Flagstaff Unified School District
Standards Based Education
Elementary Teacher Handbook

Table of Contents

Contents of this teacher handbook has been written and revised by the following
FUSD Leadership Teams:

Eleteam (Elementary Principals)
Instructional Specialists
Gradebook Site Support Team
Program Specialist
Curriculum and Instruction Department

This handbook is a dynamic document and will reflect changes as they occur
as a result of policy or procedural updates.

Standards Based Education

As our commitment to today's learners and their preparation for college and career, Flagstaff Unified School District has embraced and implemented a Standards Based Education initiative where learning *and* teaching is centered around the acquisition of content knowledge specific to standards as adopted by the Arizona Department of Education. Four main components have been identified in order to provide a guaranteed and viable curriculum as well as to align professional development opportunities.

- Instruction
- Learning
- Evaluation
- Reporting

Instruction – All educators are accountable for impacting student academic success through implementation of best practice, practice with fidelity and rigor.

Learning – All students must have access to essential grade level curriculum as part of their core instruction.

Evaluation – Evaluation of learning must be a meaningful communication of performance measured on standards versus a "generalization" of content. Formative and summative assessments provide feedback *for* learning and feedback *of* learning.

Reporting - The purpose of the reporting document is to communicate to students and parents the achievement of specific learning goals. The report identifies levels of performance with regard to the goals, areas of strength and areas where additional time and effort is needed. Academic performance is recorded separate from non-academic performance.

FUSD's guiding principles include:

- ALL students are capable of learning at high levels, regardless of home environment, ethnicity, native language or prior learning experiences.
- Acquisition of knowledge is a high stakes process which requires clear and specific communication

FUSD recommended minutes of instruction:

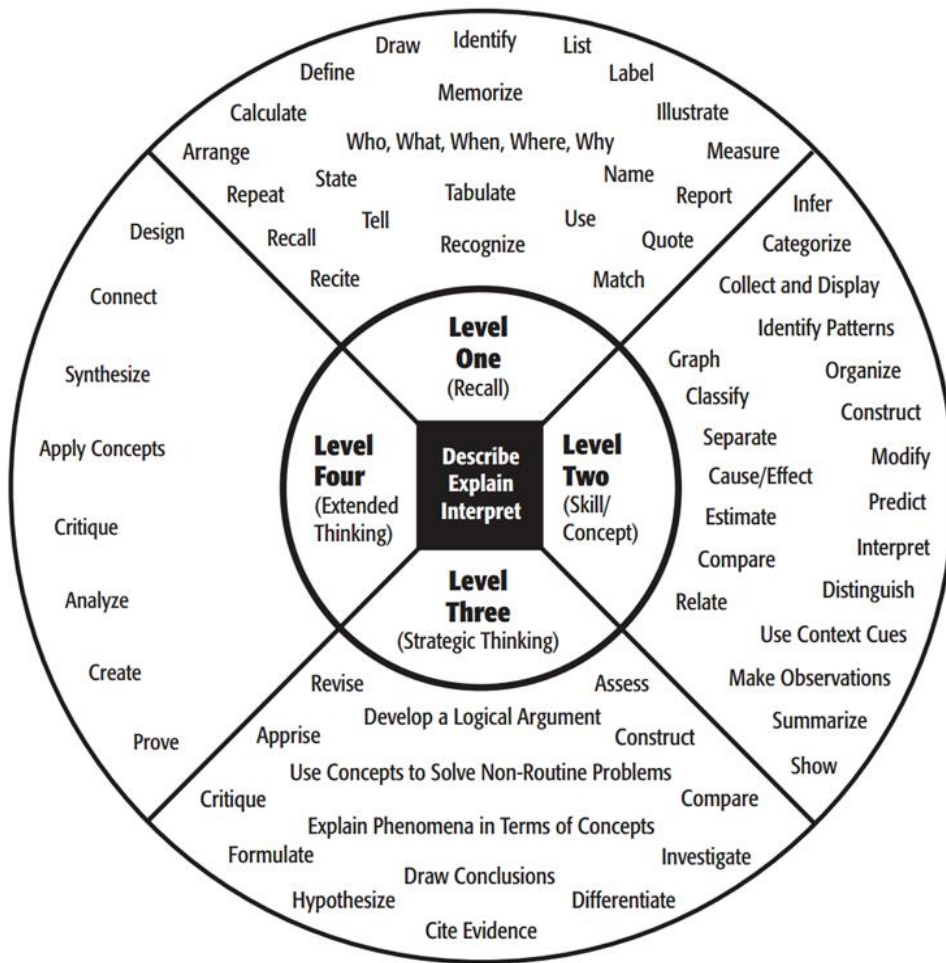| Content Area	Weekly		Daily
ELA	600	M – F	120
MATH	450	M – F	90
Social Studies	120	4 x's week	30*
Science	120	4 x's week	30*
Technology	30	1x per week (minimum)	
PE/Health	30	1 x per week	**
Art	30	1 x per week	**
Music	30	1 x per week	**

*Social Studies and Science standards have embedded instructional time that includes ELA – Reading Informational Text. This time may be included in the ELA recommended minutes of instruction.

**Recommended minutes for PE, Art and Music is defined time with a "certified specialist". Additional time outside of this assigned schedule may also be included – for example: FitKids instruction, artists in residence, classroom instruction, etc.

Instructional minutes *beyond* these recommended minutes may include: additional instruction in the core content areas, interventions, unstructured recess, technology, enrichment, special projects, etc.

MINDS UNDER CONSTRUCTION

Depth of Knowledge (DOK) Levels

Level One (Recall)

Draw, Identify, List, Define, Label, Memorize, Illustrate, Calculate, Who, What, When, Where, Why, Measure, Arrange, Name, State, Tabulate, Report, Repeat, Use, Tell, Recognize, Quote, Recall, Match, Recite

Level Two (Skill/Concept)

Infer, Categorize, Collect and Display, Identify Patterns, Graph, Organize, Classify, Construct, Separate, Modify, Cause/Effect, Predict, Estimate, Interpret, Compare, Distinguish, Relate, Use Context Cues, Make Observations, Summarize, Show, Compare, Investigate, Differentiate

Level Three (Strategic Thinking)

Revise, Assess, Develop a Logical Argument, Apprise, Construct, Use Concepts to Solve Non-Routine Problems, Critique, Explain Phenomena in Terms of Concepts, Formulate, Draw Conclusions, Hypothesize, Cite Evidence

Level Four (Extended Thinking)

Design, Connect, Synthesize, Apply Concepts, Critique, Analyze, Create, Prove

Describe Explain Interpret

<u>Standards Based Grading</u>

"Why would anyone want to change current grading practices? The answer is quite simple: Grades are so imprecise that they are almost meaningless." -Robert Marzano

The Flagstaff Unified School District identified standards based grading as a practice that reflects a student's proficiency level as measured by the Arizona Academic Standards. FUSD has identified procedures, processes and systems for reporting student learning in order to inform instructional practice and to report accurate, specific and timely feedback.

