

## EDUCATION ACRONYMS

Acronym	Definition
<i>Assessment Terms</i>	
AIMSweb	This benchmark test is used to periodically assess students' mastery of basic math and language arts skills.
CLE	The course-level expectations (CLEs) are the basis for the end-of-course exams. They identify important concepts to be learned within a given course.
DIAL-III	Developmental Indicators for the Assessment of Learning - this is a screening test for kindergarten readiness that may also identify areas where further diagnosis is needed.
DRA	The Developmental Reading Assessment is a diagnostic reading test.
EOC	End-of-course exams are course-specific assessments within the MAP, such as Algebra I, Algebra II, Geometry, etc. The grade-level tests of MAP cover a subject area. Some EOCs are required, and others are optional; our district takes all of the optional tests.
EPAS	This acronym refers to the EXPLORE/PLAN/ACT series.
EXPLORE PLAN ACT	ACT refers to American College Testing, but the tests typically go by their acronyms. EXPLORE is given in 8 <sup>th</sup> gr. and PLAN in 10 <sup>th</sup> grade to predict likely performance on the ACT, which college-bound students often take as 11 <sup>th</sup> graders. The tests show whether the student is "on track" to succeed in entry-level college coursework.
GED	General Educational Development is a high-school equivalency test.
GLE	The grade-level expectations (GLEs) are the basis for the grade-level MAP tests. They identify important concepts to be learned within a content area for each grade level.
MAP	Missouri Assessment Program is a broad term for the state's required assessment program, including grade-level tests (gr. 3-8) and end-of-course (mostly high school) tests.
MAP-A	Missouri Assessment Program-Alternate is a different version of accountability testing for severely handicapped students, as specified in their IEP.

SRI	Scholastic Reading Inventory is a computerized reading test.
TSA	An approved technical skills attainment (TSA) assessment is required for students who have completed a "crosswalk" of 3 units of related vocational classes.
<b><i>Initiatives</i></b>	
AFL	Assessment <u>for</u> Learning (also called formative assessment) refers to using brief assessments frequently to gauge student learning and adjust instruction. Assessment <u>of</u> Learning (summative assessment) refers to tests given in order to award grades or determine accountability.
PBS/PBIS	Positive Behavior Support is a model for defining the behavior expected of all students, consistently monitoring it, rewarding appropriate behaviors, and developing responses (interventions) for students who do not follow expectations.
PLC	Professional Learning Community is a school improvement model based on collaboration among teachers who share responsibility for common learning objectives.
RTI	Response to Intervention (also called "response to instruction") is a model for systematic monitoring of carefully identified learning objectives and choosing the best method (or intervention) to support students who have not mastered critical concepts or skills.
<b><i>In-District</i></b>	
PCI	PCI Building Services, Inc. is the company with whom the district contracts for custodial and maintenance services.
PD/PDC	Professional development and Professional Development Committee
QNS	Quality Network Solutions is the company which manages the district's computers.
SIS	Student Information System is the complex database of information on students and staff. Beyond local record-keeping, such as grades and attendance, data is queried out of the system and uploaded to DESE for required reports.
Various clubs such as FFA, FBLA, etc.	FFA=Future Farmers of America; FBLA=Future Business Leaders of America (The district's extra-curricular handbook will have a complete list of clubs, some of which use acronyms to abbreviate their names.)

<i>Other</i>	
APR	Annual performance report is compiled by DESE in order to determine a district's accreditation status; among the 14 indicators are MAP results, graduation rate, attendance, number of advanced courses taught, graduate follow-up, number of vocational courses, etc.)
AYP	Adequate yearly progress refers to annually increasing percentages of students who should score at the proficient or advanced level on the MAP, according to state and federal requirements.
CPI	Crisis Prevention/Intervention training teaches educators verbal de-escalation skills and safe management of crisis situations.
DESE	Department of Elementary and Secondary Education (commonly called "state department")
ePeGS	Electronic Payment and Electronic Grants System is a DESE tool for compiling all of the various plans that districts must submit and for requesting payments on many state and federal programs.
ESEA	Elementary and Secondary Education Act is the primary federal law affecting K-12 public education.
LEA/SEA	These are abbreviations for local education agency (district) and state education agency (DESE).
MOSIS/Core Data	Missouri Student Information System (MOSIS) is the DESE database into which district data are uploaded and analyzed for accuracy. Specific data are then extracted into the "Core Data" that DESE maintains on public school districts for various purposes, such as determining state aid and reporting to the public or other entities.
MPP	Missouri Preschool Project is a state-funded program to support preschool education.
MSIP	Missouri School Improvement Program is the process of accrediting schools, based on resource, performance, and process indicators. The APR is an annual report on the performance indicators.
NCLB	No Child Left Behind is the 2001 federal law that imposed additional requirements upon public schools, such as annual testing, required performance targets, and more teacher

	qualifications; it also directs some federal education funds to non-public entities and requires additional reporting, public notices, complaint procedures, etc.
PAT	Parents as Teachers is the program that provides information to parents of young children about development milestones, appropriate activities, and ways to support early learning.
PBTE	Performance-based teacher evaluation is a broad term for various teacher evaluation systems.
Title I	This refers to a portion of federal Elementary and Secondary Education Act (reauthorized periodically); Title I funds are dedicated to supplemental reading or mathematics programs.
Title II	This is another portion of the ESEA, which funds professional development and/or class size reduction.
504 plan	Section 504 is part of the Americans with Disabilities Act, which is a federal law to ensure equal access to public facilities and programs to individuals with disabilities.
<b><i>Special Education Terms</i></b>	
CWC	Class-within-a-class refers to adding a special education teacher to a regular education class that contains one or more students with disabilities, in order to support learning.
ECSE	Early childhood special education is required for preschool children exhibiting development delays and other disabilities.
ESY	An extended school year may be specified in the IEP for some students with disabilities when their educational team believes they will "lose ground" in their learning during the time school is not in session, especially in summer.
IDAC	In-district autism consultant is a person who's received specialized training in behaviors throughout the autism spectrum.
IDEA	Individuals with Disabilities Education Act is the federal law which governs procedures for special education.
IEP	Individual education program/plan is the specific outline for how a student with a disability will be educated. It carries the force of law, and districts must follow the plan that has been cooperatively developed by the IEP team.