

# **GLOSSARY for SCHOOL BOARD MEMBERS**

## **Achievement Gap**

The gap in achievement that separates economically disadvantaged students and students of color from less disadvantaged students has been the focus of discussion, research, and controversy for nearly 40 years. While the gap narrowed considerably through the late 1980s, particularly between blacks and whites, achievement of minority students remains one of the most pressing problems in education.

## **Adequate Yearly Progress (AYP)**

Holding schools accountable for the performance of all students is a cornerstone of the No Child Left Behind (NCLB) Act. Under this law, this accountability is based upon whether schools, districts, and states are making adequate yearly progress (AYP) towards the goal of bringing 100% of their students at least to academic proficiency by the end of the 2013-2014 school year. Progress in reading/language arts and in mathematics must be shown for all student disaggregated groups, including economically disadvantaged students, students with disabilities, and limited English proficiency students as well as students in major racial and ethnic groups. Performance on reading and math assessments is the main indicator of whether AYP is being met, but graduation rates and at least one additional indicator for elementary and middle schools (decided by the state) must also be included.

## **Advanced Placement (AP)**

The Advanced Placement Program is a cooperative educational endeavor between secondary schools and colleges/universities. Since its inception in 1955, the Program has provided motivated high school students with the opportunity to take college-level courses in a high school setting. Students who participate in the Program not only gain college-level skills, but in many cases they also earn college credit while they are still in high school. AP courses are taught by high school teachers who follow course guidelines and use curriculum developed and published by the College Board. Some Nevada school districts require all students who are enrolled in AP courses to take the AP exams for those courses.

## **Advancement Via Individual Determination (AVID)**

AVID is an in-school academic support program available for students in grades 5-12 that prepares them for college eligibility and success. One of the basic premises is placement of academically average students in advanced classes. AVID is intended to level the playing field for minority, rural, low-income and other students without a college-going tradition in their families. AVID is for all students; however, it targets those in the academic middle.

## **American College Test (ACT)**

The ACT Assessment has been found to be one reliable predictor of student academic success in college; that is, students with high ACT scores usually make better college grades than students with low ACT scores. ACT scores are typically one of a cluster of considerations used by college/university admission officers—along with other factors such as student grades and courses—to determine admission. This is a nationally norm-referenced test.

- ✓ Four academic subtests of the ACT use multiple choice items to measure abilities in the academic areas traditionally identified with college preparatory high school programs: English, mathematics, reading, and science.
- ✓ Spelling, vocabulary, and rote recall of rules of grammar are NOT tested.
- ✓ Memorization of complex formulas and extensive computation are not required.
- ✓ The use of calculators is permitted on the mathematics test.

## **Americans with Disabilities Act (ADA)**

A civil rights law passed in 1990 that does not allow discrimination against people with disabilities in employment, public service, and public accommodations.

**At-Risk**

Every child has the potential to succeed in school and in life. Yet there are many factors that can imperil a child's ability to achieve his or her full potential. Children who (1) live in poverty, (2) have limited-English proficiency, (3) are disabled, and/or (4) are raised in dysfunctional or abusive homes are "at risk" of failing in school and beyond. A child may be at risk because of one factor or a combination of causes, but it takes the concerted efforts of families, schools, and communities to encourage at-risk youth on the path toward success.

**Autism**

Autism is a developmental disability that significantly affects verbal and nonverbal communication and social interaction generally evident before age 3, which adversely affects a child's educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experience.

**Adequate Yearly Progress (AYP)**

The No Child Left Behind Act of 2001 requires that "each state shall establish a timeline for adequate yearly progress. The timeline shall ensure that not later than 12 years after the 2001-2002 school year, all students in each group described...will meet or exceed the State's standards." These timelines are developed by state education agencies working under guidance from the federal government. According to the U.S. Department of Education, AYP is a diagnostic tool that determines how schools need to improve and where financial resources should be allocated. The No Child Left Behind Act makes provisions for schools that do not demonstrate adequate yearly progress. Those that do not meet AYP for two years in a row are identified as "schools in need of improvement" and are subject to immediate interventions from the State Education Agency. First steps include technical assistance and then, according to the U.S. Department of Education, "more serious corrective actions" occur if the school fails to make Adequate Yearly Progress.