The Standards Based Report (1st – 5th) is a system of assessing and reporting the proficiency level related to key academic standards. Procedures include specific elements that require common understanding for FUSD practitioners to ensure the most accurate reflection of a student's progress as well as to eliminate practices that will skew results for reporting. The following grading practices have been identified to provide guidance that will ensure consistency that identify and articulate student progress.

Illusion of Objectivity – Everyday, teachers are making decisions on student learning based on tests, quizzes, performances, homework, etc. but from teacher to teacher the results of grading may be vastly different. Teachers must work collaboratively to establish grading norms, expectations and practices that reflect an accurate measurement of student achievement. Grading should not be done in isolation.   To dispel this illusion of objectivity the following counterproductive practices have been defined in order to provide clarity for best practice.

- **Zeros** – Calculation of student learning will *not* include zeros. Representation of missing work, incomplete work or failure on an assignment will be documented with IN (incomplete) until the student produces measurable performance. If the IN mark is still present at the reporting time, a 1 (Struggling) will replace the IN to provide a more accurate calculation of student progress. *The use of zero in grading practices misrepresent student proficiency and is counterproductive to assessing student knowledge.*

- **Extra Credit** – Calculation of student learning should include assignments or tasks that are associated with grade-level or course standards. In a *valid, accurate* grading system, extra credit is not necessary. Do not bypass the learning that is required with point accumulation outside of the course standards. *By awarding extra credit, students are given a free pass from learning.*

- **Academic – Behavioral reporting** – Academic and behavioral reporting will not be combined in a single mark. Behavioral evaluation will include progressive levels that represent work ethic and skills that contribute to the learning environment. Academic reporting will consist of academic proficiency only. Academic performance measures level of proficiency against standards. *Work ethic and citizenship measure behavior which influences academic performance. By having separate indicators, needs can be better targeted.*

- **Averaging** – Averaging student scores over a period of time results in applying same "weight" to poor scores, which may have occurred during the introduction of material, as the successful scores once mastery has been achieved. Averaging all of these scores will penalize the final composite mark. Averaging falls far short of providing an accurate description of <u>what students have learned</u>, instead a trend scoring (Power Law) method is preferred.

- **Semester Killer** – Defined as an inequitable weight given to a single assignment that undermines all others assignments or assessments throughout the course which ends up skewing the final grade determination. A student who has demonstrated satisfactory work throughout the majority of a semester may end up failing a course due to an over-weighted assignment. This situation is more observable in secondary courses. Teachers need to review course or subject grading practices to ensure that measurement of student learning is not penalizing proficiency. No one assignment should be the determination of a student failing or passing a course.

- **Late Work accepted** – All work assigned to students should be relevant and supportive of learning a skill. No student should be "allowed" to accept a zero or opt out of this learning. Therefore, all work must be handed in! Of course there will be a practical limit of time and lack of compliance should be noted as a behavioral consequence not part of learning the academic standard. If the IN (incomplete) mark is still present at the reporting time, a 1 (Struggling) will replace the IN to provide a more accurate calculation of student progress.

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Standards Based vs. Traditional

"A grade is supposed to provide an accurate, undiluted indicator of a student's mastery of learning standards. … It is not meant to be a part of a reward, motivation, or behavioral contract system. If the grade is distorted by weaving in a student's personal behavior, character, and work habits, it cannot be used to successfully *provide feedback, document progress, or inform our instructional decisions* regarding at that student – the three primary reasons we grade." Marzano 2000, 2007; O'Connor, 2007; Wormeli, 2006

STANDARDS- BASED	TRADITIONAL
Based on learning goals with a grade for each essential standard	Based on one grade per subject
Criterion-referenced and proficiency-based using a limited number of levels with criteria and targets known to all	Based on a percentage system; often norm-referenced; criteria not clear
Measures only achievement; behaviors reported separately; no penalties or bonuses given	Use an uncertain mix of achievement, attitude, effort and behavior; uses penalties and extra-credit
Includes individual evidence only	Includes group-work scores
Focuses on formative and summative assessments for grading	Scores and includes everything in grades
Emphasizes the most recent evidence of learning	Includes ever score regardless of when it was collected; scores are averaged
Uses only common quality assessments and carefully recorded data	Assessment vary in quality; some evidence comes only from teacher recollection
Feedback provides clear expectation for mastery of a standards	Decision are made about grading and then announced to the students
Higher order thinking skills	Low-level rote knowledge
Applying, analyzing, synthesizing	Knowing and understanding
Learning defined by what students can do with what they know	Learning defined by what students Know
Evidence of learning is using skills in new situations	Evidence of learning is repeating back
Rigor is complexity	Rigor is coverage

Levels of Proficiency

"Proficiency-level descriptions allow us to identify not only differences between proficient and nonproficient work, but also the degree of proficiency on a continuum."
Tammy Heflebower – <u>Grading from the Inside Out</u>

Academic Progress

4 – Exemplary – Student can teach another student
  --Demonstrates deeper understanding of grade-level standards
  --Extends ideas and draws connections to real-world situations
  --Demonstrates complex level of knowledge and understanding

3 – Proficient – Student can explain these concepts to the teacher
  --Demonstrates proficiency of grade-level standards
  --Consistently meets requirements for proficient work
  --Demonstrates essential level of knowledge and understanding

2 – Progressing – Student partially explain the concept to the teacher
  --Approaching grade-level standards
  --Meets some requirements for proficient work
  --Demonstrates some knowledge and understanding

1 – Struggling – Student lack understanding even with support
  --Significantly below grade-level standards
  --Meets few requirements for proficient work
  --Demonstrates little knowledge and understanding

Academic performance is recorded separate from behavior or non-academic indicators. Grades/marks reflect academic standards demonstrating what students know and are able to do. Attendance, effort, behavior, participation and other factors are important in understanding the whole child but should be reported separate from academic marks.

<u>**Non-academic Progress – Behaviors and Skills to Promote Learning**</u>

E – Excellent – Consistently meets requirements for exceptional work and behavior

S – Satisfactory – Consistently meets requirements for proficient work and behavior

P – Progressing – Meets some requirements for proficient work and behavior

N – Needs Improvement – Meets few requirements for proficient work and behavior

<u>Formative and Summative Assessment</u>

Formative Assessment: Formative assessment is the *frequent* collection of information from student work. Students receive constructive feedback to gauge their understanding and application of the material. Formative assessment also defines for the teacher what standards still need support or what enrichment can be delivered.

