

Elementary and Secondary Education Act Definitions
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word	Acronym (if applicable)	Definition of word	References for definition	Supporting links
Academic distress		Term used to describe a district that for a sustained period of time demonstrated a lack of progress on student achievement on state mandated norm or criterion referenced tests	ADE website	
Achievement Data		Also known as Student Learning data. Examples of data include: Standardized Tests, Norm/Criterion-Referenced Tests, and Teacher Observations of Abilities Authentic Assessments	Multiple Measures by Victoria L. Bernhardt	http://nces.ed.gov/pubs2007/curriculum/pdf/multiple_measures.pdf
Achievement Gap		The difference in the performance between each ESEA subgroup (as defined in this document) within a participating LEA or school and the statewide average performance of the LEA's or State's highest achieving subgroups in reading/language arts and mathematics as measured by the assessments required under the ESEA. The ADE proposes to use the Targeted Achievement Group Gap (TAGG) for the purpose of calculating the magnitude of achievement gaps within Arkansas schools. Once schools are ranked by the magnitude of the TAGG to non-TAGG gap, additional analysis will be conducted to ensure the use of the TAGG did not mask larger gaps among ESEA subgroups within schools based on the minimum,	Race to the Top document Flexibility Waiver p. 98	http://www.ed.gov/racetop/district-competition/definitions http://arkansased.org/public/userfiles/Flexibility <u>AR</u>

Schools designated as Achieving that have met Annual Measurable Objective (AMOs) for both subjects, and for Performance and Growth for All Students, and the Targeted Achievement Gap Group (TAGG) will enter a three-year cycle for continuous improvement planning. The 2011-2012 school-year is the baseline for the three-year cycle. High schools will also have to meet the Graduation Rate AMOs. Therefore, schools eligible for the three-year cycle for continuous improvement planning are not required to make substantive revisions this year to their building level Arkansas Comprehensive School Improvement Plan (ACSIP). These schools will engage in a substantive revision of their ACSIP every three years, as long as they maintain the conditions of meeting both Performance and Growth AMOs for All Students, and the TAGG for both subjects, as well as Graduation Rate AMOs for high schools.

Actions

Actions are within the school's interventions. The Pg. 97 of ESEA Flexibility following action types must be found throughout the school/building improvement plan: alignment of district policies, curriculum, instruction, assessment, and resources; AIP/IRI plans for all students not performing at achievement levels as required by the State (ACT 35); collaboration of all persons and organizations to conduct an intervention; equity; and, actions involving program evaluation to review periodic and annual review of the intervention to assess its effectiveness.

Added Ranks Method	Calculation method used to determine the lowest or bottom 5% schools The Adding Ranks Method, in the Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (January 20, 2010) such a ranking procedure upon which all Title I funded schools in improvement, corrective action, or restructuring are sorted. The ranking procedure works as follows:	Guidance on School Improvement Grants Under Section 1003(g) of the Elementary and Secondary Education Act of 1965 (January 20, 2010)
Annual Measureable Objectives	AMOs were calculated for all LEA schools & sub-groups. The AMOs for each school will be used to determine the accountability status for each school. The formulas for calculating AMOs are found on pages 73-76 in the ESEA Flexibility document.	Arkansas ESEA Flexibility Request pg. 73-76.
Arkansas Comprehensive School Improvement Planning	An annual planning and fund distribution desing that must be used by all Arkansas public and charter schools, as defined by Ark. Code Ann 6-15-419	ADE ACSIP Handbook 2011-2012 pp. 10-11 http://www.arkansased.org/acsip/index.html
Arkansas Consolidated School Improvement Plan	Web-based system to enable districts and schools in Arkansas to meet state and federal school improvement planning requirements. The ACSIP planning model is an annual comprehensive planning and fund distribution design that must be used by all Arkansas public schools, as defined by Ark. Code Ann. 6-15-419. Using ACSIP model, each school in Arkansas develops a comprehensive school improvement plan. This plan serves as the school's application for all federal programs administered by the Arkansas Department of Education under No Child Left Behind.	
Benchmark Statements	(District plan) A Benchmark statement for each District ACSIP Priority should provide a reference point for which outcomes can be measured, reviewed and analyzed over time in order to produce a growth target for the District's priority performance. (School Plan)	

Best Practices

Best practice is a teaching or instructional method that has been demonstrated by research to be an effective learning tool. Research is usually conducted in educational settings and through child-development and service delivery models. By following educational research, teachers may offer students better learning programs that can improve academic achievement.

