

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	56138	54928	97.8	54928	26374	48
American Indian or Alaska Native	586	557	95.1	557	128	23
Asian or Pacific Islander	2676	2627	98.2	2627	1191	45.3
Asian	2629	2581	98.2	2581	1178	45.6
Native Hawaiian or other Pacific Islander	47	46	97.9	46	13	28.3
Black or African American	4870	4630	95.1	4630	507	11
Hispanic or Latino	7560	7380	97.6	7380	2045	27.7
White	37293	36679	98.4	36679	21290	58
Two or more races	3134	3039	97	3039	1207	39.7
Children with disabilities (IDEA)	9494	9011	94.9	9011	2079	23.1
English learners	4823	4744	98.4	4744	1068	22.5
Economically disadvantaged students	25128	24401	97.1	24401	7197	29.5
Children in foster care	297	289	97.3	289	68	23.5
Children who are homeless	1129	1062	94.1	1062	145	13.7
Migratory students	10	8	80	8	0	0
Military connected students	582	576	99	576	324	56.3
Male	28791	28082	97.5	28082	14069	50.1
Female	27330	26832	98.2	26832	12299	45.8

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	56609	55306	97.7	55306	24782	44.8
American Indian or Alaska Native	559	542	97	542	108	19.9
Asian or Pacific Islander	2619	2558	97.7	2558	1089	42.6
Asian	2578	2517	97.6	2517	1076	42.7
Native Hawaiian or other Pacific Islander	41	41	100	41	13	31.7
Black or African American	4771	4519	94.7	4519	394	8.7
Hispanic or Latino	7809	7630	97.7	7630	1754	23
White	37724	37011	98.1	37011	20336	54.9
Two or more races	3102	3027	97.6	3027	1093	36.1
Children with disabilities (IDEA)	9224	8719	94.5	8719	1775	20.4
English learners	5118	5017	98	5017	876	17.5
Economically disadvantaged students	25304	24553	97	24553	6370	25.9
Children in foster care	262	250	95.4	250	41	16.4
Children who are homeless	1058	1001	94.6	1001	120	12
Migratory students	10	10	100	10	2	20
Military connected students	585	575	98.3	575	285	49.6
Male	29219	28480	97.5	28480	13517	47.5
Female	27365	26807	98	26807	11257	42

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	57289	55922	97.6	55922	25559	45.7
American Indian or Alaska Native	612	588	96.1	588	134	22.8
Asian or Pacific Islander	2517	2484	98.7	2484	1122	45.2
Asian	2470	2441	98.8	2441	1107	45.4
Native Hawaiian or other Pacific Islander	47	43	91.5	43	15	34.9
Black or African American	4982	4707	94.5	4707	426	9.1
Hispanic or Latino	7911	7703	97.4	7703	1922	25
White	38322	37589	98.1	37589	20908	55.6
Two or more races	2922	2835	97	2835	1046	36.9
Children with disabilities (IDEA)	9058	8573	94.6	8573	1487	17.3
English learners	4487	4402	98.1	4402	624	14.2
Economically disadvantaged students	25149	24349	96.8	24349	6501	26.7
Children in foster care	261	249	95.4	249	51	20.5
Children who are homeless	1012	950	93.9	950	111	11.7
Migratory students	9	9	100	9	1	11.1
Military connected students	543	534	98.3	534	264	49.4
Male	29408	28671	97.5	28671	13820	48.2
Female	27860	27237	97.8	27237	11738	43.1

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	58396	56706	97.1	56706	22361	39.4
American Indian or Alaska Native	610	589	96.6	589	90	15.3
Asian or Pacific Islander	2407	2362	98.1	2362	929	39.3
Asian	2367	2325	98.2	2325	921	39.6
Native Hawaiian or other Pacific Islander	40	37	92.5	37	8	21.6
Black or African American	5155	4786	92.8	4786	355	7.4
Hispanic or Latino	7935	7684	96.8	7684	1461	19
White	39384	38497	97.7	38497	18648	48.4
Two or more races	2870	2766	96.4	2766	870	31.5
Children with disabilities (IDEA)	8817	8209	93.1	8209	920	11.2
English learners	3686	3605	97.8	3605	268	7.4
Economically disadvantaged students	25436	24442	96.1	24442	5188	21.2
Children in foster care	251	229	91.2	229	30	13.1
Children who are homeless	984	896	91.1	896	72	8
Migratory students	14	14	100	14	1	7.1
Military connected students	508	499	98.2	499	241	48.3
Male	29949	29060	97	29060	11727	40.4
Female	28413	27625	97.2	27625	10627	38.5