> AIMSweb – formative assessments for English Language Arts and Mathematics

> QUEST (Quarterly Essential Standards Tests) – Pre, 1st, 2nd, & 3rd quarters for ELA and Math. Available 1st – 8th grades, required for 3rd – 8th grades.
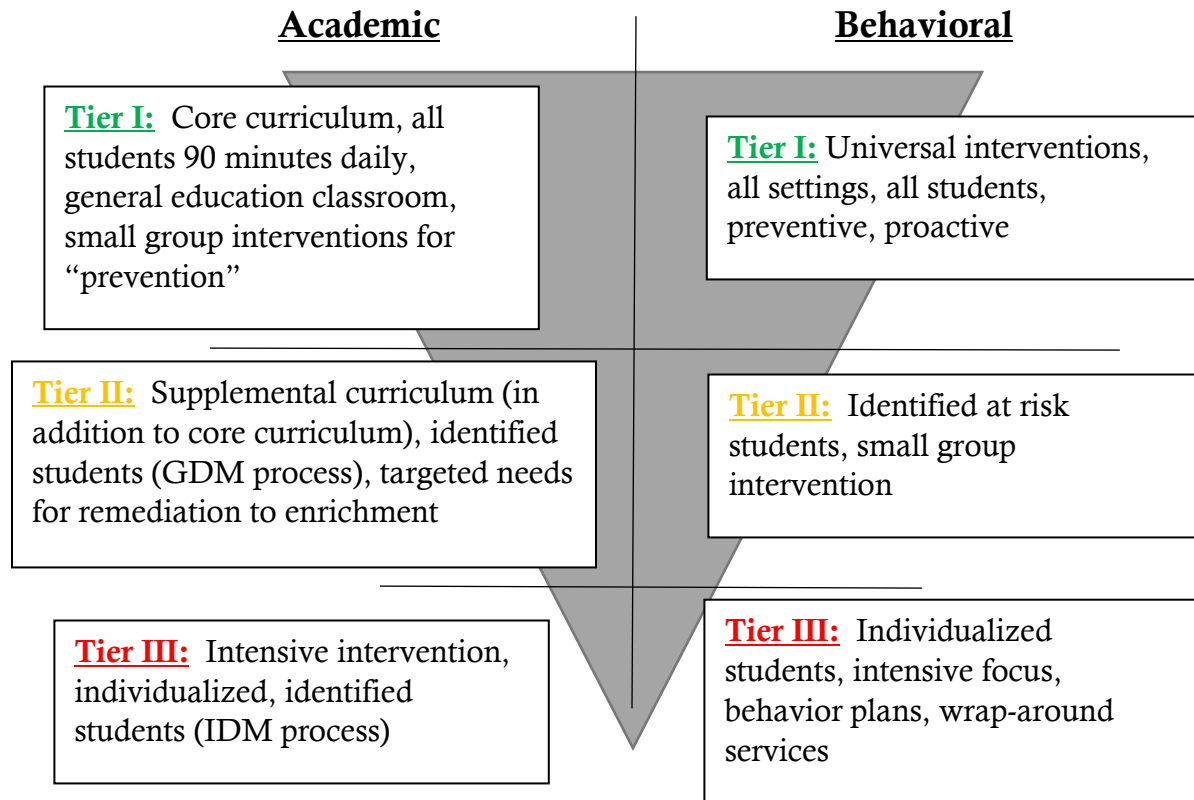
Assessment *for* Learning

Summative Assessment: At various points throughout a unit and/or completion of a unit, students will be measured on their mastery of the essential content standards – WHAT they know and what they can DO.

> QUEST (Quarterly Essential Standards Tests) – <u>end of year</u> test for ELA and Math. Available 1st – 8th grades, required for 3rd – 8th grades.

Assessment *of* Learning

Multi-tiered Systems of Support (MTSS)
Academic and Behavior

Multi-tiered System of Support (MTSS) is a systematic framework that provides early identification and support for learners for both academics and behavior. The process begins with a high-quality instructional core* program and a universal screening of all students in the general education setting. MTSS is designed for making decisions in both general education and special education.

FUSD's guiding principles for MTSS are:

- All educators are accountable for impacting student academic success through implementation of best practice, practice with fidelity and rigor.
- All students must have access to essential grade level curriculum as part of their core instruction.
- Interventions for struggling learners are timely, targeted and systematic.
- A professional learning community (PLC) is foundational to effective implementation of the MTSS framework.

*Core Curriculum – Board approved curriculum
> English Language Arts – K-3: National Geographic, NatGeo
> > 4-8: Pearson and ReadyGEN (4, 5)
> Mathematics – K-8 – Eureka Math

FUSD recognizes and supports behavioral MTSS programs within the district-wide PBIS (Positive Behavior Intervention and Supports) model. School-wide plans and data collection provides information for prevention and intervention.

Multi-Tiered Systems of Support – (MTSS)

Academic   ## Behavioral

Tier I: Core curriculum, all students 90 minutes daily, general education classroom, small group interventions for "prevention"

Tier I: Universal interventions, all settings, all students, preventive, proactive

Tier II: Supplemental curriculum (in addition to core curriculum), identified students (GDM process), targeted needs for remediation to enrichment

Tier II: Identified at risk students, small group intervention

Tier III: Intensive intervention, individualized, identified students (IDM process)

Tier III: Individualized students, intensive focus, behavior plans, wrap-around services

Tier I: The universal instruction and curriculum that *all* students are guaranteed to receive, which includes data driven interventions for learners at every level. Teachers will deliver positive behavior and academic interventions through whole and small group instruction. Tier I interventions are the research-based strategies that instructors put in place at the first sign that a student is struggling academically or behaviorally. Approximately 80-85% of students will *respond* to high-quality Tier I differentiation and intervention as evidenced by data.

Tier II: Academic and behavioral interventions are individualized and intensified through additional time (15- 30 minutes, 3-5 days per week). With regular monitoring if no significant growth is demonstrated, a new strategy or higher intensity within Tier II is implemented. This additional instructional time is reserved for students who have failed to respond to Tier I strategies. In most cases, Tier II research-based strategies may be similar to those deployed within Tier I, but occur more frequently and intensely. Approximately 10- 15% of students require Tier II interventions.

Tier III: Tier III academic and behavior interventions are the most intensive supports available in a school and are generally reserved for students with significant needs. Theses interventions are concentrated, aligned with Tier II, require a reduced student/teacher ratio, and an increase in time (15-30 minutes in addition to the Tier II intervention time). Approximately 5% or less students required Tier III interventions. In most circumstances, this time is accomplished outside of the general education classroom. Tier III is not exclusively special education nor an automatic referral.