**Behavior Intervention Plan (BIP)**

A plan developed by the Individualized Education (IEP) Team to address behavior that interferes with a special education child's progress in school. The IEP team develops this plan following the completion of the Functional Behavioral Assessment to identify antecedents, behaviors, and consequences that need to be considered in the intervention plan to improve behavior. This plan should become part of the current IEP.

**Brigance Diagnostic Comprehensive Inventory of Basic Skills (Brigance—First Grade Admission Test)**

The 1997 Session of the Nevada Legislature mandated that a child who has not attended an approved kindergarten program (public school, licensed private school, home schooled with the school district approval, or rural home kit) must pass the Brigance or First Grade Admission Test. The Brigance measures attainment of basic academic skills. This is a nationally norm-referenced test published by Curriculum Associates, Inc.

**Carl Perkins/Perkins Grant**

The Carl D. Perkins Vocational–Technical Education Act Amendments of 1998 (Public Law 105–332) was originally signed into law on October 31, 1998. With the recent enactment of the Carl D. Perkins Career and Technical Education Act of 2006, Congress has demonstrated overwhelming bipartisan support to continue the country's federal investment in career and technical education. The new Act strengthens key components of the previous legislation, the Carl D. Perkins Vocational and Technical Education Act of 1998.

Some of those components include the following:

- ✓ Development of programs of study for career and technical education to implement model course sequences to guide students from secondary to postsecondary education according to the models established under tech prep;

- ✓ Professional development to ensure career and technical education teachers are well- trained, fully qualified, and will employ effective teaching strategies that ensure career and technical education programs achieve their fullest academic and career goals;
- ✓ Connections and partnerships to ensure programs meet business and industry needs to help fill the growing need for skilled workers;
- ✓ Advancement of the integration of academics in all career and technical education programs to help improve the academic performance of all students;
- ✓ Establishment of valid and reliable assessments and accountability systems to effectively measure and document student achievement in career and technical education;
- ✓ Improvement of career and technical education programs to ensure they are providing students with experiences in all aspects of the industry using state-of-the-art technology; and
- ✓ Provisions and needed support services to ensure all students, especially those with special needs, have opportunities to succeed in career and technical education programs.

### **Child Find**

This is the assessment center used by several school districts for evaluation to identify unserved students with disabilities as required by IDEA.

### **Classroom- and School-Based Assessments**

Classroom-based assessments may be daily instructional assessments, which are teacher-developed. They may include quizzes, tests, instructional worksheets, or other forms of assessment. They should be tied to the standards for the content area with which students are working. School-based assessments are based upon district-provided assessment items tied directly to the standards and are intended to provide feedback that will enable the teacher to target deficiencies immediately.

### **Comprehensive Life Skills (CLS)**

These are programs for students with disabilities focusing on independence and life skills.

### **Credit by Exam (CBE)**

These assessments are provided in some Nevada school districts so that students may demonstrate their capability to pass an exam that covers the standards and/or skills of a specific content area and earn credit toward high school graduation. These are criterion-referenced tests.

### **Criterion-Referenced Test (CRT)**

The CRT is an assessment that measures a student's performance on specific content standards or skills in a content area rather than in comparison to the performances of other test takers in the state or in the nation.

### **Curriculum Mapping**

Curriculum mapping is a process for collecting data that identifies the core content for each subject area in order to improve communication and instruction in all areas of the curriculum. A curriculum map is useful in helping teachers understand what is taught and when in all subject areas and grade levels. A curriculum map is also useful in assisting teachers in creating unified interdisciplinary units that foster students' understanding of concepts, ideas, and activities across many subject areas.

### **Disability**

The result of any physical or mental condition that affects or prevents one's ability to develop, achieve, and/or function in an educational setting at a normal rate.

