	>=90	46	S	26
Black or African American	S	4634	95.3	4634	S	8.4
Hispanic or Latino	S	7227	97.3	7227	S	18.4
White	S	36682	98.4	36682	S	43.4
Two or more races	S	3038	97.0	3038	S	30.7
Children with disabilities (IDEA)	S	9016	95.0	9016	S	13.7
English learners	S	4588	97.8	4588	S	11.4
Economically disadvantaged students	S	24313	97.1	24313	S	20.0
Children in foster care	S	289	>=95	289	S	16
Children who are homeless	S	1010	93	1010	S	9
Migratory students	S	9	>=50	9	S	<50
Military connected students	S	576	>=99	576	S	41
Male	S	27988	97.5	27988	S	32.2
Female	S	26755	98.2	26755	S	39.0

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	55146	97.7	55146	S	42.2
American Indian or Alaska Native	S	546	98	546	S	22
Asian or Pacific Islander	S	2540	98	2540	S	40
Asian	S	2499	98	2499	S	40
Native Hawaiian or other Pacific Islander	S	41	>=90	41	S	34
Black or African American	S	4516	94.9	4516	S	11.9
Hispanic or Latino	S	7507	97.4	7507	S	23.4
White	S	36999	98.1	36999	S	50.5
Two or more races	S	3021	97.5	3021	S	37.7
Children with disabilities (IDEA)	S	8722	94.6	8722	S	17.2
English learners	S	4882	97.5	4882	S	15.5
Economically disadvantaged students	S	24460	97.0	24460	S	25.6
Children in foster care	S	250	>=95	250	S	17
Children who are homeless	S	969	94	969	S	13
Migratory students	S	10	>=50	10	S	<50
Military connected students	S	575	98	575	S	48
Male	S	28408	97.4	28408	S	39.0
Female	S	26721	97.9	26721	S	45.7

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	55783	97.6	55783	S	40.8
American Indian or Alaska Native	S	589	96	589	S	19
Asian or Pacific Islander	S	2465	98	2465	S	39
Asian	S	2422	99	2422	S	39
Native Hawaiian or other Pacific Islander	S	43	>=90	43	S	23
Black or African American	S	4707	94.6	4707	S	9.8
Hispanic or Latino	S	7576	97.1	7576	S	24.4
White	S	37597	98.1	37597	S	48.9
Two or more races	S	2833	97	2833	S	36
Children with disabilities (IDEA)	S	8579	94.8	8579	S	13.3
English learners	S	4271	97.7	4271	S	10.9
Economically disadvantaged students	S	24283	96.9	24283	S	23.9
Children in foster care	S	251	>=95	251	S	16
Children who are homeless	S	909	92	909	S	12
Migratory students	S	9	>=50	9	S	<50
Military connected students	S	535	99	535	S	46
Male	S	28597	97.5	28597	S	37.4
Female	S	27172	97.8	27172	S	44.5

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	56568	97.1	56568	S	38.3
American Indian or Alaska Native	S	590	97	590	S	16
Asian or Pacific Islander	S	2342	98	2342	S	39
Asian	S	2304	98	2304	S	40
Native Hawaiian or other Pacific Islander	S	38	>=90	38	S	16
Black or African American	S	4779	92.8	4779	S	11.0
Hispanic or Latino	S	7570	96.5	7570	S	21.9
White	S	38504	97.8	38504	S	45.4
Two or more races	S	2761	96	2761	S	35
Children with disabilities (IDEA)	S	8208	93.1	8208	S	9.9
English learners	S	3489	96.8	3489	S	6.5
Economically disadvantaged students	S	24376	96.1	24376	S	22.1
Children in foster care	S	230	92	230	S	19
Children who are homeless	S	867	90	867	S	9
Migratory students	S	14	>=50	14	S	<50
Military connected students	S	499	98	499	S	45
Male	S	28974	97.0	28974	S	33.7
Female	S	27573	97.2	27573	S	43.1