Special Education and Standards Reports

Students that receive special education services in the Flagstaff Unified School District should receive a progress report addressing their IEP goals in addition to a standards report that is generated by their classroom teacher/case manager.

Standards Reports should indicate when the students are receiving accommodations or modifications as indicated on their IEP. The following definitions are also available in the
Terminology section of this handbook.

Accommodations	Accommodations are used when the student is expected to learn the same curricular content. The students may be taught in a different way, respond or test in a different way or need changes in the environment. A change is made to provide access or equal opportunity to demonstrate skills but does not change instructional level, content or performance criteria. It does not change how much of the curriculum the student is expected to learn. It only changes how students access and express knowledge on a daily basis.
Modifications	Modifications are used when the student is expected to learn less of the curricular content. A change is made in what a student is expected to learn and/or demonstrate. These changes customize the curriculum and expectations of the student's mastery of essential skills. This could require the modification of assignments, tests, worksheets and other materials in the classroom.

Using Synergy Report Card to show Accommodations and Modifications

Classroom teachers/case managers can indicate the grade the student has earned for each section on his or her standards report as well as whether or not they receive accommodations (A) or modifications (M) for the report card categories.

Data-Based Decision-Making Process

GDM
Group Data Meeting

Members:
Instructional Specialist*
(Academic)
 or
Counselor (Behavioral)*
Principal
Grade Level Staff

May Include:
Resource teacher
School Psych
Native Am. Academic Adv.
ELL Teacher
Interventionists

Discuss grade, class, and small group data.

Grade, class, and/or small group intervention is provided

Individual students in need of further discussion/problem solving

IDM participants, date, & time determined.

Documentation

Agenda
Data displays
AIMSweb
Individual intervention sheets

IDM
Individual Data Meeting

Members:
Instructional Specialist *
(Academic)
 or
Counselor (Behavioral)*
Gen. Ed. Teacher
Parent

May include:
School Psych
Licensed Professionals
Interventionists

Collaborative problem solving to determine best explanation for student's difficulty

Develop individualized intervention plan to address hypothesis

Disabling condition is suspected

Follow Up to assess intervention effectiveness

IS & School Psych consult and refer for special education consideration

Refer to 504 team

Documentation

IDM Invitation
Data Collection Form
IDM Mtg. Form
Follow Up Form

Moving into Special Education

RED/MET
Multi-Disciplinary Evaluation Team

Members:
Interpreter of results *
(typically School Psych)
Parent
Gen. Ed. Teacher
Spec. Ed. Teacher
District Rep.

RED - Review of Existing Data
formulate evaluation plan, evaluate further as needed

MET
Determine eligibility

Student is eligible

Student is not eligible

IEP Team convenes & student is followed by sp.ed. case manager

Ongoing problem-solving for student success

Documentation

Meeting Notice
Procedural Safeguards
MET Forms
PWN

TO IDM OR NOT TO IDM

Has the student been in small group intervention for at least 2 cycles? → **NO** → Continue to intervene & progress monitor with fidelity. Consider changes using FITT Principle.

↓ **YES**

Has the team used the FITT principle to modify intervention? → **NO** → Modify intervention & progress monitor.

↓ **YES**

Were interventions implemented at least 20 minutes daily and with fidelity? → **NO** → Ensure regular intervention implementation with fidelity and progress monitor.

↓ **YES**

Has progress been monitored with adequate frequency to make defensible decisions? → **NO** → Continue with intervention and establish progress monitoring schedule.

↓ **YES**

Is there an established pattern of poor response to intervention? (i.e. low level & slope consistently shows inadequate growth) → **NO** → Continue with current intervention and progress monitoring.

↓ **YES**

Does the team believe moving to a problem solving process is required to better plan for this student's needs? → **NO** → Take the necessary actions to address needs without formal problem solving.

↓ **YES**

Schedule IDM

Revised 03/11/2010

Tutorials

ELEMENTARY GRADE BOOK TUTORIALS

GRADE BOOK SET-UP (BEGINNING OF YEAR)

Purpose: *Turning on Standards Mode and Loading standards at the beginning of the school year.*

- ❑ In Synergy/TeacherVUE go to *"Grade Book Setup"* from the Grade Book drop-down menu.
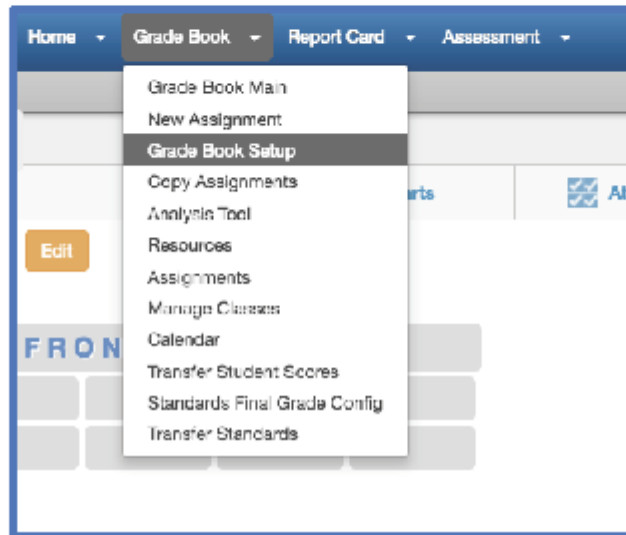
- ❑ Click on *"Class Settings"*
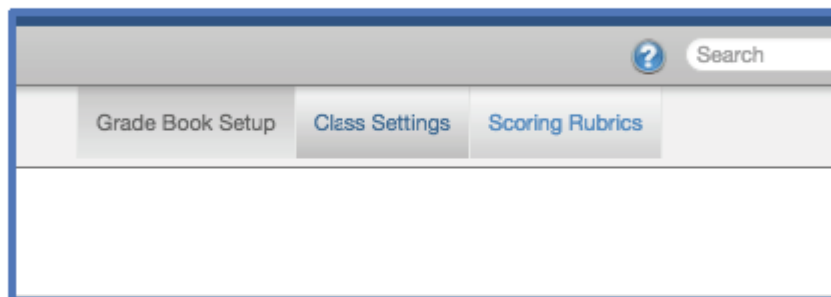
ELEMENTARY GRADE BOOK TUTORIALS

