

27. ESEA Acronyms and Definitions

Acronmys—Common abbreviations used in the DPI Title I Guidelines.

AYP	<u>Adequate Yearly Progress</u>
CBO	<u>Community-Based Organization</u>
CESA	<u>Cooperative Educational Service Agency</u>
COP	<u>Committee of Practitioners</u>
DIFI	<u>Districts Identified for Improvement</u>
DPI	<u>Department of Public Instruction</u>
ED	<u>Department of Education</u>
EDGAR	<u>Education Department General Administrative Regulations</u>
EEN	<u>Exceptional Educational Needs</u>
ELL	<u>English language learner</u>
ESEA	<u>Elementary and Secondary Education Act</u>
ESFL	<u>Even Start Family Literacy</u>
ESL	<u>English as a Second Language</u>
FAPE	<u>Free Appropriate Public Education</u>
FERPA	<u>Family Educational Rights and Privacy Act</u>
FY	<u>Fiscal Year</u>
GEPA	<u>General Education Provisions Act</u>
IASA	<u>Improving America’s Schools Act</u>
IDEA	<u>Individuals with Disabilities Education Act</u>
IEP	<u>Individualized Education Program</u>
LEA	<u>Local education agency</u>
LEP	<u>Limited English proficient</u>
MEP	<u>Migrant Education Program</u>
NCLB	<u>No Child Left Behind Act of 2001</u>
NCREL	<u>North Central Regional Educational Laboratory</u>
OEA	Office of Educational Accountability—DPI
OIG	Office of the Inspector General—United states Government
OMB	Office of Management and Budget—United states Government
OME	<u>Office of Migrant Education</u> —US Department of Education
PAC	<u>Parent Advisory Council</u>
PI 34	DPI Administrative Rule on Teacher Licensing
RF	<u>Reading First</u>
SBM	<u>Site-based management</u>
SEA	<u>State Educational Agency</u>
SIFI	<u>Schools Identified for Improvement</u>
SWP	<u>Schoolwide programs</u>
TA	<u>Targeted Assistance</u>
USDE	<u>United states Department of Education</u>
WINSS	<u>Wisconsin’s Information Network for Successful Schools</u>

WKCE	Wisconsin Knowledge and Concepts Examinations
WRCT	Wisconsin Reading Comprehension Test
WSAS	Wisconsin Student Assessment System
WUFAR	Wisconsin Uniform Financial Accounting Requirements

Definitions—common terms used in the ESEA law and DPI Guidelines

Accountability—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. Beginning in 2003, the annual review of district and school performance or AYP in Wisconsin is based on four objectives: 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. Information about the state’s Title I accountability system can be found at http://dpi.wi.gov/oea/title1_accountability.html. The accountability provisions of the NCLB law can be found at <http://dpi.wi.gov/oea/acctnclba.html>.

Achievement Gap—The difference between how well some groups of children (economically disadvantaged children, children of color, Limited English Proficient children, and children with disabilities) perform on standardized tests compared with children who do not share those conditions or characteristics.

Adequate Yearly Progress (AYP)—An individual state’s measure of yearly progress toward achieving state academic standards. “Adequate Yearly Progress” is the minimum level of improvement that states, school districts and schools must achieve each year under ESEA.

Agular v. Felton, 1997—Landmark decision allowing provision of Title I services to students in non-public schools, including parochial schools. Some restrictions apply.

Allowable Costs—LEAs assume responsibility for ensuring that federally assisted program funds have been expended and accounted for consistent with program regulations and approved applications. Allowable costs generally are categorized as either direct or indirect. **Direct costs** typically include salaries, fringe benefits, purchased services, non-capital objects and capital objects. **Indirect costs** may include accounting, auditing, payroll, and operation and maintenance of plant. There are two different types of indirect cost rates, restricted and unrestricted. Restricted cost rates apply to all programs with supplement not supplant language and exclude operation and maintenance of plant as indirect costs. Indirect rates must be approved by DPI each year if an LEA elects to recover indirect costs. The total allocation remains the same.