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	58562	96.3	58562	S	38.4
American Indian or Alaska Native	S	593	93	593	S	18
Asian or Pacific Islander	S	2582	98	2582	S	41
Asian	S	2534	98	2534	S	41
Native Hawaiian or other Pacific Islander	S	48	>=90	48	S	29
Black or African American	S	5024	91.7	5024	S	11.8
Hispanic or Latino	S	7841	96.1	7841	S	22.2
White	S	39721	97.2	39721	S	45.5
Two or more races	S	2780	94	2780	S	33
Children with disabilities (IDEA)	S	8306	92.3	8306	S	9.6
English learners	S	3381	96.7	3381	S	5.1
Economically disadvantaged students	S	24841	95.0	24841	S	22.7
Children in foster care	S	246	91	246	S	15
Children who are homeless	S	909	88	909	S	12
Migratory students	S	12	>=50	12	S	<50
Military connected students	S	499	98	499	S	46
Male	S	30132	96.3	30132	S	35.4
Female	S	28410	96.4	28410	S	41.7

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	59277	95.4	59277	S	33.4
American Indian or Alaska Native	S	566	93	566	S	14
Asian or Pacific Islander	S	2456	98	2456	S	38
Asian	S	2414	98	2414	S	38
Native Hawaiian or other Pacific Islander	S	42	>=90	42	S	26
Black or African American	S	5063	90.8	5063	S	9.9
Hispanic or Latino	S	7952	94.4	7952	S	19.5
White	S	40559	96.3	40559	S	39.4
Two or more races	S	2656	93	2656	S	29
Children with disabilities (IDEA)	S	7849	90.4	7849	S	7.6
English learners	S	3420	96.1	3420	S	3.9
Economically disadvantaged students	S	24868	93.8	24868	S	19.0
Children in foster care	S	229	81	229	S	12
Children who are homeless	S	903	87	903	S	9
Migratory students	S	12	>=50	12	S	<50
Military connected students	S	470	97	470	S	39
Male	S	30503	95.7	30503	S	29.0
Female	S	28755	95.0	28755	S	38.1

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	58082	90.8	58082	S	38.5
American Indian or Alaska Native	S	564	80	564	S	18
Asian or Pacific Islander	S	2362	95	2362	S	40
Asian	S	2321	95	2321	S	40
Native Hawaiian or other Pacific Islander	S	41	89	41	S	46
Black or African American	S	3697	69.8	3697	S	12.1
Hispanic or Latino	S	6913	86.9	6913	S	20.7
White	S	42376	94.2	42376	S	44.0
Two or more races	S	2131	87	2131	S	35
Children with disabilities (IDEA)	S	6374	77.4	6374	S	8.7
English learners	S	2261	84	2261	S	2
Economically disadvantaged students	S	19666	83.3	19666	S	20.2
Children in foster care	S	194	59	194	S	11
Children who are homeless	S	585	60	585	S	10
Migratory students	S	9	>=50	9	S	<50
Military connected students	S	436	95	436	S	39
Male	S	29349	90.1	29349	S	32.8
Female	S	28695	91.5	28695	S	44.3

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	55256	97.6	55256	S	51.6
American Indian or Alaska Native	S	542	97	542	S	30
Asian or Pacific Islander	S	2554	98	2554	S	44
Asian	S	2513	98	2513	S	44
Native Hawaiian or other Pacific Islander	S	41	>=90	41	S	44
Black or African American	S	4498	94.3	4498	S	13.8
Hispanic or Latino	S	7621	97.6	7621	S	29.3
White	S	36999	98.1	36999	S	62.2
Two or more races	S	3023	97.5	3023	S	45.5
Children with disabilities (IDEA)	S	8711	94.4	8711	S	26.4
English learners	S	5007	97.8	5007	S	20.2
Economically disadvantaged students	S	24510	96.9	24510	S	34.1
Children in foster care	S	249	>=95	249	S	26
Children who are homeless	S	989	94	989	S	19
Migratory students	S	9	>=50	9	S	<50
Military connected students	S	575	98	575	S	59
Male	S	28453	97.4	28453	S	52.0
Female	S	26784	97.9	26784	S	51.2