CREATING NEW ASSIGNMENTS

Purpose: *Creating assignments with standards for an Elementary Grade Books.*

❑ In Synergy/TeacherVUE go to *"Grade Book Main"* from the Grade Book drop-down menu.
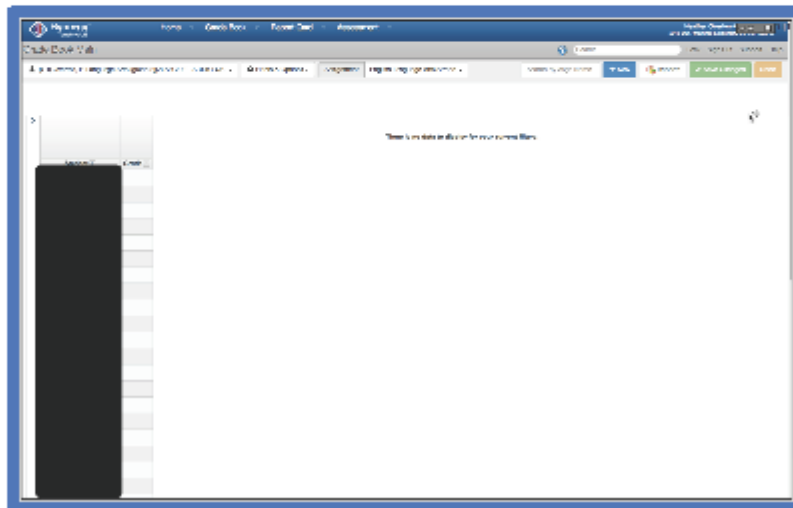
❑ Select the correct section from the drop down menu (Language Arts, Mathematics, Etc.). Do not create any assignments in your Homeroom section.
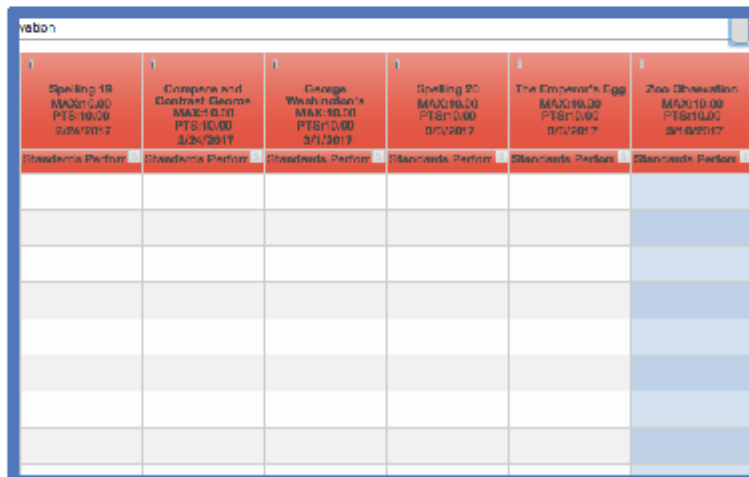
ELEMENTARY GRADE BOOK TUTORIALS

ENTERING STANDARD SCORES

Purpose: *Scoring the standards on assignments.*
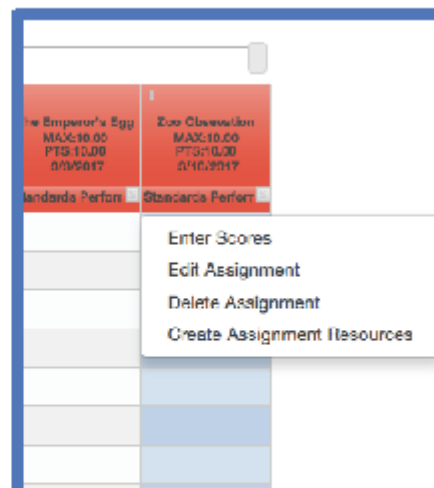
Important Notes: *In order for a score to transfer to the report card, you must score the standard, not the assignment. Also you need to have the correct standards attached to the assignment (see the Creating New Assignments tutorial).*

☐ Go to "Grade Book Main" and change the class selection to the class you are ready to enter scores for. Make sure you are viewing assignments, not standards.

☐ Click on the assignment to access the drop-down menu, click on "Enter Scores"

ELEMENTARY GRADE BOOK TUTORIALS

VIEWING OVERALL STANDARD PERFORMANCE

Purpose: *Previewing student performance on a standard based on all assessments of student learning.*

Important Note: *All standards are on different levels, therefore it is not possible to see all standard scores on the same page. For example, "Reading for Informational Text" is a lower level standard than "Writing". On the page you will be able to see "Writing" you will see an overall "Reading" score, which is not what will go on the report card.*

❑ From "Grade Book Main" you can see two different screens, one for Assignments and one for Standards. In order to see the scores you entered for standards, you need to switch to standards view:

In Assignment view your settings will look like this:

Grade Book Main

👤 (YR) Overton, H Language Arts (grade 2)(2) SEC:02-LA-006 / Q4 ▾ | ⚙ Filters & Options ▾ | Assignment | English Language Arts Strand ▾
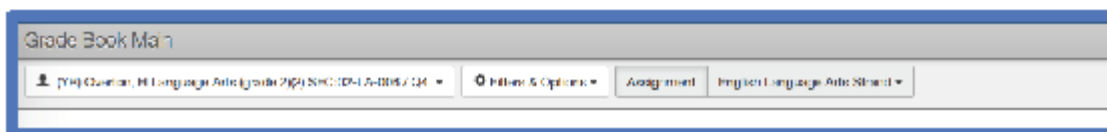
In Standards view your settings will look like this:

Grade Book Main

👤 (YR) Overton, H Language Arts (grade 2)(2) SEC:02-LA-006 / Q4 ▾ | ⚙ Filters & Options ▾ | Assignment | English Language Arts Strand ▾
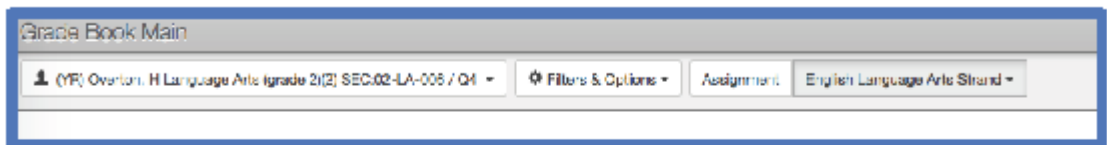
❑ Keep in mind, each section (English, Math, etc.) has a different name for standards view. This is based on the name of the standards grouping for that subject.

