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**Glossary of Terms**

**Adequate Yearly Progress (AYP):** The expectation by the federal government and state of Wisconsin that public schools and districts demonstrate significant yearly improvement in academic achievement. AYP is determined by student performance in grades three through eight and ten in the areas of reading and math and is measured in terms of proficiency.

A school not making A YP for two consecutive years in one or more of the listed objectives is identified as a school identified for improvement (SIFI) based on all of the school's tested grades. Similarly, a district is identified for improvement (OIFI) when the district misses one or more A YP objectives for two consecutive years for the same objective in all of the grade spans tested.

All public school children, no matter how severe their disabilities, are included when AYP is determined. Private and parochial school students, including those supported by tax dollars under the Milwaukee voucher program, are exempt from A YP requirements.

The consequences to schools and districts not meeting AYP can be severe. Title 1 funds are subject to sanctions that range from the development and implementation of a school improvement plan to school restructuring.

*(Source: Wisconsin Department of Public Instruction)*

**Alternative Assessment**: Any method of measuring student knowledge other than traditional standardized tests. Such assessments are most commonly used in determining proficiency among exceptional education students. Examples of alternative assessments may include portfolios and performance based assessments.

*(Source: Wisconsin Department of Public Instruction)*

**Board of Education:** The function of the Board of Education is to act as a legislative and policy making body for the district. Among the board's responsibilities are the approval of curriculum, the selection of text books, the establishment of employee salaries and the adoption of annual budgets.

**CESA (Cooperative Educational Service Agency):** A regional education consortium of public schools. CESA member school districts share resources and develop programs intended to improve public education.

**Charter Schools**: Generally speaking, charter schools are separate districts and public schools within a school district. They are free from many of the mandates that specifically pertain to traditional public schools. Public charter schools are eligible to receive federal education funds on the same basis as other school districts or public schools.

*(Source: Wisconsin Department* of *Public Instruction)*

**DPI**: Wisconsin Department of Public Instruction: The Department of Public Instruction (DPI) provides direction and support for public elementary and secondary education in Wisconsin. The department offers a broad range of programs and professional services to local school administrators and faculty. It distributes state school aids and administers federal aids, guides curriculum and school operations, and offers professional guidance and counseling, and develops school and public library resources.

*(Source: Wisconsin Blue Book)*

**Declining Enrollment**: Refers to a student population in a school or district. Many school districts throughout the state have been experiencing a declining residential population for several years. This has resulted in a significant loss of state aid which is primarily based on residential enrollment.

**Early Childhood (EC) Programs**: Special education services provided to qualifying children who are not old enough to enroll in kindergarten.

**Economically Disadvantaged**: A term applied to students of families whose income is under the poverty level. The most common determining factor is free and reduced school lunch eligibility.

**EEN** **(Exceptional Educational Needs):** Refers to students who have physical, emotional or mental disabilities requiring special services in order to find success at school. Currently, this term is in not in common usage having been replaced by "special education."

**ESEA** **(Elementary and Secondary Education Act of 1965):** See **NCLB**

**IDEA** **(Individuals with Disabilities Education Act):** The act has a number of purposes, the primary being to raise expectations for children with disabilities, increase parental involvement, and include children with disabilities in regular classrooms, school activities, assessments, performance goals, and reports to the public.

*(Source: Wisconsin Department* of *Public Instruction)*

**Inclusion**: The practice of educating children with disabilities in the least restrictive environment, generally defined as a regular classroom in a neighborhood school. The primary legal basis for inclusion is the Individuals with Disabilities Act. *(Source: Wisconsin Department* of *Public Instruction)*

**Joint Finance Committee**: This committee examines all legislation that deals with state income and spending. It also gives final approval to a wide variety of state payments and assessments. Any bill introduced in the legislature that appropriates money, provides for revenue, or relates to taxation must be referred to the Joint Finance Committee.

*(Source: Wisconsin Blue Book)*

**LEP/ESL** **(Limited English Proficiency/English as a Second Language):** A student who meets at least one of the following conditions: born outside of the U. S. or has non ­English language; b) comes from an environment where a language other than English is dominant; or c) is an American Indian or Alaskan native and comes from an environment where a language other than English has had a significant impact on his/her level of English proficiency; and has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in English-only classrooms.