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	59241	95.2	59241	S	49.2
American Indian or Alaska Native	S	555	91	555	S	29
Asian or Pacific Islander	S	2456	98	2456	S	50
Asian	S	2414	98	2414	S	50
Native Hawaiian or other Pacific Islander	S	42	>=90	42	S	41
Black or African American	S	5006	89.7	5006	S	13.4
Hispanic or Latino	S	8040	94.5	8040	S	30.3
White	S	40516	96.1	40516	S	58.1
Two or more races	S	2644	92	2644	S	42
Children with disabilities (IDEA)	S	7810	89.9	7810	S	18.3
English learners	S	3501	96.3	3501	S	10.7
Economically disadvantaged students	S	24813	93.4	24813	S	32.2
Children in foster care	S	223	79	223	S	23
Children who are homeless	S	916	87	916	S	18
Migratory students	S	12	>=50	12	S	<50
Military connected students	S	469	97	469	S	57
Male	S	30474	95.5	30474	S	49.5
Female	S	28749	94.8	28749	S	48.9

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	S	58038	90.7	58038	S	30.9
American Indian or Alaska Native	S	562	80	562	S	14
Asian or Pacific Islander	S	2362	95	2362	S	32
Asian	S	2321	95	2321	S	32
Native Hawaiian or other Pacific Islander	S	41	89	41	S	27
Black or African American	S	3683	69.6	3683	S	5.4
Hispanic or Latino	S	6923	86.8	6923	S	12.8
White	S	42341	94.1	42341	S	36.5
Two or more races	S	2128	86	2128	S	25
Children with disabilities (IDEA)	S	6332	76.9	6332	S	7.1
English learners	S	2275	84	2275	S	1
Economically disadvantaged students	S	19631	83.2	19631	S	14.3
Children in foster care	S	195	59	195	S	<=5
Children who are homeless	S	586	60	586	S	7
Migratory students	S	9	>=50	9	S	<50
Military connected students	S	436	95	436	S	30
Male	S	29318	90.0	29318	S	31.0
Female	S	28682	91.5	28682	S	30.7

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	3313	5.8
Regular Assessment With Accommodations	44697	78.3
Regular Assessment Without Accommodations	9046	15.9
Total	57056	.

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
3313	399036	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 SY2021-22?	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	3319	5.8
Recently arrived ELs, Took ELP	20	0
Regular Assessment With Accommodations	44685	78.3
Regular Assessment Without Accommodations	9050	15.9
Total	57074	.

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
3319	398970	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 reading/language arts in SY2021-22?	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	1416	6.2
Regular Assessment With Accommodations	18159	79.5
Regular Assessment Without Accommodations	3278	14.3
Total	22853	.

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
1416	172535	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 science in SY2021-22?	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	796

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 No	If yes, are the tests considered trans-adapted assessments?	Language(s)
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		

Data Quality Comment

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 SY2021-22, 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	10
To administer assessments required by Section 1111(b) of the ESEA or to carry out other activities described in Section 1201 of the ESEA	90

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 SY2021-22 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.	No
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

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.

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

School Poverty Level	Total Teachers	Inexperienced Teachers	Percent Inexperienced Teachers
Total Schools	62127.73	16017.99	25.8

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.

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
Total Schools	62127.73	1738.6	2.8

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.

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
Total Schools	62127.73	2076.23	3.3

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 2021-2022

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	49303
English Learners with Disabilities	8847

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	49016

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 Section3201(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	15054	Spanish, Hmong, Arabic, Somali, Chinese
Dual Language or Two-way Immersion	6669	Spanish, Hmong, Chinese
ESL or ELD	14294	Spanish, Hmong, Arabic, Somali, Chinese
Newcomer programs	2690	Spanish, Hmong, Arabic, Chinese
Other	901	Spanish, Hmong, Arabic, Somali, Chinese
Transitional Bilingual Education or Early-Exit Bilingual Education	19983	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	32825
Hmong	6775
Arabic	1099
English	823
Burmese	792

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*
2645	2253	450

*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	188
Enhancing existing LIEPs and programs for restructuring and reforming schools with ELs	73
Supporting implementation of school wide programs	153
Professional development to teachers and other personnel serving ELs	328
Parent and community engagement activities	282
Supporting the development and implementation of pre-school programs	42
Improving LIEPs by upgrading curricula, instructional materials, software and assessment procedures	140
Improving instruction of ELs with disabilities	78
Providing tutorials, career and technical education	141
Offering programs to help ELs achieve success in post-secondary education	58
Other	0

If State reports a nonzero count of LEAs under 'Other' please describe the activities that were conducted during SY2021-22 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	X

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
English Learner Data collection, Title III Budgets and Expenditures.