### **Dropout Rate**

According to the Nevada Department of Education's informational materials, the overall school/program dropout statistic is based upon 9–12 grade students who dropped out of school during the previous school year.

Technically, a dropout is an individual who:

- (a) Was enrolled in a school program at some time during the previous school year (or was expected to return to school during the previous school year from summer);
- (b) Was not enrolled by December 1 of the current school year;
- (c) Has not graduated from high school or completed a state- or district-approved instructional program; and
- (d) Does not meet any of the following exclusionary conditions:
  - i. Transfer to another public school district, private school, or state- or district-approved education program;
  - ii. Temporary absence due to suspension or school-approved illness; or
  - iii. Death.

### **Early Childhood (EC)**

This special education program is for early intervention with students with disabilities, ages 3-5.

### **Early Success Screening (ESS)**

ESS is a 20-minute screening (not a test) used in some school districts for children who are not yet six years of age.

- ✓ The screening checks the child's eye-hand coordination, fine motor control, language abilities, auditory and visual memory, and large muscle control.
- ✓ This screening gives the parent an idea about the development of the child. It gives the child an opportunity to meet the kindergarten teacher one-on-one.
- ✓ The kindergarten teacher gains a mini-picture of her class when screening is complete. Screening enables the kindergarten teacher to identify children who are in need of further assessment to ensure a successful kindergarten year and school experience.

### **Educational Accountability**

Accountability means holding key individuals and groups responsible for student achievement through the systematic collection, analysis, use, and reporting of valid and reliable information. The standards movement has allowed accountability systems to become performance-based. Once academic content standards are defined, and school and student progress measured against them, performance can be measured and evaluated.

### **English Language Learners (ELL)**

Students for whom English is not their native language are called English Language Learners. The federal government provides limited additional funding for states and school districts in the form of Title III grants for supplementary services for English Language Learner students. Under the No Child Left Behind Act, states are required to provide evidence that English Language Learners in grades 3-12 are making demonstrated improvements in English proficiency and Adequate Yearly Progress in academic content each school year. These students are sometimes called Limited English Proficient.

### **Extended School Year (ESY)**

This is a program for students with disabilities developed as part of the IEP process in accordance with IDEA to serve students beyond the **180**-day school year.

### **Family Education Rights and Privacy Act**

The **Family Educational Rights and Privacy Act of 1974** (FERPA) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- ✓ Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- ✓ Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- ✓ Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. Schools must tell parents and eligible students, however, about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (e.g., special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school and school district.

When questions arise about FERPA and its often complex interpretation(s), NASB strongly encourages school board members to contact the superintendent or his/her designee.

### **Fifth and Eighth Grade Proficiency Examinations in Writing**

Both are state-mandated assessments. These student-produced writing assessments focus on the standards for writing at each grade level. All fifth and eighth grade students who are enrolled in public schools, including charter schools, are required to take the writing assessment. Students with disabilities and students classified as having limited English proficiency (LEP) must also participate. If necessary, based on a student's IEP Testing Accommodation Plan, Section 504 Testing Accommodation Plan, or LEP Testing Accommodation Plan, students can receive accommodations that provide access and opportunity to demonstrate achievement.

### **Formative Assessments**

Several Nevada school districts use these classroom-administered assessments that are designed to provide the teacher with information about the student's mastery of the content standards for a specific grade level. Formative Assessments are administered periodically to provide information that will enable the teacher to focus instruction on specific standards or pieces of the standards to ensure that the student has mastered the standards before the time that a summative assessment is administered.

**Free and Appropriate Public Education (FAPE)**

Free and Appropriate Public Education required for identified students with disabilities. This concept is one of the key requirements of IDEA, which requires that an education program be provided for all school-aged children (regardless of disability) without cost to families. The exact requirements of "appropriate" are not defined, but other references within the law imply the most "normal" setting available.

**Free and Reduced Lunch (FRL)**

Free and reduced price lunches are provided to students whose families fall below a minimum income threshold as determined by the federal government.

