

CONSOLIDATED STATE PERFORMANCE REPORT PART II

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1810-0724. The time required to complete this information collection is estimated to average 36.50 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. The obligation to respond to this collection is required to obtain or retain a benefit under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA). If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Office of Elementary and Secondary Education, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, DC 20202.

2.1 ACCOUNTABILITY

2.1.2 Schools Identified for Comprehensive Support and Improvement

In the table below, provide the number of schools identified for comprehensive support and improvement by reason identified.

Populated with SY2022-2023 SCH-LEVEL FS206/DG842 and FS212/DG866.

Reason Type	Number of Schools	Number of Title I Schools	Number of Non-Title I Schools
Lowest performing five percent of Title I schools	76	76	.
High schools failing to graduate one third or more of their students	20	13	7

2.1.3 Schools Implementing Targeted Support and Improvement Plans

In the table below, provide the number of schools implementing targeted support and improvement plans.

Populated with SY2022-2023 SCH-LEVEL FS206/DG842 and FS212/DG867.

Reason Type	Number of Schools	Number of Title I Schools	Number of non-Title I Schools
Schools with One or More Consistently Underperforming Subgroups of Students	202	143	58

2.1.4 Section 1003 of the ESEA School Improvement Funds

In the tables below, provide the amount of Section 1003 funds of the ESEA allocated to each district and school.

2.1.4.1 Section 1003 of the ESEA Allocations to LEAs

For each LEA receiving a 1003(a) allocation, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794.

Data published outside report.

2.1.4.2 Section 1003 of the ESEA Allocations to Schools

For each school receiving a Section 1003(a) allocation of the ESEA, list the amount of the allocation.

Populated with SCH-LEVEL FS132/DG794.

Data published outside report.

2.2 GRADUATION RATES AND POSTSECONDARY ENROLLMENT

This section collects data on graduation rates and rates of postsecondary enrollment.

2.2.1 Four Year Adjusted Cohort Graduation Rates

In the table below, provide the State's four year adjusted cohort graduation rates for the current reporting period.

Populated with SEA-LEVEL FS150/DG695 and FS151/DG696.

Student Group	# of Graduates	# of Students in Cohort	Graduation Rate
All students	S	65909	90.3
American Indian or Alaska Native	S	689	80
Asian or Pacific Islander	S	2612	92
Asian	S	2569	92
Native Hawaiian or Other Pacific Islander	S	43	88
Black or African American	S	5668	70.9
Hispanic or Latino	S	8011	82.4
White	S	46487	94.2
Two or more races	S	2440	87
Children with Disabilities (IDEA)	S	8215	72.8
English learners	S	2634	76
Economically disadvantaged students	S	23093	81.4
Children in foster care	S	268	59
Children who are homeless	S	1415	68

Frequently asked questions (FAQs) on graduation rates:

What is the adjusted cohort graduation rate? The adjusted cohort graduation rate is described in sections 8101(23) and 8101(25) of the ESEA.

2.2.2 Postsecondary Enrollment

In the table below, provide counts of students who enrolled in programs of postsecondary education during the current reporting period.

Populated with SEA-LEVEL FS160/DG739.

Student Group	# Enrolled in an IHE	# Not Enrolled in an IHE	# For Which Data Are Unavailable	Total
All students	33722	S	26571	S
American Indian or Alaska Native	217	S	382	S
Asian or Pacific Islander	1457	S	868	S
Asian or Pacific Islander	17	S	17	S
Native Hawaiian or Other Pacific Islander	17	S	17	S
Black or African American	1520	S	2793	S
Hispanic or Latino	2969	S	3773	S
White	26505	S	17828	S
Two or more races	1023	S	890	S
Female	18289	S	11582	S
Male	15420	S	14969	S
Children with Disabilities (IDEA)	1979	S	4609	S
English Learners	678	S	1365	S
Economically disadvantaged students	7707	S	10415	S

2.3 TITLE I, PART A PROGRAM PARTICIPATION

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

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

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

Populated with SEA-LEVEL FS037/DG548.

