

# **Reference Guide Including Acronyms**



## Four Essential or Critical Questions

Collaborative teams within schools that function as Professional Learning communities (PLCs) focus their work on following critical questions that guide teaching and learning:

1. What is it we expect our students to learn?
2. How will we know when they have learned it?
3. How will we respond when some students do not learn?
4. How will we respond when some students already know it?

# Reference Guide

## Sections included in Reference Guide

- Four Essential questions
- Educational Acronyms
- Assessment Terms
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## **Assessment Terms** (Parts taken from the Carnegie Mellon University website)

**Assessing Comprehension and communication in English State-to-State for English Language Learners (ACCESS for ELLS)** – A test of English language proficiency based on the WIDA (see WIDA) standards in grades k-12.

**Achievement Level** – Summarized test score. For example, scores on the MCA-III are categorized into 4 achievement levels: Does Not Meet the Standards (D), Partially Meets the Standards (P), Meets the Standards (M), and Exceeds the Standards (E).

**Advanced Course Participation** – The percent of secondary students who took and passed one or more Honors, Post-Secondary Enrollment Options (PSEO), Advanced Placement (AP), International Baccalaureate (IB), or College in the School (CIS) courses.

**Alternate ACCESS for ELLs** – is an alternate assessment for English Language Learner special education students with severe cognitive disabilities who, according to their IEPs, do not qualify to take ACCESS for ELLs assessment.

**Alternate Assessment** – Assessment administered to special education students when the IEP team determines that the MCA, even with accommodations, is not the appropriate assessment to measure the student's knowledge and skills (See MCA-Modified and MTAS).

**Annual Measurable Achievement Objectives (AMAO)** – Also known as “English Language Proficiency Performance Targets.” It is a summary of ELL students' performance that is calculated in order to satisfy a federal accountability requirement under Title III of the No Child Left Behind Act (NCLB).

**Adequate Yearly Progress (AYP)** – A measurement defined by the No Child Left Behind Act that allows the US Department of Education to determine how every public school and school district is performing academically according to results on standardized test.

**Common Assessment** – Assessments collaboratively designed by grade-level or course teams of teachers.

**Common Core State Standards (CCSS)** (from the common Core State Standards Initiative Website) – A set of academic standards in mathematics and English language arts/literacy (ELA), and outline what a student should know and be able to demonstrate and do at the end of each grade. CCSS were created with the belief that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live. The CCSS were developed through the collaborative efforts of the Council of Chief State School Officers (CCSS) and the National Governors Association (NGA).

**Concept Maps** – Concept maps are graphical representations that can be used to reveal how students organize their knowledge about a concept or process.

**Embedded Assessment** – A means of gathering information about student learning that is integrated into the teaching-learning process.

**External Assessment** – Use of criteria (rubric) or an instrument developed by an individual or organization external to the one being assessed. This kind of assessment is usually summative, quantitative, and often high-stakes, such as the ACT or SAT exams.

**Formative Assessments** – Formative assessment refers to the gathering of information or data about student learning during a course of program that is used to guide improvements in teaching and learning.

#### Examples

- Observations
- Questioning
- Discussion
- Exit/Admit Slips or Tickets
- Learning/Response Logs
- Graphic Organizers
- Peer/Self Assessments
- Constructive Quizzes
- Think Pair Share

**Growth/Value Added** – The increase in learning that occurs between two points in time i.e. during a course or over a grade level. To measure value-added a baseline measurement is needed for comparison.

**Individual Assessment** – Uses the individual student, and his/her learning, as the level of analysis. Can be quantitative or qualitative, formative or summative, stands-based or value added, and used for improvement.

**Local Assessment** – Means and methods that are developed by a school district based on teaching approaches, students, and learning goals. An example would be an English department's construction and use of a writing rubric to assess incoming freshmen's writing samples, which might then be used to assign students to appropriate writing courses, or might be compared to senior writing samples to get a measure of value-added.

**Minnesota Comprehensive Assessments – Series III (MCA-III)** – State administered test that measures student achievement with regard to the Minnesota K-12 Academic Standards.