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	60910	58662	96.3	58662	20013	34.1
American Indian or Alaska Native	640	589	92	589	61	10.4
Asian or Pacific Islander	2648	2597	98.1	2597	956	36.8
Asian	2600	2549	98	2549	943	37
Native Hawaiian or other Pacific Islander	48	48	100	48	13	27.1
Black or African American	5486	5015	91.4	5015	279	5.6
Hispanic or Latino	8270	7972	96.4	7972	1228	15.4
White	40877	39694	97.1	39694	16746	42.2
Two or more races	2957	2773	93.8	2773	735	26.5
Children with disabilities (IDEA)	9003	8294	92.1	8294	660	8
English learners	3604	3513	97.5	3513	155	4.4
Economically disadvantaged students	26222	24901	95	24901	4265	17.1
Children in foster care	270	243	90	243	22	9.1
Children who are homeless	1071	945	88.2	945	69	7.3
Migratory students	12	12	100	12	3	25
Military connected students	510	496	97.3	496	187	37.7
Male	31347	30187	96.3	30187	10942	36.2
Female	29532	28454	96.3	28454	9063	31.9

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	62248	59350	95.3	59350	18172	30.6
American Indian or Alaska Native	608	560	92.1	560	59	10.5
Asian or Pacific Islander	2516	2454	97.5	2454	915	37.3
Asian	2473	2412	97.5	2412	903	37.4
Native Hawaiian or other Pacific Islander	43	42	97.7	42	12	28.6
Black or African American	5581	5070	90.8	5070	256	5
Hispanic or Latino	8505	8058	94.7	8058	1147	14.2
White	42141	40535	96.2	40535	15147	37.4
Two or more races	2861	2648	92.6	2648	645	24.4
Children with disabilities (IDEA)	8686	7844	90.3	7844	497	6.3
English learners	3635	3509	96.5	3509	110	3.1
Economically disadvantaged students	26552	24899	93.8	24899	3714	14.9
Children in foster care	283	229	80.9	229	24	10.5
Children who are homeless	1051	919	87.4	919	47	5.1
Migratory students	13	12	92.3	12	0	0
Military connected students	483	471	97.5	471	168	35.7
Male	31909	30540	95.7	30540	9394	30.8
Female	30309	28791	95	28791	8775	30.5

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	63989	58162	90.9	58162	17261	29.7
American Indian or Alaska Native	706	569	80.6	569	75	13.2
Asian or Pacific Islander	2487	2362	95	2362	812	34.4
Asian	2441	2321	95.1	2321	801	34.5
Native Hawaiian or other Pacific Islander	46	41	89.1	41	11	26.8
Black or African American	5295	3718	70.2	3718	197	5.3
Hispanic or Latino	7973	6951	87.2	6951	842	12.1
White	45004	42388	94.2	42388	14837	35
Two or more races	2462	2134	86.7	2134	494	23.1
Children with disabilities (IDEA)	8230	6406	77.8	6406	417	6.5
English learners	2704	2289	84.7	2289	48	2.1
Economically disadvantaged students	23608	19718	83.5	19718	2528	12.8
Children in foster care	331	196	59.2	196	10	5.1
Children who are homeless	977	591	60.5	591	30	5.1
Migratory students	11	9	81.8	9	0	0
Military connected students	461	436	94.6	436	129	29.6
Male	32572	29400	90.3	29400	9133	31.1
Female	31356	28723	91.6	28723	8124	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	55976	54756	97.8	54756	19448	35.5
American Indian or Alaska Native	586	558	95.2	558	84	15.1
Asian or Pacific Islander	2660	2602	97.8	2602	789	30.3
Asian	2613	2556	97.8	2556	777	30.4
Native Hawaiian or other Pacific Islander	47	46	97.9	46	12	26.1
Black or African American	4863	4634	95.3	4634	388	8.4
Hispanic or Latino	7431	7227	97.3	7227	1327	18.4
White	37285	36682	98.4	36682	15923	43.4
Two or more races	3132	3038	97	3038	933	30.7
Children with disabilities (IDEA)	9490	9016	95	9016	1235	13.7
English learners	4693	4588	97.8	4588	521	11.4
Economically disadvantaged students	25032	24313	97.1	24313	4859	20
Children in foster care	297	289	97.3	289	47	16.3
Children who are homeless	1084	1010	93.2	1010	95	9.4
Migratory students	10	9	90	9	0	0
Military connected students	582	576	99	576	233	40.5
Male	28705	27988	97.5	27988	9010	32.2
Female	27254	26755	98.2	26755	10434	39