Special Education Directions:

1. After transferring student marks in Synergy/Teacher View go to **"Report Card Students"** and select the student's name.
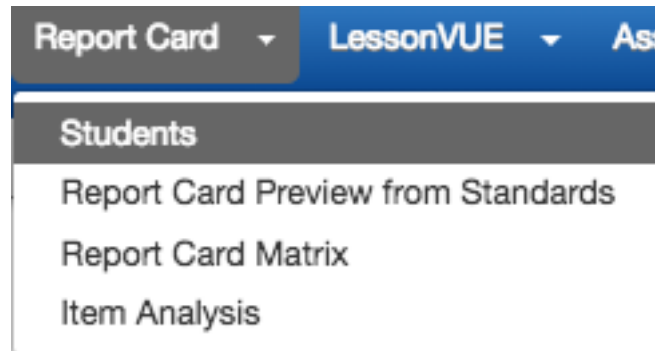
2. Select the standards report category that needs to be changed to accommodations or modifications due to the student's IEP (The grade and A or M can be shown in each section).
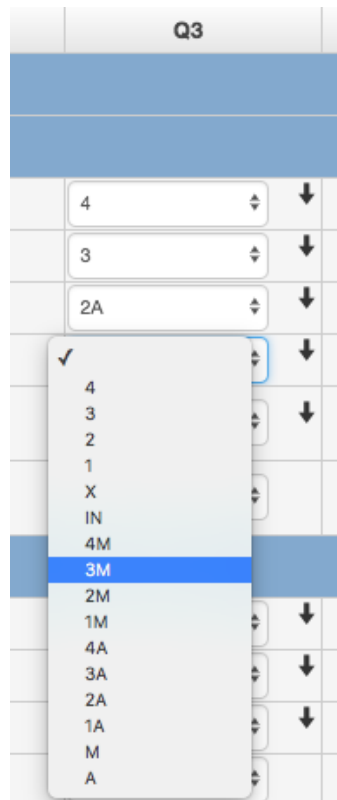
3. **Teachers should note in the comment box that the student is receiving accommodations or modifications as a result of his or her IEP.**

Q3 Comments

Johnny receives accommodations in ELA as a result of his IEP.

1039 Characters Remaining

Clear Comments   Close   Save Comments

Why is the district using standards-based grading?

FUSD is committed to the improvement of student learning by reporting grades that are accurate, consistent, meaningful and supportive of learning.

How does standards-based grading differ from traditional letter grades?

In standards-based grading, a student who reaches proficiency would be reported proficient and the grade would reflect current performance level. In traditional grading, the student's performance for the whole grading period would be averaged and early learning low scores would result in a lower grade.

What are the key ideas of standards-based learning?

- A student's grade should reflect academic learning and should never be used as a punitive tool.
- The primary purpose of assessment and grading is to provide detailed feedback to inform student learning.
- Learning is a process that takes place over time and at different speeds for different students.
- Everything that happens in a classroom should support and build on a set of essential outcomes that are identified in advance and shared with students.
- A coordinated assessment and grading system maximizes academic opportunities.

Why doesn't my student have a grade yet?

Standards-based learning focuses on the learning a student demonstrates, the class grade may not be updated as frequently as it was when *every* assignment impacted the grade. Particularly at the beginning of a semester, it may take a few weeks for the teacher to collect enough evidence to determine each student's level of mastery.

Shouldn't student scores improve over the course of the learning period?

Standard based report cards no NOT mean each quarter students should get a higher mark. This could be the case, but not always. The content within each standards should get harder as the year goes on. So it won't necessarily increase. Students should always get the grade that reflects the skill level they demonstrated!

Terminology
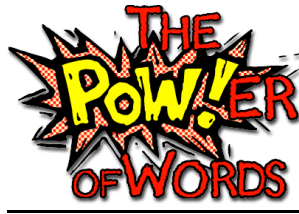
504 Referencing "Section 504" of the Rehabilitation Act of 1973. Section 504 requires all agencies or programs receiving federal funding to be accessible to people with disabilities. Section 504 covers more disabilities than does the Individual with Disabilities Education Act (IDEA), although it covers those students also. Section 504 guarantees all students the right to a free and appropriate public education, which is defined as an education and access to the environment that is comparable to that which the recipient district, would provide to a non-disabled peer.

Accommodations Accommodations are used when the student is expected to learn the same curricular content. The students may be taught in a different way, respond or test in a different way or need changes in the environment. A change is made to provide access or equal opportunity to demonstrate skills but does not change instructional level, content or performance criteria. It does not change how much of the curriculum the student is expected to learn. It only changes how students access and express knowledge on a daily basis.

AIMS Science AIMS Science is a Standards Based Assessment that measures student proficiency of the Arizona Academic Content Standard in Science. It meets federal requirements for student assessment. It is administered in the spring to students in Grades 4, 8, and high school.

AIMS-A Science AIMS-A Science: is designed to assess students with significant cognitive disability and measures academic content that is aligned to and derived from Arizona Alternative Science standards. This test contains many built-in supports that allow students to take the test using materials they are most familiar with and communicate what they know and can do as independently as possible. The AIMS-A Science test is administered in grades 4, 8 and 10.

AIMSWeb AIMSWeb is a universal screening, progress monitoring, and data management system that supports Response to Intervention (RTI) and tiered instruction. AIMSWeb uses brief, valid, and reliable measures of reading and math performance for grades K-12, which can be generalized to any curriculum.

AzMERIT Arizona Measure of Educational Readiness to Inform Teaching (AzMERIT) is a required state assessment that replaces AIMS for mathematics, reading, and writing and is an untimed test. AzMERIT was selected because it goes beyond multiple-choice questions to provide a better indicator of what students have learned over the course of a school year. AzMERIT is more

academically rigorous than AIMS and tests students to ensure that curriculum, lessons and learning reflect the new higher educational standards. Arizona public school students in grades three through 12 take the AzMERIT assessment. Grades three through eight take a spring assessment in English language arts and math at their grade level. Grades nine through 12 will take end-of-course assessments to test their proficiency.

Assessment	Assessment refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.
AZCCRS	Arizona standards for College and Career Readiness (AZCCRS) can be found in both English language arts and literacy in history/social studies, science, technical subjects, and mathematics. The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare Arizona children for college and the workforce.
Beginning of Year	BOY - Beginning of Year term generally used for testing notations
Benchmark	Benchmarking provides an opportunity to compare processes and/or current best practices with similar organizations inside or outside the field of education. By comparing results with similar campuses/departments (inside or outside of the district), the team can assess status within various categories relative to peers and competitors or an established criterion level.
Best Practices	Instructional practices include strategies or techniques that consistently have documented outcomes superior to those achieved with other means. Researched validated Best Practices refers to a program, activity or strategy that has the highest degree of proven effectiveness supported by objective and comprehensive research and evaluation.
Biliteracy/bilingualism	The state of being literate in two or more languages. To be biliterate has a stronger and more specified connotation than the claim of being simply bilingual. This is because with the change of the term from 'lingual' to 'literate' and the concept of reading and writing, which are in addition to simply speaking. In bilingualism the extent of fluency in each language is in question. One can be anywhere on the spectrum from comfortable oral communication in certain social contexts to fluency in speaking, reading and writing. With the term biliteracy, however, it is understood that fluency in both reading and writing are present.
Blended Learning	A blended learning approach combines face-to-face classroom methods with computer-mediated activities to form an integrated instructional approach.
BSP	Behavior Support Plan (BSP) is an individualized plan that follows a functional behavioral assessment to build and teach positive skills and behaviors to replace or reduce challenging/dangerous behaviors.