**Functional Behavioral Assessment (FBA)**

An assessment required by the IDEA to address behavior issues that are interfering with a special education eligible child's progress in school. It is, generally, considered to be an approach that incorporates a variety of techniques and strategies to diagnose the causes and to identify interventions intended to address problem behaviors. Federal regulations enumerate what must be included in a functional analysis:

1. Systematic observation of the occurrence of targeted behaviors that address frequency, duration, and intensity;
2. Systematic observation of the antecedent events;
3. Systematic observation and analysis of the consequences following the display of behavior to determine the function of the behavior;
4. Ecological analysis of the settings in which the behavior occurs most frequently;
5. Review of health and medical information that may influence behavior; and
6. Review of behavior history to include the effectiveness of previously used interventions.

**Gifted and Talented Education (GATE)**

The Gifted and Talented Education (GATE) program, provides unique education opportunities for high-achieving and underachieving pupils in Nevada public elementary and secondary schools who have been identified as gifted and talented. Special efforts are made to ensure that pupils from economically disadvantaged and varying cultural backgrounds are provided with full participation in these unique opportunities.

**Graduation Rate**

According to information contained in the existing Nevada Department of Education accountability handbook, graduation rates are calculated according to a formula of the U.S. Department of Education's National Center for Education Statistics. This calculation analyzes various school completion counts and dropout counts over a four-year period. (Since the formula relies on dropout counts and dropout counts extending to December of the following year, the rates provided will be graduation rates for the previous school year.) Also, since there is a reliance on four years of dropout data in the formula, rates can't be provided for schools/programs that weren't in existence for the 1998-1999 school year.

**High School Proficiency Examination (HSPE)**

Since 1967, the Nevada Legislature has mandated a high school proficiency examination. The Nevada HSPE is the oldest in the nation. All students who expect to earn at least a standard high school diploma on completion of twelfth grade, including students who attend a charter or alternative school, must pass all four sections [Reading, Writing, Math, and Science] of the HSPE after entering tenth grade and before graduation. This is a criterion-referenced test and is used to calculate AYP. The HSPE is aligned to Nevada State Content Standards adopted by the State Board of Education. All writing prompts and test questions are developed by Nevada educators for Nevada students. All prompts, items and reading passages have been approved by bias review committees comprised of Nevada citizens and educators.

The Reading, Math, and Science portions of the HSPE are administered for the first time in the spring of the student's tenth grade year. The Writing portion of the examination is administered for the first time in the fall semester of the student's eleventh grade year. Scores for the examination are reported to districts/schools no later than 28 days after the testing contractor receives the answer documents from the districts/schools. Students may retake these tests multiple times. Prior to the third and any subsequent attempts, students must receive remedial study and/or be enrolled in an approved course of study with the intent of completing requirements for a high school diploma.

### **In Need of Improvement**

This designation used to apply to schools that miss one or more AYP targets for two or more consecutive years in the same content area.

### **Individualized Education Program (IEP)**

The IEP is a written education plan for a school-aged child with disabilities that is developed by a team of professionals (teachers, therapists, etc) and the child's parents or family to meet the unique needs of students with disabilities who require specially designed instruction. This plan must be reviewed and updated yearly. It describes how the child is presently doing, specifies the child's learning needs, and describes what services the child will need.

### **Individuals with Disabilities Education Act (IDEA)**

This is a federal mandate reauthorized in 1997 regarding services for students with disabilities.

- ✓ **Part B** - Section of IDEA that defines requirements of serving students ages 3 through 21
- ✓ **Part C** - Section of IDEA that defines requirements of serving students birth through 3

### **International Baccalaureate Organization (IBO)**

The International Baccalaureate Organization is a non-profit international educational organization that was established in 1968. The IBO offers three programs of international education that span the primary, middle, and secondary school years. The Diploma Program for IB students is a two-year course of study that prepares students to enroll in a post-secondary educational program. It is a broad and balanced curriculum in which all candidates study languages, a social science, an experimental science, mathematics, and normally, an arts subject. Wherever possible, the subjects are approached from an international perspective. Diploma program candidates typically take six exams, including one literature course taught in the student's native language, one foreign language, one social science, one experience science, one mathematics, and one arts course. IB students take their examinations at the end of the two-year Diploma Program.

