



January 4, 2023

Edward A. Blazel
Assembly Chief Clerk
17 West Main Street, Room 401
Madison, WI 53703

Dear Chief Clerk Blazel:

In accordance with Wis. Stat. § 115.996, the Department of Public Instruction submits this report relating to the status of bilingual-bicultural education programs. The report provides data for the 2023 fiscal year (school year July 1, 2021, through June 30, 2022).

This report presents details on the state's administration and funding of bilingual education in Wisconsin, including the following:

- the number of pupils served in bilingual-bicultural education programs for each language group by school district;
- the cost of the program per pupil for each school district; and
- the number of pupils in each school district and language group who, as a result of participation in a bilingual-bicultural education program, improved their English language ability and no longer need program services.

If you have questions, please contact Kevyn Radcliffe, Legislative Liaison, at (608) 264-6716.

Sincerely,

A handwritten signature in blue ink that reads "Jill Underly".

Jill K. Underly, PhD
State Superintendent

JKU:tm

Enclosures:

2022 Report on the Status of Bilingual-Bicultural Education Programs in Wisconsin



2022

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

December, 2022

Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent

**Report on the Status of Bilingual–Bicultural
Education Programs in Wisconsin,
Chapter 115, Subchapter VII,
§ 115.996, Wis. Stats.**

**Prepared by the Bilingual/EL Education Program
Department of Public Instruction**



**Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent
Madison, Wisconsin**

This report is available from:

Literacy and Mathematics Team
Wisconsin Department of Public Instruction
125 South Webster Street
PO Box 7841
Madison, WI 53707-7841
(608) 264-9331
<http://dpi.wi.gov/english-learners>

DECEMBER 2022
Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups

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

Background

Under Section 115.996, Wisconsin Statutes, the state superintendent is required to report to the legislature on the status of bilingual-bicultural education programs funded under this authority. This report provides the specific information required by law for the 2021-22 school year (paid during FY 2023).

Wisconsin school district personnel view Chapter 115, Subchapter VII, Wisconsin Statutes, as vital. It provides partial, yet critical, funding for student populations whose language education needs must be served.

Languages and Program Locations

In the 2021-22 school year, there were 369 public school districts in Wisconsin that had English learner students, totalling 49,812 English learners statewide. Fifty one school districts applied to receive state bilingual-bicultural categorical aid. Those districts served 26,610 English learner students who were eligible for state aid. This equates to 53.4 percent of all English learners in the state receiving bilingual-bicultural services that were partially reimbursed by the state. Thirteen languages were supported by the state bilingual-bicultural aid program: Arabic, Chinese, French, Hmong, Karen languages, Korean, Mandingo, Nepali, Pashto, Somali, Spanish, Swahili, and Telugu.

The number of English learners included in this report is drawn from WISEdata, the bilingual-bicultural end-of-year report, and the ACCESS for ELLs assessment, which is the state's annual English language proficiency assessment that meets criteria under the Elementary and Secondary Education Act (ESEA). It should be noted this report will use the term English learner (EL) rather than Limited English Proficient student, which follows the precedent set by the reauthorization of ESEA, as amended by the Every Student Succeeds Act, in using this terminology. The table below includes information about the number of EL students identified in the state, the number of EL students served in state-reimbursed programs, and the number of state-reimbursed programs serving EL students.

2021-22: Languages and Program Locations	
Number of EL students identified	49,812
Number of EL students served in state-reimbursed programs	26,610
Number of state-reimbursed programs	51
	Abbotsford, Appleton, Baraboo, Barron, Beloit, Clinton, DC Everest, Darlington, Delavan-Darien, Eau Claire, Edgerton, Elk Mound, Elkhorn, Fond du Lac, Franklin, Green Bay, Holmen, Howard-Suamico, Janesville, Kenosha, Kewaunee, LaCrosse, Lake Geneva J1, Lake Geneva-Genoa City UHS, Luxemburg-Casco, Madison, Manitowoc, Marshall, Menasha, Menomonie, Middleton-Cross Plains, Milwaukee, New London, Onalaska, Oregon, Oshkosh, Racine, Reedsburg, Rice Lake, Sauk Prairie, Sheboygan, Stevens Point, Verona, Walworth J1, Waterloo, Watertown, Waukesha, Wausau, Whitewater, Wisconsin Dells, and Wisconsin Rapids

Program Costs for Categorically Aided District Programs

Originally, the appropriation from the state legislature was divided evenly among districts so that each received the same percentage of reimbursement for its approved expenditures. In 1999, Wisconsin Act 9 (the biennial budget) set aside \$250,000 from the bilingual-bicultural appropriation. This set-aside was to be divided proportionally among school districts participating in the bilingual-bicultural aid program whose enrollments in the previous school year were at least 15 percent English learners. The remainder of the appropriation was divided evenly among all the districts according to their approved total budgets. The same formula continues through the current fiscal year. Eight districts were eligible for this set-aside for 2021-22: Abbotsford, Beloit, Darlington, Delavan-Darien, Green Bay, Madison, Sheboygan, and Waterloo.