Alternate Assessment—Any form of measuring what students know and are able to do other than traditional standardized tests. Alternate assessments include oral reports, portfolios, performance-based assessments, hands-on projects, and other means of documenting student learning. For information about alternative assessments for children with disabilities see <http://dpi.wi.gov/sped/bul02-03.html>. For information about alternative assessments for English Language Learners ([ELL](#)) look for guidelines at <http://dpi.wi.gov/oea/ells.html>.

Alternative Certification—Teachers are required to have both a college degree in education and a state certification before they can begin teaching. ESEA, as amended by No Child Left Behind Act of 2001, encourages states to offer other methods of qualification that allow individuals who are knowledgeable in core academic areas to teach the subjects they know.

Assessment—Another word for “test”, formal or informal related series of measures used to determine knowledge in various areas. Under ESEA, as amended by No Child Left Behind Act of 2001 (NCLB), tests are aligned with academic standards.

- Beginning in the 2002-2003 school year, schools must administer reading and math tests in each of three grade spans: grades 3-5, grades 6-9, and grades 10-12 in all schools.
- Beginning in the 2005-2006 school year, tests must be administered every year in grades 3 through 8 in math and reading.
- Beginning in the 2007-2008 school year, science achievement must also be tested.

Assessment Literacy—Assessment literacy addresses critical needs of staff for professional development in schools. It provides information to understand sound principles of educational assessment, aids schools in selecting or developing appropriate assessments (including formal and informal tests), interprets educational assessment data to inform instruction, shares or presents results to stakeholders, such as teachers, students, business, and community members.

Bilingual education—Bilingual education provides an in-school program of English language development plus subject area instruction in the student’s native language. The goal is for the child to gain knowledge and literacy in two languages.

Carl D. Perkins Vocational and Applied Technology Act—This act provides federal aid through formula grants to state education agencies and LEAs to help provide vocational-technical education programs and services to youth and adults.

Chapter I—Former name for Title I under ESEA Improving America’s Schools Act of 1994. Chapter I focused more on remediation for specific students. In the 1994 reauthorization legislation, more emphasis was placed on helping all students in schools serving high-poverty students achieve to high standards.

Charter School—Charter schools are independent public schools designed and operated by educators, parents, community leaders, educational entrepreneurs, and others. They are sponsored by designated local or state educational organizations that monitor their quality and effectiveness but allow them to operate outside of the traditional system of public schools. Charter schools are eligible to receive federal education funds on the same basis as other school districts or public schools. For information about charter schools go to <http://dpi.wi.gov/sms/csindex.html> on the DPI web site.

Community-based organization (CBO)—A CBO is a public or private nonprofit organization, including a church or religious entity, which represents a community or a significant segment of a community; and is engaged in meeting human, educational, environmental, or public safety community needs.

Committee of Practitioners (COP)—A committee at the state level that is required to review, before publication, any proposed or final state rule or regulation under Title I of the ESEA. Each state’s Committee of Practitioners must include, as a majority of its members, representatives from local educational agencies (LEAs); teachers, including vocational educators; parents; members of local school boards; representatives of private school children; and pupil services personnel.

Compact—Under the Title I parental involvement policy, each school must implement a school-parent compact, which outlines how schools, parents, and students will share responsibility for ensuring student achievement. A compact is a written agreement of shared responsibility that

defines the goals and expectations of schools and parents and students as partners in the effort to improve student achievement.

Comparability—Federal requirement that the state and local funds used to provide services in Title I schools must be at least comparable to the state and local funds used to provide services provided in schools not receiving Title I funds.

Consolidated Program Plan—Federal law allows state agencies to create consolidated applications for LEAs to use when applying for funds under NCLB. In Wisconsin the application for NCLB funds is an Internet-based form which includes separate budget proposals for each ESEA Title and a Consolidated Program Plan, intended as a summary of the actions, programs, and strategies supported with ESEA funds to address identified federal goals.

Cooperative Education Service Agency—Cooperative Education Service Agencies (CESAs) are regional service units that provide leadership and coordination of services for school districts, including such programs as curriculum development assistance; school district management development; coordination of vocational education; and exceptional education, research, special student classes, human growth and development, data collection processing and dissemination, and in-service programs. There are 12 CESAs in Wisconsin. Contact information for Wisconsin’s CESAs can be found at <http://dpi.wi.gov/cesa.html>.