### **Investing in Nevada's Education, Students and Teachers (iNVEST)**

Student achievement is our core business. The ultimate goal of *iNVEST* is to improve academic achievement *for all students*. Prior to the 2003 Session of the Nevada State Legislature, school superintendents and the boards of trustees from each of Nevada's seventeen school districts joined together to develop a unified, long-term and strategic vision to improve public education for K-12 students throughout the state. Since its introduction three sessions ago, *iNVEST* has maintained three foundational principles:

- ✓ Education can be improved when adequate basic support is provided to districts;
- ✓ Districts must have the resources to attract and retain qualified teachers; and
- ✓ Districts must have the means to provide enhanced educational opportunities for students.

For additional information, see <http://investk12nevada.org/>

### **Kindergarten Phonological Awareness Literacy Screening (K-PALS)**

This screening measures a young child's knowledge of literacy fundamentals. The screening begins with a direct assessment of alphabet knowledge, including alphabet recognition and letter sounds, phonics, concept of word and word recognition. The screening is individually administered after the child has attended 6-8 weeks of literacy instruction and again at the end of the school year.

**Least Restrictive Environment (LRE)**

Under IDEA, schools must provide services with non-disabled peers to the maximum extent appropriate for students with disabilities. This is an educational setting or program that provides a student with disabilities the chance to work and to learn to the best of his/her ability. The environment also provides the student as much contact as possible with children without disabilities, while meeting all of the child's learning needs and physical requirements.

**Limited English Proficient (LEP)**

LEP students are those for whom English is a second language and who are not reading or writing in English at grade level. This is another term for describing students who are English Language Learners (ELL).

**Measures of Academic Progress (MAPs)**

These assessments are state-aligned computerized adaptive tests intended to accurately reflect the instructional level of each student and measure performance over time. MAP tests provide results that can be used to:

- ✓ Identify the skills and concepts individual students have learned;
- ✓ Diagnose instructional needs;
- ✓ Monitor academic growth over time;
- ✓ Make data-driven decisions at the classroom, school, and district levels; and
- ✓ Place new students into appropriate instructional programs.

According to the Northwest Evaluation Association, the assessment itself is unique in that it adapts to the student's ability, accurately measuring what a child knows and needs to learn. In addition, MAP tests measure academic growth over time, independent of grade level or age. Most importantly, the results educators receive have practical application to teaching and learning. More than 3400 school districts and educational partners use MAP Mathematics, Reading, and Language Usage tests to help all students learn.

**National Assessment of Educational Progress (NAEP)**

For more than a quarter of a century, NAEP has reported to policy makers, educators, and the general public on the educational achievement of students in the United States. The National Center for Education Statistics conducts NAEP to assess the educational progress of students at grades 4, 8, and 12 in mathematics, science, and writing. Each content area is assessed in varying even-numbered years. For example, NAEP measured mathematics in 1990, 1992, and 1996; NAEP measured reading in 1992, 1994, and 1998. This is a nationally norm-referenced test. In 1997, the Nevada Legislature mandated that schools randomly selected for participation must participate in NAEP. Compared with other states that mandate participation, Nevada has far fewer schools from which participants can be drawn.

**National Spanish Test**

This nationally-normed test is designed to enable students taking Spanish to demonstrate their achievement compared with students in comparable courses throughout the nation.

**No Child Left Behind (NCLB)**

The No Child Left Behind (NCLB) Act, the revised Elementary and Secondary Education Act, is a potent blend of new requirements, incentives and resources, and it poses significant challenges for states and school districts. The law sets deadlines for states to expand the scope and frequency of student testing, revamp their accountability systems and guarantee that every teacher is qualified in their subject area. NCLB requires states to make demonstrable annual progress in raising the percentage of students proficient in reading and math, and in narrowing the test-score gap between advantaged and disadvantaged students.

