

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.

All West Allis - West Milwaukee Schools and the West Allis - West Milwaukee School District have attained AYP to date.

A school not making AYP 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 (DIFI) when the district misses one or more AYP 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 AYP 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 West Allis - West Milwaukee Board of Education is comprised of nine members elected at large. "At large" means that all eligible voters may participate in the election of school board members, as they do not represent specific areas or communities. Board members are elected for three-year terms of office. 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.

(Source: West Allis - West Milwaukee School District Board of Education Policy Manual)

CESA (Cooperative Educational Service Agency): A regional education consortium of public schools. The West Allis - West Milwaukee School District belongs to CESA 1.

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. West Allis - West Milwaukee has 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. Each residential student is supported by about \$9,000 in state aid. The West Allis - West Milwaukee School District is one of the state's most popular open enrollment choices. Nearly 600 students from other districts attend West Allis - West Milwaukee schools under this program. Their attendance offsets some of the losses associated with declining residential enrollment. Each open enrollment student is supported by about \$5,500 in aid.

Early Childhood (EC) Programs: Special education services provided to qualifying children who are not old enough to enroll in kindergarten. About 80 Early Childhood students were enrolled in the West Allis - West Milwaukee School District during the 2005 – 06 school year.

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. The West Allis - West Milwaukee School District's free and reduced eligibility rate of 30 percent closely mirrors that of the state of Wisconsin.

Wisconsin Assembly and Senate Education Committee Members: The Assembly Education Committee is chaired by Stephen Nass (District 31). Members are John Townsend (District 52), J. A. Hines (District 42), Brett Davis (District 80), Scott Newcomer (District 33), John Lehman (District 62), Annette Williams (District 10), Bob Ziegelbauer (District 25), and Sandy Pope-Roberts (District 79).

The Senate Education Committee is chaired by Luther Olsen (District 14). Members include Alberta Darling (District 8), Sheila Harsdorf (District 10), Glen Grothman (District 20), Robert Jauch (District 25), Jon Erpenbach (District 27), and Dave Hansen (District 30).

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 not in common usage having been replaced by “special education.” Approximately 12 percent of the West Allis - West Milwaukee student population is comprised of special education students. The district also provides a number of programs and services to area parochial and private school students with special education needs.

(Source: Wisconsin Department of Public Instruction)

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)

How a Bill becomes a Law:

- Legislators meet with their constituents to develop proposals to be introduced as bills.
- The Legislator works with his or her staff to draft the bill.
- The Legislator, as primary author, shares the draft with other members to get co-authors and co-sponsors.
- The bill is then presented to the Chief Clerk for Introduction.
- The first reading of the bill is accomplished by the Chief Clerk reading the title and the President of the legislative house where it originated referring the bill to a committee.
- The Chair of the Committee schedules a public hearing on the bill to get the opinions of the general public.
- After listening to testimony, the committee will vote to recommend passage or defeat (indefinite postponement) of the bill. They may also offer amendments at this time.
- The committee chair then forwards a report of the committee action to the Chief Clerk. This report is read on the floor of the legislative body.
- The Committee on Organization schedules the bill for debate in the legislature.
- On the day the bill is scheduled for debate the Chief Clerk reads the title of the bill and the committee recommendation. This is the Second Reading of the Bill.
- Members then debate the pros and cons of the bill and offer changes in the form of amendments.

- After all amendments are voted on, the members vote to order the bill to a Third Reading. This vote ends the amendment process and puts the bill in its final form.
- The members have one day to review the final form of the bill before it is given the Third Reading and voted for the final time.
- The Chief Clerk reads the bill title. This is the Third Reading of the bill. The question of final passage is now stated by the President of the legislative body the bill originated.
- Legislators debate the bill for the final time.
- The final vote is taken.
- The bill is passed. The Legislators have one day to reconsider their final action.
- After the one day waiting period, the bill is messaged to the other Legislative house for concurrence.
- The bill follows the same path as it did in its house of origin.
- The bill is then returned to its house of origination to review any changes made by the other house.
- If legislators from the house of origin do not agree with changes made in the other legislative body, a Conference Committee may be formed to work out differences.
- If a compromise is reached, a Compromise Bill (Conference Report) is reported to the legislative body where the bill did not originate.
- The bill is returned to the legislative body it originated for concurrence in the Conference Report.
- The house of origin votes to concur in the bill, if it does so, the bill is sent to the governor for approval.
- The governor has six days (Monday – Saturday) to review the bill. The governor may sign the bill into law, veto the bill and return it to the house of origin with a message stating his reasons for the veto, or he may allow the six days to elapse and the bill becomes law without his approval.
- If the bill is vetoed by the governor, the house of origin can override it with the approval of two-thirds of the members.
- The vetoed bill is sent to the other house. If two-thirds of its members vote to override, the bill becomes law.
- A notice is then printed in the newspaper advising the people of the new law. The bill is now known as an act.

http://www.vote-smart.org/resource_govt101_02.php

<http://www.legis.state.wi.us/senate/scc/kids/>

(Source: *Wisconsin Legislature web site*)

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: a) 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.

A number of special programs are provided in West Allis - West Milwaukee schools for the purpose of teaching these students English language skills. There are about 450 LEP/ESL students currently educated in the district.

(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 *AYP* 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.

Title 1 comprises the majority of federal categorical aid provided to West Allis - West Milwaukee schools. Title 1 funding is based on the number of children ages 5 – 17 living in poverty and aid is targeted at the neediest schools.

(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.”

Nearly 600 students from other districts were enrolled in the West Allis - West Milwaukee School District during the 2005 – 06 school year.

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. West Allis - West Milwaukee is a declining residential enrollment district which means that it continually faces reduced allowable revenues due to fewer students. In addition, the caps do not account for such uncontrollable expenditures as those related to healthcare, transportation, or energy.

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. The gap between allowable West Allis - West Milwaukee School District revenues and state-mandated wage and benefit increases amounted to over \$1 million last school year.

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.

Had some form of TABOR been adopted, West Allis - West Milwaukee could have lost more than \$2 million in funding during the 2005 – 06 school year.

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. West Allis - West Milwaukee schools participating in the program are Mann, Jefferson, Pershing and Walker.

West Allis - West Milwaukee schools received about \$870,000 in SAGE funding in the 2005 – 06 school year.

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. During the 2005 – 06 school year, West Allis - West Milwaukee educated approximately 200 Title 1 students.

(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. Generally, West Allis - West Milwaukee schools have received about 50 percent of its revenues from the state.

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)