Core Academic Subjects—The NCLB law defines core academic subjects to include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography (see [Section 9101 \(11\)](#)).

Corrective Action—When a school or school district does not make adequate yearly progress, the state will place it under a “Corrective Action Plan.” The plan will include resources to improve teaching, administration, or curricula. If a school continues to be identified for improvement, then the state has increased authority to make any necessary, additional changes to ensure improvement.

See DPI Bulletin 04.02—http://dpi.wi.gov/esea/pdf/bul_0402.pdf for more information.

Department of Public Instruction (DPI)—The Wisconsin Department of Public Instruction is the state agency with constitutional responsibility for oversight of public schools and libraries. The DPI is led by an elected state Superintendent. The DPI home web page can be found at <http://www.dpi.wi.gov/index.html>.

Direct Costs—Direct costs are those costs that can be identified specifically with a particular final cost objective (e.g., equipment). For example, direct costs chargeable to federal awards typically may be compensation of employees for the time devoted and identified specifically to the performance of the award; cost of materials acquired or expended specifically for the purpose of the award; equipment and other approved capital expenditures; travel expenses incurred specifically to carry out the award, and other direct costs allowed in ([EDGAR](#)) and the applicable Office of Management and Budget (OMB) Cost Circulars. Also see [Allowable Costs](#) above.

Disaggregated Data—“Disaggregate” means to separate a whole into its parts. For the purposes of determining AYP, this term means that test results are reported separately for groups of students sorted by economic advantage/disadvantage, race, ethnic minority groups, disabilities, gender, and limited English proficiency]

Districts Identified for Improvement—Beginning in 2003, the annual review of district and school performance or [AYP](#) in Wisconsin is based on four objectives: 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. 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. District grade span groups are: Elementary (grades 3-5), Middle (grades 6-8), or High School (grade 10) for Reading and Mathematics, and K-5, 6-8, 9-12 for the Other Academic Indicators

Early Reading First—Early Reading First is part of the “Good Start, Grow Smart” federal initiative begun in 2001. It is designed to transform existing early education programs into centers of excellence that provide high-quality, early education to young children, especially those from low-income families. The purpose is to help prepare young children to enter kindergarten with the necessary skills to prevent reading difficulties and ensure school success. Grants are available to eligible districts on a competitive basis for a period of not more than 6 years. Grants are submitted directly to the U.S. Department of Education. See <http://dpi.wi.gov/title1/rdngfirst.html> for information about the Early Reading First Program.

Economically Disadvantaged—A term generally used to identify children and families whose income is under the poverty level. There are several ways to measure poverty. The most common factor is eligibility for free or reduced school lunches.

Education Department General Administrative Regulations (EDGAR)—[Title 34 Code of Federal Regulations Parts 74-86 and 97-99, June 23, 2005 edition](#). The Code of Federal Regulations (CFR) is a codification of the general and permanent rules published in the Federal Register by the executive departments and agencies of the federal government. The code is divided into 50 titles that represent broad areas subject to federal regulation. “Title 34-Education” is presently composed of three volumes (Parts 1-299, Parts 300-399, and Parts 400-End).

Elementary and Secondary Education Act (ESEA)—ESEA, first enacted in 1965, is the principal federal law affecting K-12 education. The No Child Left Behind Act of 2001 is the most recent reauthorization of the ESEA.

Emergency license—A one-year license requested to the Wisconsin Department of Public Instruction from a school district for a teacher who is already licensed in another area, but needs the emergency license to work outside his or her area of licensure. Such a license is issued after the district indicates the position was posted and it was unable to hire a fully licensed teacher for this assignment, and thus the district has an emergency need. For more information see <http://dpi.wi.gov/tepd/emerg.html>

English Language Learner—A student for whom English is a second language and who is not at grade level in reading and writing English. An ELL student is also known as a limited English proficient (LEP) student.

English as a Second Language (ESL)—A term for a subject or coursework intended to teach the English language to a non-English speaker. ESL may be a component of a [bilingual education](#) program. Also see [ELL](#) and [LEP](#).

English Proficiency Test—A test of English language proficiency skills given to all LEP students each year to determine the student’s English language level and to determine readiness to take the state assessment tests in English.