<http://www.education.com/definition/best-practice/>

Building capacity

development of an organization's core skills and capabilities, such as leadership, management, programs, evaluations, in order to build the organization's effectiveness and sustainability; the process of assisting an individual or group to identify and address issues and gain the insights, knowledge, and experience needed to solve problems and implement change; facilitated change as a result of technical support, coaching, training, and resource networking

Whatistk.wikispaces.com

Building Capacity

Strengthens the ability to operate more efficiently at all organizational levels

Bridgespan.com

Common formative assessments

Crosswalk

As SEAs seek to consolidate efforts and avoid duplication of work for schools and districts, work on the same indicators may satisfy a variety of purposes. Also, districts and schools may benefit from seeing indicators organized within different categories and sections. Indistar's crosswalk and filter features can help a state model the integration of programs into one tool. Indicator filters are a way of filtering out specific sets of indicators within the currently shown categories and sections. For a more complicated alignment of indicators, a state may choose to view some or all of the indicators, but in different categories and sections. This is called a crosswalk filter.

Reporting filters can also be added to help schools identify which indicators need to be assessed, planned, or implemented by certain time period. When states use this feature, the reporting filters are aligned with submission dates on the dashboard under Required Reports.

word combination not found in ESEA

Flexibility Waiver for Arkansas

Curriculum-Based Measurement and Curriculum-Based Assessment.	Progress monitoring is a relatively new term. Some other terms you may be more familiar with are	(National Center on Student Progress Monitoring)
Demographic Data	Examples of data include: Enrollment, Attendance, Drop-out Rate, Ethnicity, Gender, Grade Level	Multiple Measures by Victoria L. Bernhardt http://nces.ed.gov/pubs2007/curriculum/pdf/multiple_measures.pdf
Diagnostic Analysis	Diagnosis is the identification of the nature and cause of anything. Diagnosis is used in many different disciplines with variations in the use of logics, analytics, and experience. Analysis is defined as a philosophical method of exhibiting complex concepts or propositions as compounds or functions of more basic ones. to determine the <i>cause and effect</i> relationships. Analysis is defined as a philosophical method of exhibiting complex concepts or propositions as compounds or functions of more basic ones.	Dictionary
Differentiation	Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction	Tomlinson, 2008
Economically Disadvantaged	Students who receive free or reduced-price school lunches, or if they qualify for other public assistance. Factors such as family income, neighborhood poverty, parental education levels, and parent occupation are more significant in explaining differences in educational achievement than traditional factors such as race, ethnicity, and immigrant status.	ED
English Language Learner	A person who is learning the English language in addition to their native language.	ELL
Exemplary School	Schools that demonstrate high performance and high progress, TAGG populations with high performance and high progress.	pg. 83 ESEA Flexibility
External Provider	Outside consulting firm(s) who meet established criteria for assisting districts in addressing school improvement needs. ADE website	

Focus School	A Focus school is identified as a school with the largest and most persistent achievement gaps between their highest performing subgroups and their lowest performing subgroups. Three years of proficiency data were used to ensure Focus schools were schools with the largest gaps over a persistent period of time.	Flexibility waiver p. 87, 98 and 101-108.	http://arkansased.org/public/userfiles/FlexibilityAR
Focus Schools	A minimum of 10% of the Title I school in Arkansas based on Title I program information from the 2010-2011 school year, as well as any non-Title I schools with commensurate magnitude gaps as the Title I school identified through this process. These schools have the largest and most persistent achievement gaps between their highest performing subgroups and their lowest performing subgroups.		
Formative Assessment	formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning	Heritage, 2010	
formative assessments	Classroom assessments including samples of student work, portfolios, writing, projects, unit tests, pre/post assessments and classroom-based formative assessments.	pages 91, 151 of ESEA Flexibility Waiver for Arkansas	
formative assessments	Formative assessments are ongoing, repetitive measures designed to provide information to both the instructor and students concerning students' understanding of small segments of course material.	http://www.park.edu/cetl/quicktips/formative.html	
Goal Statements	District/Building Plan: This is a conclusion of the Needs Assessment that narrows the scope of the priority by addressing specific weaknesses based on data disaggregation/analysis and trend data.		
Graduation Rate	The number of regular diplomas issued in a given year divided by an estimate of the averaged enrollment base for the freshman class four years earlier.	National Center for Education Statistics	http://nces.ed.gov/programs/coe/indicator_scr.asp