Program costs vary from district to district due to several factors, including, but not limited to, the following:

- Number of students served;
- Base cost for a language program;
- Variety of languages spoken by students and families in a district;
- English-language proficiency level of students and range of proficiency levels among students in a classroom or in a school;
- Amount of previous schooling of English learners;
- Staff/student ratio;
- Amount of instructional contact time;
- Instructional resources provided (e.g., texts, equipment, native language materials/assessments);

- Type of program, such as in-class vs. pull-out programs, or self-contained (e.g., two-way dual language); and
- Outreach and services to EL students and families, immigrant children and youth or refugee status of students and families.

A salient point is that although a school district may have English learners and a bilingual program, not all English learners in the school district are necessarily enrolled in that bilingual program model. This could be for several reasons: the bilingual program model may be targeted at K-3 students; there could be a bilingual program for one language group in a district but not for other languages; or if an EL is older, the student’s schedule (in middle or high school) can be prohibitive to providing bilingual support at the cost of providing content instruction. The following data tables demonstrate the costs for educating ELs in bilingual programs and the current reimbursement rates FY 23.

2021-22 Program Costs for Categorically Aided District Programs		
Average approved cost/EL student		\$4,093
Average state reimbursement/EL student		\$313
Number of state-reimbursed programs		51
Percentage of Reimbursement to Categorically Aided District Programs Paid in FY23		
Percent of reimbursement to all aided districts except those receiving set-aside	Formula = $\frac{\$8,589,800 - 250,000}{108,904,418}$	7.65791%
Districts receiving set-aside (EL enrollments of at least 15% of their student enrollment receive a percentage of the set-aside of \$250,000)	Abbotsford, Beloit, Darlington, Delavan-Darien, Green Bay, Madison, Sheboygan, and Waterloo	

Historical Profile: Fully English Proficient Students

The following statistics trace the history of bilingual education in Wisconsin over the past 21 years. This data includes the number of students served in programs receiving categorical aid and the number of students in those programs who became fully English proficient during the school year. Both the total number of eligible students and the number of districts eligible for bilingual-bicultural categorical aid have grown significantly over the years. However, the percentage of approved costs being reimbursed by state aid has significantly decreased.

Historical Demographic Data

School Year	Number of Districts Reporting EL Students	Number of EL Students Reported	Number of Aided Districts	Number of EL Students in Aided Programs Reclassified as Fully English Proficient	Number of Eligible EL Students Served	Number of Non-Aided Districts	"Balance" of EL Students ¹
2021-22	369	49,812	51	1,302	26,610	318	23,202
2020-21	362	49,528	50	204 ²	27,129	312	22,399
2019-20	361	51,706	51	1,748	29,321	310	22,385
2018-19	365 ³	51,825	53	1,588	27,532	321	24,293
2017-18	361	52,446	53	1,308	27,961	308	24,485
2016-17	357	49,670	52	496 ⁴	26,721	305	22,949
2015-16	355	48,405	51	2,336	25,692	304	22,713
2014-15	356	49,309	50	2,031	24,998	306	24,311
2013-14 ⁵	351	49,560	51	2,319	23,716	300	25,844
2012-13	355	50,052	52	2,910	26,426	303	23,626
2011-12	354	51,727	59	2,627	27,220	295	24,507
2010-11	352	51,944 ⁶	58	1,846	28,086	294	23,858
2009-10	361	52,100	55	1,860	26,954	306	25,146
2008-09	358	51,772	56	1,401	27,663	302	24,109
2007-08	328	45,651	54	1,415	27,031	274	18,620
2006-07	289	40,752	52	644	26,331	237	14,421
2005-06	183	33,402 ⁷	51	641	25,081	132	8,321
2004-05	267	39,255	49	1,921	24,672	218	14,583
2003-04	247	35,602	49	1,443	22,311	189	13,291
2002-03	211	34,199	43	1,076	22,136	168	12,063
2001-02	199	32,588	45	1,406	22,016	154	10,572

¹ Data regarding the types of services received, if any, are not collected for "non-eligible" EL students; most of these students are being served in second language acquisition programs.

² This number is low due to the impact of the COVID-19 pandemic on some districts' ability to administer the ACCESS test.

³ This number was updated on 11/18/2020 from 374 to 365.

⁴ This number is low compared to previous years due to a new standard for exiting on the ACCESS test; more information on the [WIDA web page](#).

⁵ Beginning with the March 2011 census, and for subsequent years through the 2014 census, different business rules were established resulting in totals that differ from previous years' data. The data in the shaded cells might differ if compared to an earlier report.

⁶ Beginning with the March 2011 census, data sources differ from previous years and numbers for PK students identified as EL are again included. The change has caused an apparent drop in the number of ELs, though that drop is more than likely due to the change in data sources.

⁷ This count appears low because it does not include most EL migrant students or ELS students in PK.

Data Displays

Statewide data from school districts receiving categorical aid for the 2021-22 school year is presented on the following pages:

TABLE NO.	TITLE
Table 1	2021-22 Bilingual-Bicultural Education: Students Served by Language
Table 2	2021-22 Bilingual-Bicultural Education: District Costs/Reimbursement Report
Table 3	2021-22 Bilingual-Bicultural Education: Student Participation by District Language

If additional information regarding any aspect of this report is needed, please contact Kevyn Radcliffe, Legislative Liaison, at (608) 264-6716.