Equipment—The state definition of equipment includes expenditures for equipment (including vehicles) that are not replacing existing items. Items of a permanent or enduring nature that are sufficiently expensive (\$300 or greater) to warrant identification and maintaining individual property control records, or are required to be recorded as fixed asset pursuant to district’s capitalization threshold. An LEA may use its own definition of equipment provided that such definition would at least include the equipment defined in the following sentence. At a minimum, federal law defines equipment as property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

Even Start Family Literacy—Under the Even Start Family Literacy Program (Title I, Part B), federal financial assistance is available for family-centered education projects. The purpose is to help parents gain the literacy and parenting skills they need to become full partners in the education of their young children, ages birth through seven years, and to assist those children in reaching their full potential as learners. Even Start Family Literacy offers adult education, child development, parental support, home visitation, and time for parent-child interaction. These programs are implemented through cooperative projects that build on existing community resources to create a new range of services. See http://www.dpi.wi.gov/title1/esfl_index.html.

Evidence-based—(see [scientifically based research](#))

Exceptional Educational Needs (EEN)—This designation covers students who have physical, emotional or mental disabilities requiring special services in order to be successful in school.

Family Educational Rights and Privacy Act (FERPA)—Federal statute containing provisions for the protection of the privacy of parents and students.

Federal Register—The official daily publication for federal regulations (or rules), proposed federal regulations (or rules), and notices of federal agencies and organizations, as well as executive orders and other presidential documents, published by the Office of the federal Register, National Archives and Records Administration.

Fiscal Year—A 12-month period that may or may not coincide with a calendar year. The Wisconsin state fiscal year is July 1 through June 30. The federal fiscal year runs October 1 through September 30.

Flexibility—Refers to a new way of funding public education. ESEA under No Child Left Behind Act of 2001 gives states and school districts unprecedented authority in the use of federal education dollars in exchange for strong accountability for results.

Free Appropriate Public Education (FAPE)—A concept in the law related to services for children with disabilities requiring that such children be provided with appropriate educational services.

General Education Provisions Act (GEPA)—Federal statute that contains provisions about the functions of the U.S. Department of Education, appropriations and evaluations, general requirements and conditions about the operation and administration of Department of Education programs (including SEA and LEA administration), and enforcement provisions.

Highly qualified teacher—A highly qualified teacher is defined as one who has obtained full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor’s degree; and has demonstrated subject area competence in each of the academic subjects in which the teacher instructs.

Improving America’s Schools Act (IASA)—The name used to describe the provisions of the Elementary and Secondary Education Act reauthorization between 1994 and 2001. The reauthorization of the ESEA for 2001 to 2007 is referred to as the No Child Left Behind Act (NCLB).

IDEA—Individuals with Disabilities Education Act of 1975, reauthorized in 1997 to raise expectations for children with disabilities, increase parental involvement, ensure regular teachers are involved in planning and assessing progress, include children with disabilities in assessments, performance goals, and reports to the public; support quality professional development for all personnel who are involved in educating children with disabilities.

Inclusion—The practice—sometimes called “full inclusion”—of educating children with disabilities alongside their non-disabled peers, often in a regular classroom in their neighborhood school. The Individuals with Disabilities Education Act (IDEA) requires that children with disabilities be educated in the “least restrictive environment.” Inclusion is also referred to as mainstreaming.

Indirect Costs—Indirect costs are (a) incurred for a common or joint purpose benefiting more than one cost objective, and (b) not readily assignable to the cost objectives specifically benefited, without effort disproportionate to the results achieved. Indirect costs are those costs which are not readily identified with the activities funded by the federal grant or contract but are nevertheless incurred for the joint benefit of those activities and other activities and programs of the LEA. Accounting, auditing, payroll, personnel, budgeting, purchasing, and operation and maintenance of plant are examples of services which typically benefit several activities and programs and for which appropriate costs may be attributed to the federal program by means of an indirect cost allocation plan. Also see [Allowable Costs](#) above.

Individualized Education Plan—The most important legal document written for children with disabilities. The plan is developed through discussion by parents and school staff at a team meeting to help meet the child’s unique needs. The IEP ensures that a child with a disability receives a free appropriate public education in the least restrictive environment.