Grade 04

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	56470	55146	97.7	55146	23281	42.2
American Indian or Alaska Native	559	546	97.7	546	119	21.8
Asian or Pacific Islander	2603	2540	97.6	2540	1022	40.2
Asian	2562	2499	97.5	2499	1008	40.3
Native Hawaiian or other Pacific Islander	41	41	100	41	14	34.1
Black or African American	4761	4516	94.9	4516	537	11.9
Hispanic or Latino	7710	7507	97.4	7507	1759	23.4
White	37715	36999	98.1	36999	18698	50.5
Two or more races	3098	3021	97.5	3021	1139	37.7
Children with disabilities (IDEA)	9221	8722	94.6	8722	1500	17.2
English learners	5007	4882	97.5	4882	755	15.5
Economically disadvantaged students	25221	24460	97	24460	6266	25.6
Children in foster care	262	250	95.4	250	42	16.8
Children who are homeless	1030	969	94.1	969	130	13.4
Migratory students	10	10	100	10	1	10
Military connected students	585	575	98.3	575	275	47.8
Male	29158	28408	97.4	28408	11074	39
Female	27288	26721	97.9	26721	12200	45.7

Grade 05

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	57150	55783	97.6	55783	22777	40.8
American Indian or Alaska Native	612	589	96.2	589	114	19.4
Asian or Pacific Islander	2506	2465	98.4	2465	956	38.8
Asian	2459	2422	98.5	2422	946	39.1
Native Hawaiian or other Pacific Islander	47	43	91.5	43	10	23.3
Black or African American	4977	4707	94.6	4707	460	9.8
Hispanic or Latino	7800	7576	97.1	7576	1846	24.4
White	38312	37597	98.1	37597	18385	48.9
Two or more races	2920	2833	97	2833	1013	35.8
Children with disabilities (IDEA)	9053	8579	94.8	8579	1140	13.3
English learners	4372	4271	97.7	4271	466	10.9
Economically disadvantaged students	25072	24283	96.9	24283	5792	23.9
Children in foster care	261	251	96.2	251	40	15.9
Children who are homeless	984	909	92.4	909	109	12
Migratory students	9	9	100	9	0	0
Military connected students	543	535	98.5	535	245	45.8
Male	29332	28597	97.5	28597	10685	37.4
Female	27797	27172	97.8	27172	12089	44.5

Grade 06

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	58281	56568	97.1	56568	21641	38.3
American Indian or Alaska Native	610	590	96.7	590	96	16.3
Asian or Pacific Islander	2398	2342	97.7	2342	915	39.1
Asian	2358	2304	97.7	2304	909	39.5
Native Hawaiian or other Pacific Islander	40	38	95	38	6	15.8
Black or African American	5150	4779	92.8	4779	525	11
Hispanic or Latino	7841	7570	96.5	7570	1658	21.9
White	39378	38504	97.8	38504	17481	45.4
Two or more races	2869	2761	96.2	2761	959	34.7
Children with disabilities (IDEA)	8812	8208	93.1	8208	810	9.9
English learners	3604	3489	96.8	3489	227	6.5
Economically disadvantaged students	25368	24376	96.1	24376	5383	22.1
Children in foster care	251	230	91.6	230	44	19.1
Children who are homeless	961	867	90.2	867	81	9.3
Migratory students	14	14	100	14	1	7.1
Military connected students	508	499	98.2	499	223	44.7
Male	29883	28974	97	28974	9761	33.7
Female	28364	27573	97.2	27573	11873	43.1