*(Source: Wisconsin Department* of *Public Instruction)*

**No Child Left Behind**: The Federal No Child Left Behind Act of 2001 (NCLB) requires the annual review of district and school performance to determine "Adequate Yearly Progress" (AYP) for each district and school (see *A YP* above). Progress is primarily measured by student performance on Wisconsin Knowledge and Concept Exams (WKCE) in the areas of reading and math. These tests are administered to public school students in grades three through eight and 10. Other performance objectives are: test participation, graduation rate at the secondary level or attendance rate for elementary and middle levels, and achieving a designated proficiency rate on two academic indicators - Reading and Mathematics.

The federal Elementary and Secondary Education Act (ESEA), was first enacted in 1965 and reauthorized in 2001 as the No Child Left Behind Act (NCLB). The act encompasses 45 federal programs that distribute more than $22 billion in education funding to the states. All Wisconsin school districts receive some federal funding under ESEA.

*(Source: Wisconsin Department* of *Public Instruction)*

**Open Enrollment**: A program that allows parents of public school students to enroll them in a school outside of their school district of residence. It should not be confused with School Choice. School Choice pertains only to the Milwaukee Public School System. See "School Choice."

**QEO** **(Qualified Economic Offer):** State legislation allows school districts to avoid some forms of arbitration by offering a pre-determined wage and benefit package to teachers. The QEO is part of a "three-legged stool" designed to control property taxes. The other two legs are "revenue caps" and "two-thirds funding" which are also defined in this glossary. According to the Wisconsin Legislative Reference Bureau, a QEO is generally expected to include a minimum salary increase equal to at least 2.1 percent of the existing compensation and fringe benefit package. QEO requirements are met, however, if salary and fringe benefits in combination total a 3.8 percent increase. In addition, the law mandates that the salary component must be increased to reflect savings related to fringe benefits.

Only public school teachers are subject to the QEO and not all of them are impacted in the same way. The overall 2.1 percent increase must follow existing salary schedules including one "step increase" for each additional year of teaching experience and increases for promotions or additional professional training. If funds are limited and step or lane increases cannot be fully funded, pro-rating is required.

*(Source: Wisconsin Legislative Reference Bureau)*

**Revenue Caps:** Wisconsin public school allowable *revenue* increases are tied to enrollment and the annual Consumer Price Index (CPI). Each residential student is supported by approximately $240. The caps do not account for such uncontrollable expenditures as those related to healthcare, transportation, or energy.

In most school districts, approximately 85 percent of the district's budget is related to staffing. The Wisconsin legislature mandates that public school districts must offer educators an annual wage and benefit increase of at least 3.8 percent. In recent years, increases in the Consumer Prices Index have been limited to about 2 percent annually. This creates a gap between allowable school district revenues and state-mandated wage and benefit increases.

**School Choice**: School Choice is a voucher program that allows approximately 20,000 City of Milwaukee students to attend private and parochial schools at taxpayer expense. School Choice schools are subjected to few, if any, of the student accountability or teacher accreditation mandates of public schools.

**Taxpayers' Bill of Rights**: A constitutional amendment that would prohibit the state, school districts, and local governmental units from spending in any fiscal year no more than it received in the previous fiscal year increased by some state legislature­ mandated amount.

**Student Achievement Guarantee in Education (SAGE):** A state legislative initiative that provides grants to reduce classroom size in grades K - 3 in schools with high free and reduced hot lunch rates.

**Title 1/Transition Programs**: Title 1 programs are designed to assist students in transitioning, or moving from one level to another. Examples are early childhood to kindergarten, middle school to high school, and high school to the world of work and/or advanced education.

*(Source: Wisconsin Department* of *Public Instruction)*

**Two-thirds Funding**: With the adoption of revenue caps and the Qualified Economic Offer in the early 1990s, the Wisconsin Legislature committed itself to funding, on average, two-thirds the cost public education. The actual percentage that school districts receive from the state varies greatly from district to district.

**Wisconsin Knowledge and Concept Exams**: NCLB requires public schools to test all students in reading and math in grades three through eighth and once in high school. In our state, these tests are referred to as the Wisconsin Knowledge and Concepts Examination - Criterion Referenced Tests (WKCE - CRT). Student performance on these assessments is reported in terms of proficiency - minimal, basic, proficient and advanced. Their performance is used to determine adequate yearly progress of students at the school, district and state levels. In addition to math and reading, WKCEs measure proficiency in language arts, social studies and science. All of the tests include multiple-choice and short-answer questions. *(Source: Wisconsin Department* of *Public Instruction)*