Innovative Programs—Innovative Programs are a specific part of federal Title V programs. Title V provides for increased public school choice opportunities and includes education block grants, charter schools, magnet schools, and the fund for the improvement of education. Innovative Programs in Title V support local education reform efforts to implement promising, new educational reform programs and school improvement programs using scientifically-based research. Innovative Programs strive to meet the educational needs of all students, including at-risk youth, and to improve school, student, and teacher performance.

Limited English Proficient Student—A student who meets at least one of the following conditions: a) was born outside of the U.S. or has non-English native 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 language 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. English proficiency charts are available from DPI website. Schools receiving Title I or Title III funds for limited English proficient students must comply with specific parent notification and involvement requirements in NCLB.

Local Education Agency—An LEA is a public board of education or other public authority within a state that maintains administrative control of public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a state.

Maintenance of Effort—Requirement in federal law that an LEA needs to spend as much for educational services in the current year as in each of the last two years.

Migrant Education Program (MEP)—The MEP is authorized under Title I, Part C of the Elementary and Secondary Education Act (ESEA) and provides grants to state educational agencies. The state educational agency, in turn, makes sub-grants to LEAs and other entities to provide supplemental educational and support services to migrant children. A major goal of the MEP is to minimize the disruption caused by migrant children's frequent moves

Migrant/Migratory Student—A student whose family has moved across school district lines within the last three years to obtain employment in qualifying agriculture or fishing industries.

National Assessment of Educational Progress (NAEP)—An independent benchmark, NAEP is the only nationally representative and continuing assessment of what American students know and can do in various subject areas. Since 1969, The National Center for Education Statistics has conducted NAEP assessments in reading, mathematics, science, writing, U.S. history, geography, civics, and the arts.

NCREL—Formerly, one of ten regional educational research and development laboratory programs established by the Department of Education to help anyone involved in education gain access to the best available research and knowledge from practice. North Central Regional Educational Laboratory serves Illinois, Indiana, Iowa, Michigan, Minnesota, Ohio and Wisconsin. It is located in Oak Brook, Illinois. NCREL is currently called Learning Point.

Needs Assessment—A process by which any stakeholders take stock of what strengths or assets a school community has and what areas need to be improved. Multiple measures are considered in order to have a comprehensive needs assessment.

Neglected and Delinquent—Part D of Title I provides funding to state agencies that operate educational programs for children and youth in institutions or community day programs for neglected or delinquent youth and for youth in adult correctional facilities. It also provides assistance to local educational agencies to serve children and youth who are in locally operated correctional facilities (including institutions for delinquent children) or who are at risk of dropping out of school.

No Child Left Behind Act of 2001 (NCLB)—The name used to refer to the current reauthorization of the Elementary and Secondary Education Act.

OMB Cost Circulars or Cost Principles—Sets of principles overseen by the federal Office of Management and Budget (OMB) that govern allowable direct and indirect costs that may be charged to federal grants or claimed toward matching or cost share requirements.

OME—The Office of Migrant Education, US Department of Education—

<http://www.ed.gov/about/offices/list/oese/ome/index.html>—administers grant programs that provide academic and supportive services to the children of families who migrate to find work in the agricultural and fishing industries. OME also administers several contracts and special initiatives.

Paraprofessional—An individual with instructional duties that may include:

- providing one-on-one tutoring for students if tutoring is provided at a time when the student did not have access to a teacher;
- assisting with classroom management;
- providing assistance in a computer lab;
- conducting parental involvement activities;
- providing support in library or media centers;
- acting as a translator; or
- providing instructional services to a student.

In Wisconsin, teacher aides perform most of these duties. Individuals who work solely in non-instructional roles, such as food service, cafeteria or playground supervision, personal care services, and non-instructional computer assistants, are not considered to be paraprofessionals for Title I purposes.

For additional information see <http://www.dpi.wi.gov/cal/calpara.html>.

Parent Advisory Council—A group of parents, ideally trained to represent other parents, organized by Title I schools to give the parent perspective, comments, and ideas for school parent involvement programs. They also may work with community-based organizations and businesses to develop parent involvement activities.