**Norm-Referenced Test (NRT)**

The NRT is a standardized assessment—that is, an assessment in which all students perform under the same conditions—that compares a student or group of students with a specified reference, usually others of the same grade.

**Paraprofessionals**

Paraprofessionals are those non-certified employees who assist with instruction in various ways, including library assistants, classroom aides, classroom assistants, and assistants who provide one-on-one tutoring services. The No Child Left Behind (NCLB) Act requires that paraprofessionals working in programs supported by Title I funds must meet one of the following requirements:

- ✓ Completed at least two years of postsecondary study;
- ✓ Obtained an associate's (or higher) degree; and
- ✓ Met a rigorous standard of equality and can demonstrate, through a formal state or local academic assessment, knowledge of and the ability to assist in instructing reading, writing, and mathematics.

All paraprofessionals, regardless of hiring date, must have earned a high school diploma or its equivalent.

**Parent Involvement**

Each school district that receives Title I funds must have a written parent involvement policy that is developed with and approved by parents. The policy must be evaluated each year. This policy must explain how the district will involve parents in developing Title I plans and help parents know how to be included in decision-making at the schools and in the district.

**Participation Rate**

This term is applied to the percentage of students who participate in the assessment when compared to the number of eligible students. NCLB requires that 95% of all children in each subgroup be tested.

**Percent Proficient**

Set by the Nevada Department of Education, this is the percentage of students that must be proficient on CRTs each year for a school or subgroup to make its AYP.

**Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT)**

This is a nationally norm-referenced test. This assessment is co-sponsored by the College Board and National Merit Scholarship Corporation. The PSAT measures the critical reading, math problem solving, and writing skills that students have developed throughout their school careers. Taking the PSAT enables students to participate in the Student Search Service to get mail from colleges/universities.

**Proficiency**

Proficiency is mastery of a standard or skill that is required for that grade level. Passing a CRT with a specific cut score often indicates proficiency for individual students. See Appendix E for current required cut scores as established by the Nevada Department of Education.

**Public Law 94-142**

This law passed in 1975 requires that public schools provide a "free and appropriate public education" to school-aged children ages 3-21, regardless of disabling condition. This law is also known as the Individuals with Disabilities Education Act (IDEA).

**Public School Choice**

One of the big changes that the No Child Left Behind (NCLB) Act provides is called Public School Choice. This is the right of parents to take their child out of a low-performing school or an unsafe school and transfer him/her to a different school. This is true for any school that receives Title I funding from the federal government after the school has failed to meet its AYP targets for two

consecutive years in the same content area. Districts are required by law to notify parents if the school their children attend is in need of improvement. This can be done through the mail or using e-mail. Public school choice is only available to parents of children attending Title I schools in need of improvement. The district must provide the choice of at least two schools that have met their AYP targets for achievement. Parents of children attending Title I schools in need of improvement can then select one of those schools for their child to attend and the school district will pay for transportation to the new school.

### **READ 180**

One of the most compelling issues facing educators today is how to address the needs of struggling readers. This program brings together the essential building blocks of intervention, meeting the needs of students in elementary to high school whose reading achievement is below the proficient level.

### **Related Services**

For students with disabilities, these services may include transportation and developmental, corrective, and other support services that the child with disabilities requires in order to benefit from education. Examples of related services include: speech pathology and audiology, interpretative services for the hearing impaired, and medical services for diagnostic and evaluation purposes.

### **Safe Harbor**

To achieve Safe Harbor with a specific disaggregated group and/or content area (Math/English), a school or district must demonstrate a 10% reduction of students who are not proficient from the previous year.

### **Scholastic Assessment Test (SAT I)**

The SAT assessment replaced the SAT (Scholastic Aptitude Test) in 1995. The SAT is a three-hour test that measures verbal and mathematical reasoning skills students have developed over time and skills they need to be successful academically. Many colleges and universities use the SAT as one indicator, among others, of a student's readiness to do college-level work.