Grade 07

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	60781	58562	96.3	58562	22512	38.4
American Indian or Alaska Native	640	593	92.7	593	108	18.2
Asian or Pacific Islander	2639	2582	97.8	2582	1048	40.6
Asian	2591	2534	97.8	2534	1034	40.8
Native Hawaiian or other Pacific Islander	48	48	100	48	14	29.2
Black or African American	5479	5024	91.7	5024	591	11.8
Hispanic or Latino	8162	7841	96.1	7841	1742	22.2
White	40874	39721	97.2	39721	18089	45.5
Two or more races	2956	2780	94	2780	922	33.2
Children with disabilities (IDEA)	8997	8306	92.3	8306	799	9.6
English learners	3498	3381	96.7	3381	171	5.1
Economically disadvantaged students	26146	24841	95	24841	5644	22.7
Children in foster care	270	246	91.1	246	37	15
Children who are homeless	1037	909	87.7	909	112	12.3
Migratory students	12	12	100	12	3	25
Military connected students	510	499	97.8	499	228	45.7
Male	31281	30132	96.3	30132	10653	35.4
Female	29470	28410	96.4	28410	11847	41.7

Grade 08

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	62149	59277	95.4	59277	19818	33.4
American Indian or Alaska Native	609	566	92.9	566	77	13.6
Asian or Pacific Islander	2513	2456	97.7	2456	936	38.1
Asian	2470	2414	97.7	2414	925	38.3
Native Hawaiian or other Pacific Islander	43	42	97.7	42	11	26.2
Black or African American	5573	5063	90.8	5063	502	9.9
Hispanic or Latino	8422	7952	94.4	7952	1550	19.5
White	42135	40559	96.3	40559	15972	39.4
Two or more races	2861	2656	92.8	2656	777	29.3
Children with disabilities (IDEA)	8682	7849	90.4	7849	600	7.6
English learners	3557	3420	96.1	3420	134	3.9
Economically disadvantaged students	26498	24868	93.8	24868	4728	19
Children in foster care	283	229	80.9	229	27	11.8
Children who are homeless	1033	903	87.4	903	80	8.9
Migratory students	13	12	92.3	12	1	8.3
Military connected students	483	470	97.3	470	181	38.5
Male	31863	30503	95.7	30503	8851	29
Female	30256	28755	95	28755	10963	38.1