Special Services or Programs	# Students Served
Children with disabilities (IDEA)	67561
English learners	34579
Homeless students	12399
Migrant students	168

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

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

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

Populated with SEA-LEVEL FS037/DG548.

Race Ethnicity	# Students Served
American Indian or Alaska Native	5967
Asian	15632
Black or African American	64575
Hispanic or Latino	70949
Native Hawaiian or Other Pacific Islander	335
White	203264
Two or more races	21355
Total	382077

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

In the table below, provide the unduplicated number of students participating in Title I, Part A programs by grade level and by type of program: Title I public TAS, Title I SWP, private school students participating in Title I programs (private), and Part A local neglected programs (local neglected).

Populated with SEA-LEVEL FS134/DG670.

Age Grade	Public SWP	Public TAS	Local Neglected	Private	Total
Age Birth through 2	223	39	0	12	274
Age 3 through 5 (not Kindergarten)	32459	884	0	404	33747
Kindergarten	34198	2037	4	1225	37464
Grade 1	34024	2540	1	1679	38244
Grade 2	34030	2445	4	1621	38100
Grade 3	34032	2309	10	1449	37800
Grade 4	33964	2343	9	1348	37664
Grade 5	31902	2316	9	1129	35356
Grade 6	24169	1954	11	876	27010
Grade 7	22869	1541	9	755	25174
Grade 8	23411	1471	4	651	25537
Grade 9	14543	1309	10	310	16172
Grade 10	12162	1299	11	176	13648
Grade 11	11881	1235	12	112	13240
Grade 12	13196	1212	16	71	14495
Ungraded	0	0	0	0	0
Total	357063	24934	110	11818	394024

2.5 PREVENTION AND INTERVENTION PROGRAMS FOR CHILDREN AND YOUTH WHO ARE NEGLECTED, DELINQUENT, OR AT RISK

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

Throughout this section:

- Report data for the program year of July 1, 2021 through June 30, 2022.
- Count programs/facilities based on how the program was classified to ED for funding purposes.
- Do not include programs funded solely through Title I, Part A.
- Use the definitions listed below:

o Adult Corrections: An adult correctional institution is a facility in which persons, including persons 21 or under, are confined as a result of conviction for a criminal offense.

o At-Risk Programs: Programs operated (through LEAs) that target students who are at risk of academic failure, dependency adjudication, or delinquency adjudication, have a drug or alcohol problem, are pregnant or parenting, have been in contact with the juvenile justice or child welfare system in the past, are at least 1 year behind the expected age/grade level, are English learners, are gang members, have dropped out of school in the past, or have a high absenteeism rate at school.

o Juvenile Corrections: An institution for delinquent children and youth that is a public or private residential facility other than a foster home that is operated for the care of children and youth who have been adjudicated delinquent or in need of supervision. Include any programs serving adjudicated youth (including non-secure facilities and group homes) in this category.

o Juvenile Detention Facilities: Detention facilities are shorter-term institutions that provide care to children who require secure custody pending court adjudication, court disposition, or execution of a court order, or care to children after commitment.

o Neglected Programs: An institution for neglected children and youth is a public or private residential facility, other than a foster home, that is operated primarily for the care of children who have been committed to the institution or voluntarily placed under applicable State law due to abandonment, neglect, or death of their parents or guardians.

o Other: Any other programs, not defined above, that receive Title I, Part D funds and serve non-adjudicated children and youth.

2.5.1 State Agency Title I, Part D Programs and Facilities - Subpart 1

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

2.5.1.1 Programs and Facilities - Subpart 1

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

State Program or Facility Type	# Programs or Facilities	Average Length of Stay in Days
Adult corrections	1	187
Juvenile corrections	3	90
Juvenile detention	.	.
Neglected programs	.	.
Other programs	.	.
Total	.	.