High Yield Instructional Strategies

are an assortment of teaching techniques developed by educational researcher Robert Marzano. These strategies have been tested and proven to be effective in increasing student comprehension and retention of material. The strategies can be integrated into classes across the curriculum, allowing teachers in every subject to use the strategies to improve

IMO

Interim Measurable Objective
the specific measures we use to determine whether or not we are successful in achieving the goal or objective for a specific period of time or between two occurrences or periods

BING dictionary

Indistar indicators

Indistar is a web-based system implemented by a state education agency, district, or charter school organization for use with district and/or school improvement teams to inform, coach, sustain, track, and report improvement activities. Indistar's indicators of effective practice are specific, plain language guideposts, aligned with research.

Indistar.org

A concrete, behavioral expression of a professional practice that research demonstrates contributes to student learning. An indicator is expressed in plain language so that a school team can answer with certainty whether or not it is standard practice in the school.

Interim Assessment

Interim assessments reside at the midpoint on both the scope and frequency continua. Interim

Perie, Marion, and Gong, 2009

assessments would generally be considered "medium-cycle" assessments under the William and Leahy (2006) typology. They are administered at regular intervals, usually of several weeks, most often at the district level. They cover common subject matter, allowing for aggregation from classroom to school to district. On the other hand, each assessment covers far less academic content (or covers content in less depth) than annual state assessments, and are currently not administered at the state level

Intervention Statements

Formatted descriptions of proposed research-based programs, initiatives, or strategies to address the student academic, behavioral, and social needs identified in the data analysis. These should include appropriate implementation and/or instructional strategies, professional development and evaluation of the intervention.

Leader Effectiveness

The leader is the one who succeeds in getting others to follow him/her. (Gorton, pg. 5) ...formal leadership in schools is a complex multifaceted task that requires continual learning and that effective school leader must be strong educators anchoring their work on the central issues of learning, teaching and school improvement. (Ubben, pg. xix) Leader effectiveness in schools includes successfully implementing a complex and multifaceted set of activities by the leader or leadership team that results in the accomplishment of the primary goal of schools, student learning.

Gorton, Richard A., Alston, Judy A., School Leadership & Administration; McGraw-Hill Irwin, pg. 5. Ubben, Gerald C., Hughes, Larry W., Norris, Cynthia J., The Principal; Allyn and Bacon, pg. xix

Memorandum of Understanding

MOU

An understanding made and effective on September 20, 2010 by and between the State of Arkansas and all other member states of the Partnership for Assessment of Readiness for College and Careers who have also executed this MOU

ESEA attachment 15

<http://arkansased.org/public/userfiles/FlexibilityAR>

Needs Assessment

Systematic process to acquire an accurate, thorough picture of the strengths and weaknesses of a school community that can be used in response to the academic needs of all students for improving student achievement and meeting challenging academic standards. Process that collects and examines information about schoolwide issues and then utilizes that data to determine priority goals, to develop a plan, and to allocate funds and resources. Students, parents, teachers, administrators, and other community members should be included in gathering data.