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	63974	58082	90.8	58082	22340	38.5
American Indian or Alaska Native	706	564	79.9	564	103	18.3
Asian or Pacific Islander	2487	2362	95	2362	952	40.3
Asian	2441	2321	95.1	2321	933	40.2
Native Hawaiian or other Pacific Islander	46	41	89.1	41	19	46.3
Black or African American	5295	3697	69.8	3697	448	12.1
Hispanic or Latino	7958	6913	86.9	6913	1429	20.7
White	45004	42376	94.2	42376	18660	44
Two or more races	2462	2131	86.6	2131	736	34.5
Children with disabilities (IDEA)	8230	6374	77.4	6374	554	8.7
English learners	2691	2261	84	2261	40	1.8
Economically disadvantaged students	23601	19666	83.3	19666	3977	20.2
Children in foster care	331	194	58.6	194	21	10.8
Children who are homeless	974	585	60.1	585	59	10.1
Migratory students	11	9	81.8	9	0	0
Military connected students	461	436	94.6	436	169	38.8
Male	32567	29349	90.1	29349	9618	32.8
Female	31346	28695	91.5	28695	12710	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	56605	55256	97.6	55256	28512	51.6
American Indian or Alaska Native	559	542	97	542	164	30.3
Asian or Pacific Islander	2619	2554	97.5	2554	1115	43.7
Asian	2578	2513	97.5	2513	1097	43.7
Native Hawaiian or other Pacific Islander	41	41	100	41	18	43.9
Black or African American	4770	4498	94.3	4498	620	13.8
Hispanic or Latino	7809	7621	97.6	7621	2233	29.3
White	37721	36999	98.1	36999	22998	62.2
Two or more races	3102	3023	97.5	3023	1375	45.5
Children with disabilities (IDEA)	9223	8711	94.4	8711	2303	26.4
English learners	5118	5007	97.8	5007	1011	20.2
Economically disadvantaged students	25303	24510	96.9	24510	8349	34.1
Children in foster care	262	249	95	249	65	26.1
Children who are homeless	1057	989	93.6	989	192	19.4
Migratory students	10	9	90	9	1	11.1
Military connected students	585	575	98.3	575	341	59.3
Male	29217	28453	97.4	28453	14804	52
Female	27363	26784	97.9	26784	13701	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	62250	59241	95.2	59241	29164	49.2
American Indian or Alaska Native	608	555	91.3	555	163	29.4
Asian or Pacific Islander	2516	2456	97.6	2456	1234	50.2
Asian	2473	2414	97.6	2414	1217	50.4
Native Hawaiian or other Pacific Islander	43	42	97.7	42	17	40.5
Black or African American	5583	5006	89.7	5006	670	13.4
Hispanic or Latino	8505	8040	94.5	8040	2436	30.3
White	42141	40516	96.1	40516	23539	58.1
Two or more races	2861	2644	92.4	2644	1114	42.1
Children with disabilities (IDEA)	8685	7810	89.9	7810	1428	18.3
English learners	3635	3501	96.3	3501	375	10.7
Economically disadvantaged students	26554	24813	93.4	24813	7983	32.2
Children in foster care	283	223	78.8	223	51	22.9
Children who are homeless	1052	916	87.1	916	162	17.7
Migratory students	13	12	92.3	12	4	33.3
Military connected students	483	469	97.1	469	267	56.9
Male	31908	30474	95.5	30474	15092	49.5
Female	30312	28749	94.8	28749	14067	48.9

High School

Student Group	# Students Enrolled	# Students Participating	Percent Participating	# Students Tested	# Students Proficient	Percent Proficient
All students	63989	58038	90.7	58038	17907	30.9
American Indian or Alaska Native	706	562	79.6	562	80	14.2
Asian or Pacific Islander	2487	2362	95	2362	761	32.2
Asian	2441	2321	95.1	2321	750	32.3
Native Hawaiian or other Pacific Islander	46	41	89.1	41	11	26.8
Black or African American	5295	3683	69.6	3683	200	5.4
Hispanic or Latino	7973	6923	86.8	6923	887	12.8
White	45004	42341	94.1	42341	15437	36.5
Two or more races	2462	2128	86.4	2128	536	25.2
Children with disabilities (IDEA)	8230	6332	76.9	6332	452	7.1
English learners	2704	2275	84.1	2275	31	1.4
Economically disadvantaged students	23608	19631	83.2	19631	2815	14.3
Children in foster care	331	195	58.9	195	9	4.6
Children who are homeless	977	586	60	586	39	6.7
Migratory students	11	9	81.8	9	1	11.1
Military connected students	461	436	94.6	436	129	29.6
Male	32572	29318	90	29318	9097	31
Female	31356	28682	91.5	28682	8804	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	If yes, are the tests considered trans-adapted assessments?	Language(s)
	No		
State offers the State mathematics content tests in the students’ native language(s).	No		
State offers the State reading/language arts content tests in the students’ native language(s).	No		
State offers the State science content tests in the students’ native language(s).	No		

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	48673	595	6737	16.9	1845	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	48479	592	6701	16.9	1830	3.8
ELs identified as children with disabilities in LEAs receiving Title III, Part A funds	8529	169	829	11.2	70	0.8

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
2999	5.8

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
20110	49.5

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
3572	3819	2847	766	11004

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	2644	34.9	128	14.1
Second year	2919	34.8	113	16.8
Third year	1601	46.8	67	11.9
Fourth year	361	40.2	46	8.7

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	2647	40.1	128	16.4
Second year	2922	39.5	115	19.1
Third year	1602	52.9	67	10.4
Fourth year	358	44.7	45	6.7

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	433	42.7	35	5.7
Second year	1389	37.9	60	31.7
Third year	990	57	36	22.2
Fourth year	177	44.6	25	16

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 Section 3201(7), as required by Sections 3121(a)(1) and 3122(b)(1) of the ESEA, please provide a comma-separated list of the language(s) of instruction used.