FAQ on programs and facilities - subpart 1:

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

Data Quality Comments

2.5.1.2 Programs and Facilities That Reported - Subpart 1

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

State Program Facility Type	# Reporting Data
Adult corrections	1
Juvenile corrections	3
Juvenile detention	.
Neglected programs	.
Other programs	.
Total	.

Data Quality Comments

2.5.1.3 Students Served - Subpart 1

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

Populated with SEA-LEVEL FS119/DG656.

# of Students Served	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Total Long-Term Students Served	.	.	73	16	.
Total Unduplicated Students Served	.	.	189	67	.

Provide the number of students served by special populations.

Student Subgroups	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Children with one or more disabilities (IDEA)	.	.	89	46	.
English learners	.	.	0	0	.

Provide the number of students served by race/ethnicity.

Race Ethnicity	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
American Indian or Alaska Native	.	.	9	3	.
Asian	.	.	0	1	.
Black or African American	.	.	130	37	.
Hispanic or Latino	.	.	9	12	.
Native Hawaiian or Other Pacific	.	.	37	0	.
White	.	.	4	14	.
Two or more races	.	.	0	0	.
Total	.	.	189	67	.

Provide the number of students served by gender.

Sex	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Female	.	.	23	0	.
Male	.	.	166	67	.
Total	.	.	189	67	.

Provide the number of students served by age.

Age	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Age 3 through 5	.	.	0	0	.
Age 6	.	.	0	0	.
Age 7	.	.	0	0	.
Age 8	.	.	0	0	.
Age 9	.	.	0	0	.
Age 10	.	.	0	0	.
Age 11	.	.	0	0	.
Age 12	.	.	1	0	.
Age 13	.	.	0	0	.
Age 14	.	.	7	0	.
Age 15	.	.	15	0	.
Age 16	.	.	48	0	.
Age 17	.	.	69	0	.
Age 18	.	.	41	9	.
Age 19	.	.	7	19	.
Age 20	.	.	0	20	.
Age 21	.	.	1	19	.
Total	.	.	189	67	.

FAQ on unduplicated count:

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

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021 through June 30, 2022.

2.5.1.4 Academic, Career, and Technical Outcomes While in the State Agency Program/Facility or within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled or planned to enroll in their local district school within 90 calendar days after exiting. A student may be reported only once per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the State agency program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and technical outcomes while enrolled in the State agency program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career, and technical outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90-day transition period, that student may be reported once in each column.

Populated with SEA-LEVEL FS180/DG783 and FS181/DG785.

Outcomes (Once per Student, Only after Exit)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Enrolled in local district school			S	S	

Outcomes	Neglected Programs - In Fac	Neglected Programs - 90 Days after Exit	Juvenile Detention - In Fac	Juvenile Detention - 90 Days after Exit	Juvenile Corrections - In Fac
Were accepted and/or enrolled into post-secondary education					S
Obtained high school diploma					5
Obtained employment					S
Enrolled in job training courses/programs					79
Enrolled in a GED program					25
Earned high school course credits					159
Earned a GED					7

Outcomes	Juvenile Corrections - 90 Days after Exit	Adult Corrections - In Fac	Adult Corrections - 90 Days after Exit	Other Programs - In Fac	Other Programs - 90 Days after Exit
Were accepted and/or enrolled into post-secondary education	S	S	S		
Obtained high school diploma	S	S	S		
Obtained employment	S	S	S		
Enrolled in job training courses/programs	S	S	S		
Enrolled in a GED program	S	67	S		
Earned high school course credits	S	S	S		
Earned a GED	S	S	S		

2.5.2 Academic Performance - Subpart 1

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

2.5.2.1 Academic Performance in Reading - Subpart 1

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

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with SEA-LEVEL FS113/DG628.

Performance Data (Based on Most Recent Pre Post-Test Data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			4	8	
Long-term students with no change in grade level from the pre- to post-test exams			4	S	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			4	3	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			5	S	
Total students pre/post-tested			17	14	

2.5.2.2 Academic Performance in Mathematics - Subpart 1

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

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with SEA-LEVEL FS113/DG628.