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
3294	229	15

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

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 SY2021-22 funds July 1, 2021, and then made these funds available to subgrantees on August 1, 2021, for SY 2021-22 programs. Then the '# of days/$$ Distribution' is 30 days.

Date State Received Allocation	Date Funds Available to Subgrantees	# Days $$ Distribution
7/1/2021	7/1/2021	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 the Title III allocations under ESSA, WI-DPI gives districts/subgrants an estimate which is based on the number of eligible ELs in each district. There is a consolidated online application for all title funding and LEAs are allowed to complete their applications prior to when WI-DPI receives the final allocations. As soon as the final allocation is received, Title III sub-grants for each district are calculated and posted on the WI-DPI webpages, and an email is generated for each LEA. Once subgrants are ported and districts are notified, those allocations are available to districts. They then make any needed modifications and submit their application. In this way, WI makes title III funds available to subgrantees 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 with subgrants	17	17
LEAs without subgrants	452	436

Data Quality Comment
Counts of LEAs without subgrants does not include the 16 Service Agencies and County Disability Educational Boards included in FS170.

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)	1078
Kindergarten	1222
Grade 1	1234
Grade 2	1241
Grade 3	1233
Grade 4	1151
Grade 5	1110
Grade 6	1069
Grade 7	1181
Grade 8	1168
Grade 9	1249
Grade 10	1035
Grade 11	1036
Grade 12	1480
Total	16487

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
Shelters and transitional housing	173	1732
Doubled-up (e.g., living with another family)	1748	12292
Unsheltered (e.g., cars, parks, campgrounds, temporary trailer, or abandoned buildings)	73	366
Hotels/Motels	43	2097
Total	2037	16487

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)	4138
English learners	1585
Unaccompanied youth	2037
Migratory students	28

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 Birth through 2	156
Age 3 through 5 (not Kindergarten)	560

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?	49

Data Quality Comment

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?	426

Data Quality Comment

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

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, 2021 through August 31, 2022. 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, 2021 through August 31, 2022. 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 SY2021-22. 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
While this Performance Period saw increases in almost all counts, there is one item to note. WDPI's MEP data specialist retired and the data reporting responsibilities transitioned to a new ID&R and Data Coordinator. The written internal procedures were followed for data reconciliation, reporting, and analysis was completed to the best accuracy as possible. This work was conducted by new staff.

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, 2021 through August 31, 2022. 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 data from MSIX.

Age Grade	Eligible Migratory Children
Age 3 through 5 (not Kindergarten)	16
Kindergarten	46
Grade 1	44
Grade 2	33
Grade 3	41
Grade 4	34
Grade 5	41
Grade 6	38
Grade 7	32
Grade 8	34
Grade 9	37
Grade 10	28
Grade 11	21
Grade 12	20
Out of School	6
Total	471

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
This year Wisconsin's Migrant Education Program saw an increase of 18% in the Category 1 count. There are two main reasons that we have seen this increase. 1) Our ID&R team has increased from 2 full time members to 3 full time (2 recruiters and 1 ID&R coordinator) and one part-time recruiter. These additional staff members have allowed WI MEP to serve more parts of the state that may have been missing in the past. For example, pockets of students were found in the Cambria, Gillett, and Palmyra areas that haven't been found since the switch to the regional model 4 years ago. Additionally, ID&R staff are continuing to participate in both internal and external trainings which have led to improved strategies for conducting outreach and finding families. Staff have attended the National Association of Migrant Education Directors Conference, taking part in weekly check-ins, and utilizing resources from IDRC. 2) As COVID-19 continues to dissipate, we may be seeing more families on the move again. We are also seeing an increase of immigrants from Central America that move up to Wisconsin to work in the dairy industry, then move from farm to farm within state lines, a trend that may also relate back to COVID-19.

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, 2021 through August 31, 2022.

Populated with data from MSIX.

Age Grade	Eligible Migratory Children
Age Birth through 2	27

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, 2021 through August 31, 2022. 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 data from MSIX.