CTE

Career and Technical Education (CTE) programs provide students with the rigor and relevance needed to succeed in today's global economy. CTE provides students with industry training and work place development in their chosen program of study.

CCESA

Coconino County Education Service Agency (CCESA) provides a number of professional development opportunities to districts throughout the county.

Cohort

A group or collection of individuals we may track or compare to over time.

College/Career

College and career *readiness* for high school graduates will possess the content knowledge and technical skills in English, mathematics, reading, writing, communication, teamwork, critical thinking and problem solving to be successful in postsecondary education or workforce employment in a global economy.

CFA

Common formative assessment are shared across the district and are common by grade level or content area. They provide data to make informed decisions for instruction and student learning.

CSA

Common summative assessment are used to evaluate student learning, skill acquisition and academic achievement at the conclusion of a learning cycle.

CNA

Comprehensive needs assessment - Schools will use the 6 Principles, Indicators and Elements to identity strengths and needs in order to increase student achievement and strengthen school systems leading to sustainable improvement. This process informs the development of the Integrated Action Plan, through helping to identify trends and patterns for both strengths and weaknesses across each of six Principles: Effective Leadership, Effective Teachers and Instruction, Efficiency Organization of time, Effective Curriculum, Conditions, Climate and culture, Family and Community Engagement.

Core Value

The core values are the basic elements of how we go about our work. They are the practices we use every day in everything we do. FUSD's core values include: caring; visionary leadership; student centered excellence; organizational and personal learning; valuing workforce members and partners; agility; focus on the future; managing for innovation; management by fact; societal responsibility; focus on results and creating value; systems perspective.

Curriculum

In education, a *curriculum* is broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the district's instructional goals.

Dual Certified

A dual-certified teacher is a special education teacher who provides specialized instruction and academic remediation to students who qualify for

	special education services. These services can be provided either in a resource classroom or in the general education classroom.
ELETEAM	Elementary Leadership Team - Monthly professional development and work sessions for elementary principals and directors collaborate on curricular, instructional and administrative issues that are specific to elementary sites.
EOY	End of year - term generally used for testing notations
ELL	English Language Learner - Students whose first language is not English, and encompasses both students who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") and those who have already developed considerable proficiency is considered an English Language Learner.
Equity	High expectations and access to meaningful and relevant learning for all students so that outcomes are not predictable by race, ethnicity, gender, socioeconomic status, language proficiency, or disability assures equity.
EUREKA Math	FUSD's board approved core instructional resource and materials for math instruction for grades K-Algebra 2.
ESY	Extended School Year - Special education services that are provided beyond the school year or the school day for the child's grade level. These services are not enrichment programs, summer school programs or compensatory services and are not just an extension of time or duplication of regular school year services. ESY services are determined by the IEP team to provide the student educational benefits gained during the school year that are significantly jeopardized by a break in service. ESY is necessary when the lack of ESY services would thwart the goal of maintaining the meaningful progress gained during the school year which could affect FAPE (free appropriate public education).
FRC	Family Resource Center - Located at 4000 N. Cumming, Flagstaff, AZ 86004—free services include: K-12 tutoring by FUSD certified teachers, school information, community resources & referrals, computer access, parenting information & books, children's books & videos for checkout and interpreter services in Spanish.
Fidelity	The extent to which any program or plan is implemented in the way in which it was designed.
FEP	Fluent English Proficient - Each English Learner (EL) who meets the established multiple redesignation criteria is reclassified as Fluent English Proficient (FEP). Each former English Learner who has been redesignated as FEP has demonstrated English language proficiency comparable to that of the average native English speakers and can participate equally with them in the school's regular instructional program.

FAPE
Free Appropriate Public Education - Special Education and related services are provided at public expense, under public supervision and direction, and without charge; meet the standards of the state education agency, including the requirement of this part; include an appropriate preschool, elementary school or secondary school education in the state involved; and are provided in conformity with an Individualized Education Program (IEP) that meets the requirement of 300.320 through 300.324 of the IDEA.

FBA
Functional Behavior Assessment - Functional behavioral assessment (FBA) is a process used to gather details about the events that predict and maintain a student's problem behavior. The purpose of the FBA is to provide information that will be used to design effective positive behavior support plans.

GDM
Group data meeting – this team meeting convenes to establish learning levels for all students based on universal screening. This meeting also supports decisions for Tier I and Tier II implementation. GDM's are supported at each site through Collaborative Teams on a regular basis.

Gifted
A gifted student is a child or student who performs or shows potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment. A minimum percentile rank of 94% is scored on one or more of the verbal, quantitative, or nonverbal batteries on the state of Arizona approved cognitive ability test.

IB
The International Baccalaureate Organization (known as the IB) offers four high-quality and challenging educational programs for a worldwide community of schools, aiming to create a better, more peaceful world. These programs are known as the Primary Year Program (PYP), Middle Year Program (MYP), Diploma Program (DP) and the Career-Related Program (CP). The IB continuum of international education is unique because of its academic and personal rigor as well as its educational approach toward international mindedness. Identified schools need to be authorized by the International Baccalaureate Organization, based in Geneva, Switzerland.

Inclusive Practice
Inclusive Practices include structuring collaborative classes, extracurricular activities, and small group activities so that students of all ability levels, with and without disabilities, are educated together. Instruction is differentiated to meet the needs of every student. Accommodations and modifications are made for equitable access to grade level curriculum. (See LRE).

IEP
Individualized Educational Plan - This is a written statement for a student with a disability that is developed, reviewed, and revised in a meeting of their IEP Team. The law sets out specific details for who is on the IEP Team, what the IEP must contain and when it must be reviewed and revised. All of these requirements must be met in order for an IEP to be valid. Once written, the IEP is a legally binding document that the school must follow.