Performance Data (Based on most recent pre post-test data)	Neglected Programs	Juvenile Detention	Juvenile Corrections	Adult Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams			6	S	
Long-term students with no change in grade level from the pre- to post-test exams			4	S	
Long-term students with improvement up to one full grade level from the pre- to post-test exams			3	5	
Long-term students with improvement of more than one full grade level from the pre- to post-test exams			4	5	
Total students pre/post-tested			17	14	

2.5.3 LEA Title I, Part D Programs and Facilities - Subpart 2

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

2.5.3.1 Programs and Facilities - Subpart 2

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

LEA Program or Facility Type	# Programs or Facilities	Average Length of Stay (# days)
At-risk programs	2	75
Juvenile corrections	10	155
Juvenile detention	15	36
Neglected programs	.	.
Other programs	1	95
Total	28	.

FAQ on average length of stay:

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

Data Quality Comments

WI is not reporting any Neglected programs served with TI-D funds, which is a decrease from last year. The Neglected programs in the state are fully funded through Title I-A.

2.5.3.2 Programs and Facilities That Reported - Subpart 2

In the table below, provide the number of LEA Title I, Part D, Subpart 2 programs and facilities that reported data on neglected and delinquent students. The total row will be automatically calculated.

LEA Program or Facility Type	# Reporting Data
At-risk programs	2
Juvenile corrections	10
Juvenile detention	15
Neglected programs	0
Other programs	1
Total	28

Data Quality Comments

WI is not reporting any Neglected programs served with TI-D funds, which is a decrease from last year. The Neglected programs in the state are fully funded through Title I-A.

2.5.3.3 Students Served - Subpart 2

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

Populated with LEA-LEVEL FS127/DG657.

# of Students Served	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Total Long-Term Students Served	.	.	118	673	17
Total Unduplicated Students Served	113	.	1480	698	17

Provide the number of students served by special populations.

Student Subgroups	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Children with one or more disabilities (IDEA)	31	.	629	514	11
English learners	0	.	25	1	0

Provide the number of students served by race/ethnicity.

Race Ethnicity	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
American Indian or Alaska Native	1	.	56	43	0
Asian	0	.	13	5	0
Black or African American	18	.	721	291	8
Hispanic or Latino	11	.	178	26	1
Native Hawaiian or Other Pacific	0	.	1	1	0
White	69	.	427	280	8
Two or more races	14	.	84	52	0
Total	113	.	1480	698	17

Provide the number of students served by sex.

Sex	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Female	51	.	341	146	0
Male	62	.	1139	552	17
Total	113	.	1480	698	17

Provide the number of students served by age.

Age	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Age 3 through 5	0	.	0	0	0
Age 6	0	.	0	0	0
Age 7	0	.	0	0	0
Age 8	0	.	0	0	0
Age 9	0	.	0	7	0
Age 10	0	.	0	9	0
Age 11	2	.	12	29	0
Age 12	0	.	44	50	0
Age 13	5	.	102	77	3
Age 14	18	.	209	121	2
Age 15	22	.	295	115	4
Age 16	33	.	412	164	6
Age 17	23	.	282	121	2
Age 18	9	.	75	5	0
Age 19	1	.	25	0	0
Age 20	0	.	23	0	0
Age 21	0	.	1	0	0
Total	113	.	1480	698	17

FAQ on unduplicated count:

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

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021 through June 30, 2022.

2.5.3.4 Academic, Career, and Technical Outcomes While in the LEA Program/Facility or within 90 Calendar Days after Exit

In the tables below, for each program type, provide the number of students who attained academic, career, and technical outcomes.

The first table includes outcomes a student is able to achieve only after exit. In this table, provide the unduplicated number of students who enrolled or planned to enroll in their local district school within 90 calendar days after exiting. A student may be reported only once per program type.