Parental Involvement—The participation of parents in regular, two-way, meaningful communication involving students' academic learning and other school activities. The involvement includes ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child. For additional information see the federal guidance at <http://www.ed.gov/programs/titleiparta/parentinvguid.do>.

Parental Involvement Policy—Under the current Title I legislation, each district and each school building must have a parent involvement policy, jointly developed with, approved by, and distributed to parents. The policy must describe how the district or school will implement the parent involvement requirements. For more information see DPI Bulletin 03.04—http://www.dpi.wi.gov/esea/pdf/bul_0304.pdf.

Procurement Standards—Procurement standards apply to the purchase of supplies, equipment, construction and other services funded in whole or in part by federal grant funds. LEA procurement policies must be in accordance with [GEPA](#), Part 80.36 when using federal funds.

Public School Choice—Under the Title I law students in schools identified for improvement (SIFI) must be provided the option to transfer to public schools in their districts that demonstrate better academic performance. The school districts are required to provide transportation to the

students. Priority must be given to low-income students. For more information see the federal guidance document at <http://www.ed.gov/policy/elsec/guid/schoolchoiceguid.pdf>.

Reading First—A national initiative created in the 2001 reauthorization of ESEA providing competitive grants aimed at helping every child in every state become a successful reader. See <http://dpi.wi.gov/title1/rdngfirst.html> for information about the Reading First Program in Wisconsin and <http://www.ed.gov/nclb/methods/reading/readingfirst.pdf> for information on the federal website.

Site-based management (SBM)—SBM is a philosophy that allows management decisions to be made at the local level. In education site-based management, or school-based management, typically involves a delegation of authority to individual schools, a shared decision-making model involving various stakeholders, and facilitative leadership at the school level

Schoolwide Programs—Schoolwide programs use Title I money to support comprehensive school improvement efforts and help all students, particularly low-achieving and at-risk students, meet state standards at particular schools. To qualify as a Title I schoolwide program, at least 40 percent of a school's students must be considered low-income. Schoolwide programs can provide Title I services and support to all of the children in the school, regardless of income level. Schoolwide programs have more flexibility than targeted assistance programs when using Title I funds. For example, schools operating schoolwide programs can combine Title I funds with other federal, state, and local funding to finance a more comprehensive approach to improving student achievement. For more information see the federal guidance at <http://www.ed.gov/policy/elsec/guid/designingswpguid.doc>.

School Choice—Wisconsin's inter-district public school open enrollment program allows parents to apply for their children to attend school districts other than the one in which they reside—see the DPI website at <http://www.dpi.wi.gov/sms/psctoc.html>. The Milwaukee Parental Choice Program, which began in the 1990-91 school year, provides an opportunity for students, under specific circumstances, to attend at no charge, private sectarian and nonsectarian schools located in the city of Milwaukee—see <http://www.dpi.wi.gov/sms/choice.html>.

School Improvement Plan—The plan that schools identified for improvement (SIFI) are required to write for district approval. The plan should contain specific objectives, strategies, policies, practices, and professional development components that address problems which caused the school to be identified for improvement. The plan must also describe how the school will provide written notice to parents and include strategies to promote effective parent involvement.

Schools Identified for Improvement—Beginning in 2003, the annual review of district and school performance or AYP in Wisconsin is based on four objectives: 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. 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

Scientifically-Based Research—Research that involves the application of rigorous, systemic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. See DPI Title I Guideline #22 —*Scientifically Based Research*, the definition in the ESEA law ([section 9101 \(37\)](#)) or the *What Works Clearinghouse* web site—http://www.w-w-c.org/faq/what_research.html for more detailed definitions.

State Educational Agency (SEA)—The agency of state government primarily responsible for supervision of public elementary and secondary schools.

Supplant—Using federal funds to provide services or resources formerly furnished by non-federal funds. Supplanting is prohibited under Title I.

Supplement—Using federal funds to add to or build upon resources furnished by non-federal funds. The Title I law requires that federal funds be used only to supplement programming and services that are normally and regularly provided by the LEA.

Supplemental Educational Services (SES)—Under NCLB students from low-income families who are attending schools identified for improvement (SIFI) for two years will be eligible to receive outside tutoring or academic assistance. Parents can choose the appropriate services for their child from a list of approved providers and the services will be paid for by the school district. For more information see the DPI website at <http://www.dpi.wi.gov/esea/supplemental.html>.