Age Grade	Eligible Migratory Children Served by the MEP During the Summer Intersession Term
Kindergarten	11
Grade 1	10
Grade 2	10
Grade 3	10
Grade 4	13
Grade 5	4
Grade 6	7
Grade 7	10
Grade 8	5
Grade 9	7
Grade 10	4
Grade 11	2
Grade 12	3
Total	96

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
A 23% increase in the Category 2 count was seen this year. While many of the same reasons from the Category 1 count increase can be attributed here, it is also important to note that Wisconsin's regional model (which was initiated in 2019) has fully taken off. All regions operate with full staff, including itinerant teachers with the capability to reach students newly discovered in areas of the region where on-site summer programming had not been pre-planned, or students who do not have transportation. Additionally, one of the MEP statewide recruiters, who is also a licensed teacher, has taken on the additional position of Educational Advocate. The Educational Advocate provides minimal instructional services for students across the state living outside the geographic boundaries where regional programming has been established. This work enables the MEP to engage and support students immediately, and then adjust service delivery to their needs so that full program services are available for those students the following summer.

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, 2021 through August 31, 2022. 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 data from MSIX.

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

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, 2021-2022 August 31, 2022) by checking one or more of the following dates: enrollment date, residency date, recertification/residency verification date, or withdrawal date between 9/1/2021 and 8/31/2022. 2) That the child is only included if he/she is between the ages of 3 through 21 years of age based on the childs birthdate. MIS2000 calculates the childs age using the childs 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 8/31/2022. 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 2021 - 2022 performance period that the childs residency is checked against the Graduation/HSED date. 5) If a Continuation of Services (COS) date is in the system during the 2021 - 2022 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 full time recruiter, hired 1 part time recruiter, 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 National Association of State Directors of Migrant Education, 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 projects to confirm that 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 EDFacts 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 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 recruiters 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 2021 - 2022 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 EDFacts 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 EDFacts 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
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, 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.

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.	95
The number of eligibility determinations sampled for which a re-interview was completed.	53
The number of eligibility determinations sampled for which a re-interview was completed and the child was found eligible.	40

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.
2021-22

Comments

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 SY2021-22.

Comments
For the 2021-2022 performance period, Wisconsin's Migrant Education Program worked with the Identification and Recruitment Consortium (IDRC) to conduct independent reinterviews. IDRC was contacted by WI staff in early August 2022 to start the process. After the performance period ended on August 31st, a randomized list of 75 students was pulled by ID&R staff using the MIS2000 program. This report was then used to create a list of students to gather current COEs for IDRC staff to review. COEs (as one PDF file), and the excel file of the randomized student report was uploaded on 9/6/2022 to a special, secure folder in MIS2000 so authorized IDRC staff could have access. Over the next month, IDRC conducted the independent phone reinterviews. On 10/10/2022, Wisconsin staff were contacted to upload an additional 20 students to the list to get a better sample size. In total, 95 students (84 COEs) were sent to IDRC for reinterviews. IDRC staff returned an excel sheet with results, along with their questionnaire for each COE that they were able to contact. IDRC staff then worked with Wisconsin staff to identify trends, concerns, and analyze the data to create a plan of action moving forward.

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
Based on the results from the independent reinterview process explained above, IDRC did find some areas of improvement. A total of 24.5% of COEs came back as ineligible. Due to staff changes over the last year, and a relatively new ID&R team, we expected to see some ineligible students, but the high percentage was surprising and concerning. Two areas of concern were identified. The first, and most problematic, surrounds temporary workers. Of the 13 COEs that came back ineligible, 6 were due to issues regarding temporary worker statements. It was shown that there is some confusion on how to qualify temporary workers, and what information is needed on the COE to qualify them. The other 7 were COEs that were done during worker orientations at canneries throughout the state. This issue is attributed to the changes in the job descriptions or position changes between the orientation date and the actual first day of work. In all 7 cases, both the workers and ID&R staff assumed the worker would be handling the raw product, when in fact they were ultimately assigned to work in a completely different part of the plant further in the processing operation.   The trends that were identified above, while concerning, can be remedied through more advanced training, and establishing better policies and practices. As stated above, Wisconsin's ID&R staff are novice to the program, with all staff being in the program for a year and a half or less. The MEP Data Coordinator retired in early June, at which time the ID&R coordinator began serving as the interim data coordinator with only a year and a half experience in the program. Based on this analysis, the following corrective actions will be implemented to improve accuracy of MEP eligibility determinations: 1) all ineligible COEs were removed from the count, and are not reflected in this document. 2) To improve accuracy related to cases of temporary work, Wisconsin staff will work closely with IDRC to engage in both virtual and on-site trainings to improve understanding of eligibility requirements and improve information gathering and note taking practices.   Wisconsin staff is also developing an additional page on the COE to get more accurate responses from temporary workers. 3) ID&R staff are working together to create a plan of action for improved and more accurate COE completion during cannery orientations. For example, the action plan will include a process to conduct follow up calls with families to confirm work activity.