**Minnesota K-12 Academic Standards** (from the MDE website) – The Minnesota K-12 Academic Standards define expectations for the educational achievement of public school students across the state in grades K-12. The standards and benchmarks are important because they: 1) identify the knowledge and skills that all students must achieve by the end of a grade level or grade band; 2) help define the course credit requirements for graduation; and, 3) serve as a guide for the local adoption and design of curricula. Student mastery of the standards is measured through state and local assessments. State standards are in place for English language arts, mathematics, science, social studies and physical education. State standards also are available in the arts, or districts may choose to develop their own. Local standards must be developed by districts for health, world languages, and career and technical education.

**MCA-Modified Academic Skills (MTAS-III)** – Alternative assessment to the MCA-III based on modified achievement standards for a limited group of special education students deemed “persistently low performing” but who are not eligible for the MTAS (see MTAS).

**Minnesota Test of Academic Skills (MTAS-III)** – is an alternate assessment based on alternate achievement standards for special education students, designed to measure the extent to which students with the most significant cognitive disabilities are making progress in the general curriculum.

**Multiple Measurement Rating (MMR)** – The MMR measures proficiency, student growth, achievement gap reduction, and graduation rates. Schools earn points in each category. The percentage of possible points that a school earns is the school’s MMR.

**Rubric** – A rubric is a scoring tool that explicitly represents the performance expectation for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery.

**Proficiency** – A determined level of mastery of a standard or learning target typically defined by a score.

**Standards** – Standards refer to an established level of accomplishment that all students are expected to meet or exceed.

**Summative Assessment** – The gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, impacts the next cohort of students taking the course or program. Examples: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others; analyzing senior projects for the ability to integrate across disciplines.

#### Examples

- State assessments i.e. Minnesota Comprehensive Assessments (MCA)
  - Math, Reading, Science
- District benchmark or interim assessments
  - FAST (Grades K-2)
  - STARS (Grades 3-12)
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability for schools (AYP) and students (report card grades).
- National Assessment of Educational Progress

**Percentile/Percentile Rank** – Percentile ranks show how a student compares with others who took the test on a scale of 1 to 99. (For example, if a student scored in the 65<sup>th</sup> percentile on a test, the student performed as well or better than 65% of the other students who took the test).

**Proficiency (MCA-III/AYP)** – Defined by a cut score set by MDE. On the MCA-III, any score of Level M (Meets the Standards) or E (Exceeds the Standards) is considered proficient; any score of Level D (Does Not Meet the Standards) or P (Partially Meets the Standards) is considered not proficient.



## NRHEG Intervention Programs / Models / Initiatives

1. **Bridges** – An alternative for some students who are not yet developmentally, socially, and/or academically ready for Kindergarten.
2. **Level Language Arts Classes for Middle School** – Sills-based curriculum and classroom assigned sections based on student skill level.
3. **Minnesota Reading Corps** – Services are provided to students (Preschool and Grades K-3) who are struggling readers.
4. **Panther Pride** – Panther Pride is Positive, Respectful, Responsible, and Safe.
5. **PAWsitive Program** – An anti-bullying intervention program that provides students with weekly classroom lessons. The lesson plan is designed to create a supportive, caring, peaceful and safe classroom and school.
6. **Positive Behavior Interventions and Supports (PBIS)** – PBIS is a decision-making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students.
7. **Progress Monitoring** (from the center of Response to Intervention Website) – A process used to assess students' academic performance, to quantify a student rate of improvement or responsiveness to instruction, and to evaluate the effectiveness of instruction.
8. **Response to Intervention (RtI/Multi Tiered System of Support/MTSS)** – RtI/MTSS is a multi-tier approach to the early identification and support of students with learning and behavior needs.
9. **Soar to Success** – An intensive reading intervention program that uses quality literature, proven strategies, and powerful graphic organizers to accelerate reading growth. The program offers fast-paced lessons, consistent routines, and a focus on foundational skills and reading strategies through a balance of fiction and nonfiction trade books each week.
10. **Stimulating Maturity through Accelerated Readiness Training (S.M.A.R.T.)** – A multi-sensory approach to learning, based on brain research. This program develops physiological and stimulating the brain and body to promote richer connections among the neurons.
11. **Targeted Services** – After school programming and a summer program to support struggling students with the goal of improving their literacy and math skills.
12. **Title I** – Title I is a federally funded program under the Elementary and Secondary Education Act (ESEA) of 1965. It is a source of funds to assist schools in providing additional instruction for students who need it in the area of reading and mathematics.