Populated with SEA-LEVEL FS116/DG849.

LIEP	#	Language of Instruction
Content Classes with integrated ESL support	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 without subgrants	452	436
LEAs with subgrants	17	17

Data Quality Comment

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

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

1.6.1.1 Homeless Children and Youth

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

Populated with SEA-LEVEL FS118/DG655.

Grade Level	Number of Homeless Enrolled Students
Age 3 through 5 (not Kindergarten)	1078
Grade 1	1234
Grade 10	1035
Grade 11	1036
Grade 12	1480
Grade 2	1241
Grade 3	1233
Grade 4	1151
Grade 5	1110
Grade 6	1069
Grade 7	1181
Grade 8	1168
Grade 9	1249
Kindergarten	1222
No category code available or required	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
Doubled Up	1748	12292
Hotels/Motels	43	2097
Sheltered	173	1732
Unsheltered	73	366

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

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?	414

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 MSIX in final report.

1.7.1.2 Category 1 Child Count Increases/Decreases

In the space below, explain any increases or decreases from last year in the number of students reported for Category 1 greater than 10 percent.

Comments
<p>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.</p>

1.7.1.3 Birth through Two Child Count

In the table below, enter the unduplicated statewide number of eligible migratory children from birth through age 2 who, within 3 years of making a qualifying move, resided in your State for one or more days during the performance period of September 1, 2021 through August 31, 2022.

Populated with MSIX in final report.

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 MSIX in final report.

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 MSIX in final report.

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 child's birthdate. MIS2000 calculates the child's age using the child's Birth Date. 3) The qualifying arrival date (QAD) of the child is within 36 months (QAD must be on or after 9/2/2016) of his/her residency date which occurs between 9/1/2021 and 8/31/2022. 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 child's 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 ED Facts file submission. Children once per age/grade level for each child count category: Wisconsin MIS2000 filters each child by their unique ID for age/grade count using the longest period 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 ED Facts data file? Please respond in the table below.

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

Yes

Does the State use data in the Migrant Student Information Exchange (MSIX) to verify the quality of migrant data?

Yes

If MSIX is utilized, please explain how.

Comments

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

Data Quality Comments

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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
<p>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.</p>

In the space below, refer to the results of any re-interview processes used by the SEA, and if any of the migratory children were found ineligible, describe those corrective actions or improvements that will be made by the SEA to improve the accuracy of its MEP eligibility determinations.

Comments
<p>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.</p>

In the space below, please respond to the following question:

Does the state collect all the required data elements and data sections on the National Certificate of Eligibility (COE)?
Yes

Data Quality Comments

1.7.4 Eligible Migratory Children

1.7.4.1 Priority for Services

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

Populated with SEA-LEVEL FS121/DG634.

Age Grade	Priority for Services During the Performance Period
Age 3 through 5 (not Kindergarten)	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 Kindergarten)	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 Kindergarten)	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.

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

FAQ on Continuation of Services:

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

1.7.6.3 Instructional Service – During the Performance Period

In the table below, provide the unduplicated number of eligible migratory children who received any type of MEP-funded instructional service during the performance period. Include children who received instructional services provided by either a teacher or a paraprofessional. Children should be reported only once regardless of the frequency with which they received a service intervention. The total is calculated automatically.

Populated with SEA-LEVEL FS145/DG684.

Age Grade	Instructional Service During the Performance Period
Age Birth through 2	1
Age 3 through 5 (not Kindergarten)	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 Kindergarten)	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 Kindergarten)	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**

12/20/2022 9:30:41
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