Supplemental Education Services—Tutoring and other supplemental academic enrichment services that are provided outside of the regular school day. NCLB-required supplemental educational services must be of high quality and research-based. They must also be specifically designed to increase the academic achievement of eligible children and help children attain proficiency in meeting the state's academic achievement standards. To see a list of current providers go to the DPI website at http://www2.dpi.state.wi.us/ESEA_SES/ProvList.asp.

21st Century Community Learning Center—A program that funds after-school services to help students meet state and local academic achievement standards in core academic subjects, such as reading and mathematics. A center may provide students with opportunities for academic enrichment activities and a broad array of other activities (such as drug and violence prevention, counseling, art, music, recreation, technology, and character education programs). Such centers operate during non-school hours or periods when school is not in session, such as before and after school or during summer recess. Centers can be located in schools or in other buildings in a community. Programs offered by a center reinforce and complement the regular academic school programs of students served. A center may also offer students' families opportunities for literacy and related educational development. For more information: <http://www.dpi.wi.gov/sspw/clc.html>.

Targeted Assistance—This term is used for Title I schools that do not qualify for or do not choose [schoolwide](#) status. In these schools, Title I funds are used to serve only specifically identified students who are failing or most at risk of failing to meet the state's student performance standards. Services may be delivered in a number of ways such as in-class instruction, pull out instruction, extended day, week or year programming. The Title I teacher(s) are responsible for providing extra services to the identified children, coordinating with other school personnel involved with the children and involving parents in the planning, implementation and evaluation of the Title I program. Non-Title I students are not eligible to receive Title I services in a targeted assistance school.

Teacher Quality—To ensure that every classroom has a highly qualified teacher, states and districts around the country are using innovative programs to address immediate and long-term needs, including alternative recruitment strategies, new approaches to professional development, financial incentive programs, partnerships with local universities, and much more.

Terra Nova—Name of assessments used in Wisconsin Student Assessment System.

Title I—Federal funding for schools to help students who are behind academically or at risk of falling behind. Funding is based on the number of low-income children in a school, generally those eligible for the free lunch program. Title I is intended to supplement, not replace, state and district funds. Title I was formally called Chapter One.

Transition—Title I programs are to assist students in transitioning, or moving from one level to another. Examples include transition from early childhood programs to kindergarten, middle school to high school and high school to the world of work and/or advanced education.

Transferability—Flexibility authority that allows states and local educational agencies (LEAs) to use a portion of the funds that they receive under specified ESEA titles for activities and services authorized under other titles to more effectively address their unique needs. Funds may be transferred out of Titles II A, II D, IV A, and V A and into any of those Titles as well as Title I.

United states Department of Education (ED—also USDE, USDoE)

Wisconsin's Information Network for Successful Schools (WINSS)—WINSS is a website containing information about standards and assessment, data analysis, school improvement, and best practices is available on-line to help educators, parents, and community members learn about Wisconsin students and schools. WINSS is available at <http://dpi.wi.gov/sig/index.html>.

Wisconsin Knowledge and Concepts tests—WKCE—Section 118.30 of the Wisconsin Statute directed the state superintendent to adopt or approve examinations designed to measure pupil attainment of knowledge and concepts in 3rd through 8th grades. Wisconsin examinations given at these grade levels and for this purpose are called the Wisconsin Knowledge and Concepts (WKCE) Examinations, regardless of the test vendor who supplies the actual assessments. For more information see <http://www.dpi.wi.gov/oea/kce.html>.

Wisconsin Reading Comprehension Test (WRCT)—The WRCT was an assessment of primary-level reading given to all third graders in Wisconsin public schools designed to provide an indicator of the need for early intervention in student reading skills. The WRCT was discontinued in 2004-05 and was replaced by the third grade reading test given as part of the WKCE for AYP accountability purposes.

Wisconsin Uniform Financial Accounting Requirements (WUFAR)—The WUFAR is a double entry accounting system organized and operated on a fund basis. LEA budgets and annual reports account for revenues and expenditures using WUFAR function and object codes. ESEA expenditure claims must use WUFAR codes.