13. **Acellus** (Credit Recovery) – Is an online program that allows students to redo coursework or retake a course through an alternative means. The program offers a variety of courses that allows a student who has failed a course to make up the credit on their own time and at their own pace. These classes are offered during the school year and throughout the summer months.
  
14. **Reach** (Secondary) – The mission of the REACH class is to serve all students who need support, by helping them attain their place in life through academic and interpersonal success. Our aim is to educate the “whole” student and to help them become the best person they can be through Relationships, Education, Accountability, Character, and Hard Work. The personal/emotional needs of our students must be met first so they can find the academic success they are looking for.

# Minnesota School Boards Association

## Education Acronyms

Have you ever been reading an education article in a magazine or online and run across a bunch of initials that make no sense? Acronyms are words made up of the first initials of several words and are often used as shortcuts. Below is a list of education-related acronyms that may be useful.

<b>ACA</b> – Affordable Care Act (PPACA)	<b>ESSA</b> - Every Student Succeeds Act
<b>ACT</b> – American College Test	<b>FLSA</b> – Fair Labor Standards Act
<b>AD</b> – Activities Director	<b>FMLA</b> – Family and Medical Leave Act
<b>ADA</b> – Average Daily Attendance	<b>FTE</b> – Full-Time Equivalent
<b>ADA or ADAAA</b> – Americans with Disabilities Act Amendments Act of 2008	<b>FY</b> – Fiscal Year
<b>ADD</b> – Attention Deficit Disorder	<b>GED</b> – General Education Diploma
<b>ADHD</b> – Attention Deficit Hyperactive Disorder	<b>GPA</b> – Grade Point Average
<b>ADM</b> – Average Daily Membership	<b>HI</b> – Hearing Impaired
<b>ALC</b> – Alternative Learning Center	<b>HSGI</b> – High School Graduation Initiative
<b>ALP</b> – Alternative Learning Program	<b>IB</b> – International Baccalaureate
<b>AMCPU</b> – Adjusted Marginal Cost Pupil Unit	<b>IDEA</b> – Individuals with Disabilities Education Act
<b>ANTC</b> – Adjusted Net Tax Capacity	<b>IEP</b> – Individualized Education Program
<b>AP</b> – Advanced Placement	<b>IFSP</b> – Individual Family Service Plan
<b>APU</b> – Adjusted Pupil Units	<b>IPAD</b> – Information Policy Administration Division (of the MN Department of Administration)
<b>ATPPS</b> – Alternative Teacher Professional Pay System (Q Comp)	<b>ISD</b> – Independent School District
<b>AYP</b> – Adequate Yearly Progress	<b>IT</b> – Information Technology
<b>BCA</b> – Bureau of Criminal Apprehension	<b>ITBS</b> – Iowa Tests of Basic Skills
<b>BMS</b> – Bureau of Mediation Services	<b>ITV</b> – Interactive Television
<b>CLP</b> – Continual Learning Plan	<b>K12</b> – Kindergarten through 12th Grade
<b>CTE</b> – Career and Technical Education	<b>LD</b> – Learning Disability
<b>DHS</b> – Department of Human Services	<b>LEA</b> – Local Education Agency
<b>D/HH</b> – Deaf/Hard of Hearing	<b>LEP</b> – Limited English Proficiency
<b>EBD</b> – Emotional Behavior Disorder	<b>LLA</b> – Last Location of Attendance
<b>ECFE</b> – Early Childhood Family Education	<b>LRE</b> – Least Restrictive Environment
<b>ECSE</b> – Early Childhood Special Education	<b>LTD</b> – Long-Term Disability
<b>EL</b> – English Learner	<b>LYP</b> – Learning Year Program
<b>EM or EdMN</b> – Education Minnesota	<b>LYPS</b> – Learning Year Program Site
<b>EDRS</b> – Electronic Data Reporting System	<b>MAEOP</b> – Minnesota Association of Educational Office Professionals
<b>EEOC</b> – Equal Employment Opportunity Commission	<b>MARSS</b> – Minnesota Automated Reporting Student System
<b>EIS</b> – Early Intervention Services	<b>MASA</b> – Minnesota Association of School Administrators
<b>E-RATE</b> – Education Rate (federal discount on telecommunications and internet access)	<b>MASBO</b> – Minnesota Association of School Business Officials
<b>ERISA</b> – Employee Retirement Income Security Act	<b>MASSP</b> – Minnesota Association of Secondary School Principals
<b>ESL</b> – English as a Second Language	<b>MCA</b> – Minnesota Comprehensive Assessments
<b>ESEA</b> – Elementary and Secondary Education Act	

