

ESSA Listening Session: Terms and FAQ

TERMS

The following terms and definitions are provided for your reference. You are not expected to know these prior to attending the listening session.

Absenteeism: an attendance calculation that examines chronic truancy. On Wisconsin's accountability report cards, the calculation for absenteeism is the percentage of students whose individual attendance rate is 84% or below. A school or district's goal is for the absenteeism rate to be below 13% for all students.

Accountability Report Cards: reports that summarize priority areas for school and district performance: academic achievement, growth, academic and graduation gap closure, and college- and career-readiness. Calculations result in scores in each of these areas. The report cards also examine areas of student engagement: test participation, absenteeism, and dropout rates. Missing targets set for these indicators may result in a lower overall score, which is a measure that combines the four priority areas.

Comprehensive Support Schools:

1. 5% of Title I schools with lowest performance as defined by the state.
2. All high schools with less than 67% high school graduation rate.
3. Title I Schools with underperforming subgroups that do not improve after state-determined number of years.

NOTE: See definition of Title I schools below.

Full Academic Year (FAY): uninterrupted enrollment from the third Friday of September until completion of the testing window. Assessment results are only included in accountability for FAY students.

Minimum group size (n-size): the minimum group size for accountability measurements—the smallest number of students in a group for report card calculations—is 20. This ensures that as many students as possible are included in performance results while still protecting the privacy of students falling into very small groups in which they are easily identifiable.

Rating categories: overall scores on accountability report cards place schools and districts in one of five rating categories:

Rating category	Stars	Overall score
Significantly Exceeds Expectations	Five	83-100
Exceeds Expectations	Four	73-82.9
Meets Expectations	Three	63-72.9
Meets Few Expectations	Two	53-62.9
Fails to Meet Expectations	One	0-52.9

ESSA Listening Session: Terms and FAQ

Supergroup: a supergroup is formed by combining economically disadvantaged, English learners, and students with disabilities when there are not enough students in one single group to reach the required cell size of 20. Supergroups are used in examining academic and graduation rate gap closure measures in accountability report cards in order to include more students in accountability while still protecting individual student identities.

Suppression/Redaction: the best practice of not displaying available data in order to protect the identity of individual students. Accountability report cards redact for group sizes smaller than 20.

Targeted Support Schools: schools with consistently underperforming subgroups as defined by the state. Federally recognized subgroups include economically disadvantaged students, each major racial and ethnic group, children with disabilities, English language learners, and migrant students.

Title I: a federal program that provides funds to school districts and schools with high numbers or high percentages of children who are disadvantaged to support a variety of services. Its overall purpose is to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and assessments.

Value-added: a method for calculating growth that measures change in students' performance over a period of time. In particular, value-added models try to pinpoint how much a particular instructional resource--such as a school, teacher, or education program--contributed to that change. This measure takes into consideration variables that are out of the control of the school or teacher, such as family income or a student's race. Value-added growth calculations will be used in accountability report cards starting in 2015-16.

FREQUENTLY ASKED QUESTIONS

Do I need to prepare a testimony or statement for this listening session?

No. This session will benefit from your input in the small group context. We do not need written statements at this time.

How will DPI use my input from this listening session?

The input we receive at all of the listening sessions will be reviewed by DPI staff and used to help shape the outline of our state ESSA plan. Your input will also help identify areas in which further discussion may be necessary, which will help formulate further stakeholder engagement during the 2016-17 academic year.

What is DPI's timeline for creating its ESSA state plan?

DPI will take the input from these listening sessions to help shape the outline of our state ESSA plan, which will also be informed by the State Superintendent's Equity in ESSA Stakeholder Council. The draft plan will likely be available in the spring of 2017, with components of that plan available for review and discussion prior to that point.

ESSA Listening Session: Terms and FAQ

LINKS

The links below are for informational and reference purposes only. You do not need to read this information prior to the meeting.

[DPI web page on ESSA](#)

[USDE web page on ESSA](#)