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 Kindergarte	4
Kindergarten	4
Grade 1	1
Grade 2	4
Grade 3	2
Grade 4	5
Grade 5	.
Grade 6	8
Grade 7	4
Grade 8	4
Grade 9	5
Grade 10	3
Grade 11	.
Grade 12	1
Out of School	5
Ungraded	.
Total	50

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	8
Kindergarten	9
Grade 1	12
Grade 2	18
Grade 3	15
Grade 4	17
Grade 5	14
Grade 6	21
Grade 7	15
Grade 8	15
Grade 9	10
Grade 10	12
Grade 11	8
Grade 12	1
Out of School	.
Ungraded	.
Total	175

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 Kindergarte	6
Kindergarten	1
Grade 1	2
Grade 2	3
Grade 3	2
Grade 4	3
Grade 5	1
Grade 6	4
Grade 7	4
Grade 8	2
Grade 9	1
Grade 10	3
Grade 11	2
Grade 12	2
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, 2022 (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	23
Age 3 through 5 (not Kindergarte	21
Kindergarten	26
Grade 1	36
Grade 2	18
Grade 3	21
Grade 4	19
Grade 5	19
Grade 6	23
Grade 7	17
Grade 8	17
Grade 9	17
Grade 10	16
Grade 11	4
Grade 12	8
Out of School	6
Ungraded	.
Total	291

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.
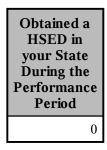
Populated with SEA-LEVEL FS032/DG326.

Grade	Dropouts During the Performance Period
Grade 7	0
Grade 8	0
Grade 9	0
Grade 10	0
Grade 11	0
Grade 12	2
Total	2

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 2021-22 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 2021-22 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	2
Age 3 through 5 (not Kindergarte	8
Kindergarten	5
Grade 1	15
Grade 2	12
Grade 3	12
Grade 4	6
Grade 5	3
Grade 6	7
Grade 7	5
Grade 8	6
Grade 9	5
Grade 10	4
Grade 11	0
Grade 12	1
Ungraded	0
Out of School	0
Total	91

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	2
Kindergarten	0
Grade 1	0
Grade 2	1
Grade 3	0
Grade 4	1
Grade 5	0
Grade 6	2
Grade 7	2
Grade 8	1
Grade 9	0
Grade 10	1
Grade 11	0
Grade 12	0
Ungraded	0
Out of School	0
Total	10

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 Kindergarte	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	1
Age 3 through 5 (not Kindergarte	4
Kindergarten	8
Grade 1	14
Grade 2	12
Grade 3	10
Grade 4	6
Grade 5	3
Grade 6	4
Grade 7	5
Grade 8	5
Grade 9	4
Grade 10	4
Grade 11	.
Grade 12	1
Ungraded	.
Out of School	.
Total	81

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 Birth through 2	1	1	.
Age 3 through 5 (not Kindergarte	3	2	.
Kindergarten	8	5	.
Grade 1	14	14	.
Grade 2	12	12	.
Grade 3	10	9	.
Grade 4	6	6	.
Grade 5	3	1	.
Grade 6	3	2	.
Grade 7	3	2	.
Grade 8	3	3	2
Grade 9	2	2	1
Grade 10	1	.	.
Grade 11	.	.	.
Grade 12	1	1	.
Ungraded	.	.	.
Out of School	.	.	.
Total	70	60	3

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 Birth through 2	2	.
Age 3 through 5 (not Kindergarte	3	1
Kindergarten	3	2
Grade 1	10	3
Grade 2	6	5
Grade 3	5	2
Grade 4	4	3
Grade 5	1	1
Grade 6	6	.
Grade 7	4	.
Grade 8	6	4
Grade 9	5	3
Grade 10	3	.
Grade 11	.	.
Grade 12	1	.
Ungraded	.	.
Out of School	.	.
Total	59	24

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
99	323

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
4/6/2023 9:22:01 AM