North Dakota Department of Public Instruction

<http://www.dpi.state.nd.us/grants/needs.pdf>

Needs Assessments	An investigation of the factors contributing to achievement gaps. The Scholastic Audit referenced in the timeline of interventions is a comprehensive needs assessment of the educational system that has been required of all schools designated in Corrective Action under Arkansas' current AYP workbook.	Flexibility 90 & 101	http://arkansased.org/public/userfiles/FlexibilityAR
Needs Improvement Schools	schools that do not meet AMOs in either math or literacy . For high schools, either AMOS in either math or literacy is not met or AMOs for Graduation rate.	ESEA Flexibility pg. 65	
Non-TAGG	Non-TAGG students are full academic year students that are not participants in the Free/Reduced Lunch Program (not economically disadvantaged), not designated as Els (English Learners), and not designated as SWD (Students with Disabilities)	Arkansas ESEA Flexibility Request pg. 46	
Perception Data	Examples of data include: Perceptions of Learning Environment, Values and Beliefs Attitudes and Observation	Multiple Measures by Victoria L. Bernhardt	http://nces.ed.gov/pubsub2007/curriculum/pdf/multiple_measures.pdf
Priorities	Expressions of the areas of greatest need, based on an analysis of assessment data (e.g., Math, Literacy, Wellness, Scholastic Audit (if audited), Special Education (if triggered), Title III or ELL (if funded), Restructuring (for any school Year 4 and beyond Targeted Intensive or Whole School Intensive Improvement) and any others supported by data that will promote the goals and actions of the plan.	pages 90, 96 of ESEA Flexibility Waiver for Arkansas	
Priority Intervention Plan	The PIP is a three year plan that address the seven turnaround principles using the Transformation Model. The PIP must be included in ACSIP. The PIP must address interventions to meet the AMOs for All Students and TAGG.	PIP	
Priority School	5% of the Title I schools identified in Arkansas with commensurate low performance.	pg. 87 ESEA Flexibility	
Program Data	Also known as School Process data. Examples of data include: Description of School Programs and Processes	Multiple Measures by Victoria L. Bernhardt	http://nces.ed.gov/pubsub2007/curriculum/pdf/multiple_measures.pdf

Progress Monitoring

is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

Quick wins

As each indicator is assessed to determine the current level of implementation, it is also prioritized in terms of its importance and rated according to the difficulty of its achievement. This combination of priority and opportunity produces an index score that the team can take into account in planning improvement. Thus, indicators of relatively high priority that are also relatively easily achieved are tackled first, gaining quick wins that motivate the team to dig in and work toward the more difficult indicators.

(National Center on Student Progress Monitoring)

Scholastic Audit

ADE website

A scholastic audit is a comprehensive review of the learning environment, organizational efficiency, and academic performance of schools and districts. Audit findings will be used to determine the type and level of support necessary to continuously improve student academic performance in each school and district audited. (ADE website)

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School Improvement Grant

SIG

United States Department of Education

<http://www2.ed.gov/programs/sif/index.html>

School Improvement Grants (SIG), authorized under section 1003(g) of Title I of the Elementary and Secondary Education Act of 1965 (Title I or ESEA), are grants to State educational agencies (SEAs) that SEAs use to make competitive subgrants to local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools.

Sense of Urgency To undergo a major, dynamic change; to cause a significant improvement Syn. Reversal; Dictionary.com; BING dictionary

Shareholder word combination not found in ESEA Flexibility Waiver for Arkansas

Shareholder Read more: <http://www.businessdictionary.com/definition/shareholder.html#ixzz2K4DqY5NI>

Student engagement Wiki pedia

An individual, group, or organization that owns one or more shares in a company, and in whose name the share certificate is issued.

Student engagement occurs when "students make an investment in learning. Students are engaged when they are involved in their work, persist despite challenges and obstacles, and take visible delight in accomplishing their work.[3] Student engagement also refers to a "student's willingness, need, desire and compulsion to participate in, and be successful in, the learning process promoting higher level thinking for enduring understanding.

Student engagement is frequently used to, "depict students' willingness to participate in routine school activities, such as attending class, submitting required work, and following teachers' directions in class.

Students with Disabilities SWD

Any person who 1) has a physical or mental impairment which substantially limits one or more major life activities; 2) has a record of such an impairment, or 3) is regarded as having such an impairment are entitled to a free and appropriate education in regular classes, education in regular classes with the use of related aids and services, or special education and related services in separate classrooms for all or portions of the school day.