The second table includes outcomes a student is able to achieve only one time. In this table, provide the unduplicated number of students who attained the listed outcomes either in the while enrolled in the LEA program/facility column ('in fac.') or in the within 90 calendar days after exiting column. A student may be reported only once across the two time periods per program type.

The third table includes outcomes a student may achieve more than once. In the 'in fac.' column, provide the unduplicated number of students who attained academic, career and vocational outcomes while enrolled in the LEA program/facility. In the '90 days after exit' column provide the unduplicated number of students who attained academic, career and vocational outcomes within 90 calendar days after exiting. If a student attained an outcome once in the program/facility and once during the 90 day transition period, that student may be reported once in each column.

Populated with LEA-LEVEL FS180/DG782 and FS181/DG784.

Outcomes(once per student, only after exit)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Enrolled in local district school	66		229	289	5

Outcomes	At-Risk Programs - In Fac	At-Risk Programs - 90 Days After Exit	Neglected Programs - In Fac	Neglected Programs - 90 Days After Exit	Juvenile Detention - In Fac
Were accepted and/or enrolled into post-secondary education	S	S			6
Obtained high school diploma	3	3			54
Obtained employment	7	S			S
Enrolled in job training courses/programs	S	S			3
Enrolled in a GED program	S	S			S
Earned high school course credits	43	24			450
Earned a GED	S	S			S

Outcomes	Juvenile Detention - 90 Days After Exit	Juvenile Corrections - In Fac	Juvenile Corrections - 90 Days After Exit	Other Programs - In Fac	Other Programs - 90 Days After Exit
Were accepted and/or enrolled into post-secondary education	S	S	S	S	S
Obtained high school diploma	7	23	S	S	S
Obtained employment	27	3	13	S	S
Enrolled in job training courses/programs	S	66	S	5	5
Enrolled in a GED program	S	6	S	S	S
Earned high school course credits	43	425	61	5	5
Earned a GED	S	S	S	S	S

2.5.3.5 Academic Performance - Subpart 2

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

2.5.3.5.1 Academic Performance in Reading - Subpart 2

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

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year. Below the table is an FAQ about the data collected in this table.

Populated with LEA-LEVEL FS125/DG629.

Performance Data(Based on Most Recent Pre Post-Test Data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	S		5	40	S
Long-term students with no change in grade level from the pre- to post-test exams	S		34	38	4
Long-term students with improvement up to one full grade level from the pre- to post-test exams	S		28	82	3
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	S		38	193	S
Total students pre/post-tested	S		105	353	10

FAQ on long-term:

What is long-term? Long-term refers to students who were enrolled for at least 90 consecutive calendar days from July 1, 2021, through June 30, 2022.

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

2.5.3.5.2 Academic Performance in Mathematics - Subpart 2

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

Report only information on a student's most recent testing data. Students who were pre-tested prior to July 1, 2021, may be included if their post-test was administered during the reporting year. Students who were post-tested after the reporting year ended should be counted in the following year.

Populated with LEA-LEVEL FS125/DG629.

Performance Data(Based on most recent pre post-test data)	At-Risk Programs	Neglected Programs	Juvenile Detention	Juvenile Corrections	Other Programs
Long-term students with negative grade level change from the pre- to post-test exams	S		21	39	S
Long-term students with no change in grade level from the pre- to post-test exams	S		33	25	5
Long-term students with improvement up to one full grade level from the pre- to post-test exams	S		28	160	4
Long-term students with improvement of more than one full grade level from the pre- to post-test exams	S		29	117	S
Total students pre/post-tested	S		111	341	10

2.6 STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANTS (TITLE IV, PART A)

2.6.1 Funds Spent Under Title IV, Part A

This section collects data on the amount of funds spent by LEAs on the three content areas under Title IV, Part A of the ESEA.