**MDE** – Minnesota Department of Education  
**MEEP** – Minnesota Education Effectiveness Plan  
**MESPA** – Minnesota Elementary School Principals’ Association  
**MinnSPRA** – Minnesota School Public Relations Association  
**MLA** – Minnesota Library Association  
**MMMI** – Mild to Moderate Mentally Impaired (EMH)  
**MnSCU** – Minnesota State Colleges and Universities System  
**MNTAAB** – Minnesota Tax and Aid Anticipation Borrowing Program  
**MnEEP** – Minnesota Education Equity Partnership  
**MOE** – Maintenance of Effort  
**MREA** – Minnesota Rural Education Association  
**MS** – Minnesota Statutes  
**MSBA** – Minnesota School Boards Association  
**MSBAIT** – Minnesota School Boards Association Insurance Trust  
**MSDLAF+** – Minnesota School District Liquid Asset Fund Plus  
**MSHSL** – Minnesota State High School League  
**NCES** – National Center for Education Statistics  
**NCLB** – No Child Left Behind (see also ESEA)  
**NTC** – Net Tax Capacity  
**OCR** – Office for Civil Rights  
**OMB** – Office of Management and Budget  
**OML** – Open Meeting Law  
**P-12** – Pre-Kindergarten through 12th Grade  
**P-20** – Pre-Kindergarten through Bachelor’s Degree (post-secondary)  
**PELRA** – Public Employment Labor Relations Act  
**PERA** – Public Employees Retirement Association  
**PFDA** – Pupil Fair Dismissal Act  
**PPACA** – Patient Protection and Affordable Care Act (also referred to as ACA)  
**Pre-K** – Pre-Kindergarten  
**PSEO** – Post-Secondary Enrollment Options  
**PU** – Pupil Units  
**Q COMP** – Quality Compensation (see also ATPPS)  
**RFP** – Request for Proposal  
**RFQ** – Request for Quote  
**RMIC** – Regional Management Information Centers  
**RMV** – Referendum Market Value  
**RTI** – Response to Intervention  
**SAT** – Scholastic Aptitude Test or Student Assistance Team  
**SEE** – Schools for Equity in Education  
**SOD** – Statutory Operating Debt  
**STARS** – Staff Automated Reporting System  
**T & E** – Training and Experience  
**T1** – Tee one large bandwidth copper phone line  
**TDE** – Teacher Development and Evaluation  
**TIES** – Technology and Information Educational Services  
**TIF** – Tax Increment Financing  
**TIP** – Teacher Improvement Plan  
**TRA** – Teachers Retirement Association  
**TSA** – Tax-Sheltered Annuity  
**UFARS** – Uniform Financial Accounting and Reporting Standards  
**ULA** – Unrequested Leave of Absence  
**URL** – Universal Resource Locator  
**WADM** – Weighted Average Daily Membership