Summative Assessment	Summative assessments are given at the end of instruction to provide information on what was learned. They are generally administered once a semester or year to measure students' performance against district or state content standards. Summative assessments are standardized, usually given statewide (but can be district wide) and are often part of an accountability system	Perie, Marion, and Gong, 2009
Summative assessments	Summative Assessments are given periodically to determine at a particular point in time what students know and do not know.	page 91 of ESEA Flexibility Waiver for Arkansas http://www.amle.org/publications/webexclusive/assessment/tabid/1120/default.aspx
Systems	Connections of things or parts of a whole. Interconnecting or interdependent purposeful groups organized to form and act as a whole network. A set of detailed methods, procedures and routines created to carry out or perform specific activities.	px ESEA Flexibility http://www.arkansased.org/public/userfiles/ESEA/AR_ESEA_Flexibility_Amended_10252012.pdf
Targeted Achievement Gap Group	A group of students defined as economically disadvantaged (ED), English learners (EL), and students with disabilities (SWD) and are counted only once in the gap group even if the student is in more than one subgroup; and causes more students to count in the accountability model.	Presentation by Lous Feren, Sept. 4, 2012;
Targeted Achievement Gap Group	A group of students defined as economically disadvantaged (ED), English learners (EL), and students with disabilities (SWD) and are counted only once in the gap group even if the student is in more than one subgroup; and causes more students to count in the accountability model.	
Targeted Improvement Plan	The TIP is a three year plan within ACSIP that reduces the magnitude of the identified achievement gap as measured by the school's annual AMOs for the TAGG and each ESEA subgroup.	page 101 of ESEA Flexibility Waiver for Arkansas
Targeted-Achievement Gap Group	The TAGG will include students with membership in any or all of the following ESEA subgroups: Economically disadvantaged students, English Learners (EL) and Students with Disabilities (SWD)	Arkansas ESEA Flexibility Request pg. 45.

Tasks

A plan is constructed by setting forth a series of tasks that would logically lead to full implementation of the indicator. For each task, someone is assigned chief responsibility for seeing that it is carried out, and a target date is established for its completion.

Teacher Effectiveness

Effectiveness is an elusive concept when we consider the complex task of teaching. Despite the various complexities...we can agree that effective teachers do make an extraordinary and lasting impact on the lives of students. The careful analysis of variables affecting educational outcomes, the teacher has proven time and again to be the most influential school-related force in student achievement. Research has identified common characteristics of teacher effectiveness that include the teacher as an individual, teacher preparation, classroom management, and the way

Stronge, James H., *Qualities of Effective Teachers*; ASCD pg. vii-viii. Also see Charlotte Danielson, *Enhancing Professional Practice*; pg. 1

Transformation

The LEA replaces the principal with a highly capable principal with either a track record of transformation or clear potential to successfully lead a transformation (although the LEA may retain a recently hired principal where a turnaround, restart, or transformation was instituted in the past two years, and there is tangible evidence that the principal has the skills necessary to initiate dramatic change); implements a rigorous staff evaluation and development system; rewards staff who increase student achievement and/or graduation rates and removes staff who have not improved after ample opportunity; institutes comprehensive instructional reform; increases learning time and applies community-oriented school strategies; and provides greater operational flexibility and support for the school.

Center for Innovation and Improvement

<http://www.centerii.org>

Turnaround

Replace the principal and hire no more than 50 percent of the staff. Grant the principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student outcomes.

Center for Innovation and Improvement

<http://www.centerii.org>

Turnaround

Seven Turnaround Principles that must be addressed in PIP interventions: Strong leadership, effective teachers, redesign school day/week/year, strengthening instruction, collaborative use of data for continuous improvement, school environment, family & community engagement.

Flexibility p. 67

<http://arkansased.org/public/userfiles/FlexibilityAR>

Wise Ways

Research briefs to support its indicators of effective practice.

Indistar.org

student performance and aid students in understanding the course material. There are nine strategies in the collection, and they can be used alone or in conjunction with each other. (Marzano)

Step 1: Calculate the percent proficient for reading/language arts for each school using assessment data from the most recent school year available. (Using the State report card data under section 1111(h)(1)(C)(i) of the ESEA for the “all students” group.)

Step2: Assign a rank order for each school based on the percent proficient for reading/language arts from the lowest percent proficient to the highest percent proficient. The lowest percent proficient would receive a rank of one.

Step 3: Calculate the percent proficient for mathematics for each school using assessment data from the most recent school year available. (Using the State report card data under section 1111(h)(1)(C)(i) of the ESEA for the “all students” group.)

Step 4: Assign a rank order for each school based on the percent proficient for mathematics from the lowest percent proficient to the highest percent proficient. The lowest percent proficient would receive a rank of one.

Step 5: Add the numerical rank for reading/language arts to the numerical rank for mathematics for each school (e.g., “added ranks”).

Step 6: Rank order the "added ranks" for each of the schools in the relevant set of schools. The school with the lowest combined rank (e.g., 2, based on a rank of 1 for both reading/language arts and mathematics) would be the lowest-achieving school within the set of schools and the school with the highest combined rank would be the highest-achieving school within the set of schools.

Step 7: Calculate the lowest five percent or five schools