Content Area	Amount of Funds Spent
Well-Rounded	\$12,608,006
Safe and Healthy Students	\$8,533,077
Effective Use of Technology	\$541,506

Data Quality Comments

Starting in 2020-21, this section is answered based on funds claimed. Due to approved waivers, Wisconsin had more money available to draw from in 2021-22

2.6.2 LEAs Who Spent Funds Under Title IV, Part A

This section collects data on the number of LEAs who spent funds by the content areas under Title IV, Part A of the ESEA. For the 'Any' category, report the number of LEAs that spent funds in any of the three content areas. An LEA should be included in the count of each content area it spent funds on (i.e. an LEA may be represented in more than one content area in the table below).

Content Area	Number of LEAs Spending Funds
Well-Rounded	374
Safe and Healthy Students	213
Effective Use of Technology	80
Any Content Area	421

Data Quality Comments

Starting in 2020-21, this section is answered based on funds claimed.

2.7 FUNDING TRANSFERABILITY FOR STATE AND LOCAL EDUCATIONAL AGENCIES (TITLE V, PART A)

2.7.1 State Transferability of Funds

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

Did the State transfer funds under the State Transferability authority of Section 5103(a) during SY2021-2022?
No

Data Quality Comments

2.7.2 Local Educational Agency (LEA) Transferability of Funds

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

LEAs that notified the State that they were transferring funds under the LEA Transferability authority of Section 5103(b).
7

Data Quality Comments

2.7.3 LEA Funds Transfers

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

Program	# LEAs Transferring Funds FROM Eligible Program	# LEAs Transferring Funds TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	.
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	1
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	5
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	.
Rural Education Initiative (Title V, Part B)	.	.
Student Support and Enrichment Grants (Title IV, Part A)	7	.
Supporting Effective Instruction (Title II, Part A)	.	1

Data Quality Comments

In the table below provide the total amount of FY 2021 appropriated funds transferred from and to each eligible program.

Program	Total Amount of Funds Transferred FROM Eligible Program	Total Amount of Funds Transferred TO Eligible Program
Education of Migratory Children (Title I, Part C)	.	.
English Language Acquisition, Language Enhancement, and Academic Achievement Act (Title III, Part A)	.	\$12,278
Improving Basic Programs Operated by LEAs (Title I, Part A)	.	\$225,447
Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk (Title I, Part D)	.	.
Rural Education Initiative (Title V, Part B)	.	.
Student Support and Enrichment Grants (Title IV, Part A)	\$266,790	.
Supporting Effective Instruction (Title II, Part A)	.	\$29,065

Data Quality Comments

2.8 RURAL EDUCATION ACHIEVEMENT PROGRAM (REAP)

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

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

In the table below, provide the number of eligible LEAs that used RLIS funds during SY2020-21 for each of the listed purposes.

Purpose	# LEAs
Activities authorized under Part A of Title I	7
Activities authorized under Part A of Title II	5
Activities authorized under Title III	2
Activities authorized under Part A of Title IV	16
Parental involvement activities	1

Data Quality Comments

2.8.2 RLIS Objectives and Outcomes

In the space below, describe the progress the State has made in meeting the objectives and outcomes for the Rural Low-Income School (RLIS) Program as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments

Fifteen school districts in Wisconsin were eligible for RLIS for the 2021-22 school year. The goal of the RLIS program is to provide rural, high-poverty school districts with funds that can be used to meet a variety of objectives, giving the districts the flexibility to direct those funds where they determine they are most needed. Following is a list of common uses of 2021-22 RLIS funds, as reported in districts' application budgets and subsequent claims: (Note: many districts used their grants in more than one area.) - Professional development for teachers - Computers and related equipment - Textbooks - Teacher salaries - Short-term substitute teacher salaries - After-school coaches/tutors - At-risk tutors - Curriculum development software - Instruction software It is difficult to supply statistical data on the impact of this grant for several reasons. Districts use the funds for many different purposes, so there is not one set of expected outcomes. Further, only a few districts have received the grant for several consecutive years, so there is little longitudinal data. Finally, it would be questionable to try to attribute measurable improvements in academic areas to the impact of this small grant. Nevertheless, it is clear that the grant is highly valued by the districts that receive it, and that it does fulfill the purpose for which it was intended—to provide rural, high-poverty districts with additional resources and flexibility. This is especially evident from the districts' consistent use of much of the funding to supplement educational technology and professional development. Many rural districts are in danger of falling behind in these rapidly evolving aspects of instructional methodology.