### **Scholastic Assessment Test II (SAT II)**

SAT IIs are one-hour mostly multiple-choice subject tests. SAT IIs measure how much students know about a particular academic subject and how well they can apply that knowledge. Many colleges require or recommend one or more of the Subject Tests for admission or placement.

- ✓ Subject Tests fall into five general subject areas: English, Mathematics, History, Science, and Languages (includes ELPT).
- ✓ The 22 Subject Tests include: Writing (with an essay), Literature, U.S. History, World History, Math Level IC, Math Level IIC, Biology E/M, Chemistry, Physics, French Reading, French Reading with Listening, Spanish Reading with Listening, Modern Hebrew, Reading, Italian Reading, Latin Reading with Listening, Japanese Reading with Listening, Korean Reading with Listening, Chinese Reading with Listening, and the English Language Proficiency Test.

### **School Report Cards or Accountability Reports**

Parents have a right to know about their children's progress in school every year. This includes explanations of test scores and academic standards. In addition, school districts must mail or send by e-mail a report card or accountability report on how every school and the district as a whole are performing. This report must include information on how different groups of students are doing based on the state tests.

### **Scientifically Based Research**

Under the No Child Left Behind (NCLB) Act, programs and practices are required to be based on research. The term, "scientifically based research programs," appears throughout the law—from reading to teacher professional development to supplemental education services to anti-drug-abuse programs. Under NCLB, the term means research that involves the application of rigorous,

systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs. There are very strict amplifications about this term contained in NCLB.

### **Sheltered Instruction Observations Protocol (SIOP)**

The goals of the SIOP approach are designed to more effectively provide instruction for English Language Learners. Sheltered instruction is an approach for teaching content to English Language Learners in strategic ways that make the subject matter concepts comprehensible while promoting the students' English language development. This is a research-based model of sheltered instruction. Research has demonstrated that students whose teachers implement the SIOP model to a high degree in middle school classes outperformed those students in sheltered classes whose teachers were unfamiliar with the model.

### **Supplemental Education Services**

One of the provisions of the No Child Left Behind (NCLB) Act that's important for parents to know about is called Supplemental Education Services. This is extra, outside help for students who attend Title I schools. The law says that a school is determined to be in need of improvement if it has failed to meet state targets for two consecutive years in the same content area. Parents of students at Title I schools in the second year after a school has been designated need of improvement are offered the option of supplemental education services. Supplemental services must be prioritized for children from low-income families. Money is provided by the district for parents of children at such Title I schools to select a provider from a list approved by the State Board of Education. This additional help could be in reading, language arts, or math, and can take place before or after school or on weekends. It must not take place during school hours. It can be individual tutoring, extra classes or special programs offered by approved organizations in the community. As soon as children in a school are eligible for this extra help, the school district will notify parents and provide them with a list of organizations or tutors who have been approved by the state to provide these services.

### **Title I**

This term is used to describe schools receiving federal funding 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 or reduced lunch program. Title I is intended to supplement, not to replace, state and district funds. Schools receiving Title I funding must involve parents in deciding how those funds are spent and in the reviewing process.

### **Vertical Teams**

A Vertical Team is a group of teachers from different grade levels in a given discipline that work cooperatively and collaboratively to develop and implement a vertically aligned program designed to help students acquire the academic skills necessary for success in the Advanced Placement Program. One of the primary goals of a Vertical Team is to improve academic performance for all students in earlier grades by introducing skills and concepts needed for success in rigorous and challenging courses.

### **Watch List**

This designation is used to describe first-year schools that do not meet one or more AYP targets.

### **Western Interstate Commission for Higher Education (WICHE)**

WICHE and its fifteen member states, including Nevada, work to improve access to higher education and ensure student success. Student exchange programs, regional initiatives, and research and policy work allow member states to assist students, policymakers, educators, and institutional, business and community leaders throughout the West and beyond.