2.8.3 RLIS Technical Assistance

In the space below, describe the progress the State has made in providing technical assistance for RLIS LEA sub-grantees as described in the State's most current Consolidated State Application. If providing quantitative data along with your narrative, please ensure all data is converted to text format.

Comments
The Department of Public Instruction (WDPI) provided ongoing technical assistance as needed for RLIS LEA sub-grantees. The grant recipient districts were provided ongoing email communication from the WDPI. The communication was related to status and next steps during the entire grant cycle and application process, which included information on budgeting, revisions, and claims. A website with direct links for RLIS grant information was also available as a resource for their review. The WDPI also provided contact information – voice and email contacts - so that districts could directly contact the grant representative or grant accountant as needed for assistance and answers to their specific technical questions. It was the WDPI's practice to provide support and answer questions in a timely fashion. Districts were also able to receive additional WISEgrants technical assistance from WISEgrants technical support staff as needed.

2.8.4 RLIS Subgrant Award Determination

Please report the method the SEA used to award grants to eligible LEAs. If the SEA used a competitive process, please describe that process and include a description of the methods and criteria the SEA used to review applications, award funds to LEAs, and how the LEAs were notified of the process. If the SEA used a formula besides one based on the number of students in average daily attendance served by eligible LEAs in the State, please describe that formula, including an explanation of how this alternative formula enables the SEA to allot grant funds in a manner that serves equal or greater concentrations of children from families with incomes below the poverty line, relative to the concentration that would be served if the SEA used a formula based on the number of students in average daily attendance served by eligible LEAs in the State.

Comments
Fifteen school districts in Wisconsin were eligible for RLIS for the 2021-22 school year. DPI contacted all eligible districts letting them know they could apply in our state's federal WISEgrants portal. All 15 districts submitted applications and were awarded grants. The funding formula is based on the total amount available for LEAs divided by the total number of students, which leads to an overall amount per pupil. This amount per pupil figure is then multiplied with the number of students in each separate district (ADA) to get that district's allocation. The application in WISEgrants consists of a "narrative" question and a budget. In Wisconsin, funding is expected to be targeted at improving student achievement in reading and/or mathematics. Once the review process was complete, districts received notification through WISEgrants that their applications and budgets had been approved. The total allocation for 2021-22 was \$280,501 (i.e. \$278,501 to LEAs and \$2,000 for administrative funds).

2.8.5 RLIS State Administrative Funds

In the table below, provide information on state administrative funds.

Question	Percentage
What percentage of the RLIS grant funds were retained for State-level administration?	1
What percentage of those funds retained for State-level administration were used specifically for technical assistance?	20

Data Quality Comments
The percentage of RLIS grant funds retained for State-level administration was 0.71% (less than 1%).

2.8.6 RLIS LEAs Awarded Funds

Please list the NCES LEA ID and name of each LEA that received RLIS funds and the amount each received.

Data published outside report.

Data Quality Comments

2.8.7 Small, Rural School Achievement (SRSA) Program, Alternative Fund Use Authority (AFUA)

Populated with LEA-LEVEL FS131/DG614.

Number of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize AFUA, under Section 5211 of the ESEA.	Percent of SRSA- and Dual-eligible LEAs informed their SEA of an intent to utilize AFUA, under Section 5211 of the ESEA.
0	0

STATE CERTIFICATION

**Did the State certify
this report?**

YES

**Date the State
certified**

5/25/2023 9:15:28 AM