IDM	Individual Data Meeting – this team meeting occurs after group data meetings have occurred and after a full intervention cycle to determine strengths and needs of a student. This determination, based on data, will provide a plan for implementation of continued academic intervention.
IFEP	Initial Fluent English Proficient - Students who demonstrate Early Advanced or Advanced language proficiency on their initial Arizona English Language Development Learner Assessment (AZELLA), with no domain score below intermediate, are termed "Initially Fluent English Proficient" or IFEP.
ILLP	Individual Language Learner Plan - This document that will be completed in consultation between parent/guardian, English/language arts teacher, mainstream teacher(s) who will be involved in the instruction based on the ILLP, ELL coordinator and a site administrator.
Inquiry Education	A student-centered method of education focused on asking questions. Students are encouraged to ask questions which are meaningful to them, and which do not necessarily have easy answers; teachers are encouraged to avoid speaking at all when this is possible, and in any case to avoid giving answers in favor of asking more questions. Sometimes known as the inquiry method.
INSPECT	Item bank purchased from Key Data Solutions that provides items for Synergy assessments.
Interventions	The directing of instruction in the area(s) of concern that is in addition to regular classroom instruction. Interventions are designed to meet the identified needs of an individual and are monitored on regular and frequent basis. Changes in instruction, for the area of learning difficulty, are designed to improve learning and to achieve adequate progress.
Learning Cycle	Student learning data is used to identify gaps in achievement, plans are created to close learning gaps, progress monitoring is implemented, and refinements to the plan are made, if necessary, as determined by learning results.
Learning Intention	The learning intention of a lesson or series of lessons tells students what they should know, understand and be able to do, and the success criteria help teachers to decide whether their students have in fact achieved the learning intention.
Learning Targets	Act as a broad description of essential skills and concepts we expect students to master.
LRE	Least Restrictive Environment - refers to the mandate in the Individuals with Disabilities Education Act (IDEA 2004), which states that children with disabilities are to be educated to the maximum extent appropriate with non-disabled peers. "Each public agency shall ensure that to the maximum extent appropriate, children with disabilities are educated with children who are

nondisabled and that special classes, separate schooling or other removal of children with disabilities from the [general] educational environment occurs only if the nature or severity of the disability is such that education in [general] classes with the use of supplementary aids and services cannot be achieved satisfactorily." Individuals with Disabilities Education Act, 34 CFR 300.550. The level of special education services indicated on the IEP is reported yearly to the state through the state Student Accountability Information System (SAIS).

Lexile   Ratings measure how difficult a book is to comprehend and how well a student can read. This measurement is used to determine how well that student will likely understand a particular book. The Lexile Text Measure indicates the reading demand of the text in terms of semantic difficulty (word frequency) and syntactic complexity (sentence length).

Magnet School   A public school offering special instruction and programs not available elsewhere, designed to attract a more diverse student body from throughout a school district.

McKinney-Vento   Provides federal funding to states for the purpose of supporting district programs that serve homeless students. Defining Homeless. The *McKinney-Vento* Act defines homeless children as "individuals who lack a fixed, regular, and adequate nighttime residence."

MOY   Middle of Year – term generally used for testing notations

Modifications   Modifications are used when the student is expected to learn less of the curricular content. A change is made in what a student is expected to learn and/or demonstrate. These changes customize the curriculum and expectations of the student's mastery of essential skills. This could require the modification of assignments, tests, worksheets and other materials in the classroom.

MOWR   Move on When Reading – A.R.S. 15-701 requires district to officially notify their K-3 grade parents regarding promotion to fourth grade from third grade based on results from the AzMerit assessment.

MSAA   The Multi-State Alternate Assessment (MSAA) is designed to assess students with *significant* cognitive disability and measures academic content that is aligned to and derived from your state's content standards. This test contains many built-in supports that allow students to take the test using materials they are most familiar with and communicate what they know and can do as independently as possible. The MSAA is administered in the areas of ELA and Mathematics in grades 3-8 and 11.

MTSS   Multi-tiered System of Supports - an evidence based model of instruction and intervention that uses data-based problem solving in the area of academics and behavior. These interventions occur at various intensities to meet the needs of all learners, struggling to advanced, with the outcome of accelerating student performance to meet and/or exceed proficiency.

NADL   Northern Arizona Distance Learning - FUSD's online high school program allows students to take classes online during Fall, Spring, and Summer semesters. Physical space and lab is located at Summit.

NAEP   National Assessment of Educational Progress is the largest nationally representative assessment of what America's students know and can do in various subject areas. NAEP results serve as a common metric across all states and districts and provide a clear picture of student academic progress over time.

Pacing Guide   A scope and sequence of standards and instructional strategies that is specific to a particular content area and level (e.g., 9th grade Algebra 1) and details when particular content standards should be taught and/or assessed.

Para-pro   A paraprofessional educator, instructional assistant, teacher's aide or classroom assistant, is a teaching-related position within a school generally responsible for specialized or concentrated assistance for students in elementary and secondary schools. In FUSD, instructional aides working in our Special Education classrooms are called Para-pros.

ParentVUE   Parent portal in Synergy allowing for viewing access to student information regarding attendance and grades.

PBIS   Positive Behavioral Intervention and Supports - A decision-making framework that emphasizes the use of data for informing decisions about the selection, integration, implementation and progress monitoring of the best evidence-based academic and behavioral practices for improving academics. and behavioral outcomes for all students. PBIS is a framework or approach for assisting school personnel in a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.

PBL   Problem-based learning – a concept of "active learning"—defining characteristics of PBL are: learning is driven by messy, open-ended problems; students work in small collaborative groups; and "teachers" are not required, the process uses "facilitators" of learning. Accordingly, students are encouraged to take responsibility for their group and organize and direct the learning process with support from a tutor or instructor.

PD   Professional Development - a program of planned activities, designed to increase the knowledge and competency related to professional responsibilities. Such training occurs outside of the normal "service hours" (school hours).

Power Law   The mathematical algorithm that places more importance on recent measures of performance and less importance on earlier measures.

Professional Growth	Credit shall be granted for graduate hours earned at a college or university and approved through the Professional Development and Human Resources Department. The number of professional growth credits earned will be the same as the graduate credits given by the college or university.
Progress Monitoring	A systematic process for assessing and charting student learning progress being made toward goals.
QUEST	Quarterly Essential Standards Tests
Related Services	Services needed to help a student with a disability benefit from specialized instruction in order to access the general education curriculum. The law specifically includes transportation, speech language pathology and audiology services, psychological services, physical and occupational therapy, recreation (including therapeutic recreation), early identification and assessment of disabilities in children, counseling services (including rehabilitation counseling), orientation and mobility services, medical services for diagnostic or evaluation purposes, school health services, social work services in schools, and parent counseling and training. The law also specifies that it includes any other service an IEP Team determines is needed for a student to benefit from special education.
Resource Teacher	A resource teacher is a special education teacher who provides specialized instruction and academic remediation to students who qualify for special education services. These services can be provided either in a resource classroom or in the general education classroom.
RTI	Response to Intervention represents a framework of support for learners in academics and behavior. FUSD recognizes this tiered level of support as MTSS – Multi-tiered Systems of Support.
Scaffolding	Refers to support given to the learner to move them from what they already know to what they can do next to close the gap between their current learning statuses to the new goal.
Select Team	Secondary Leadership and Curriculum Team - Monthly professional development and work sessions for secondary principals and directors collaborate on curricular, instructional and administrative issues that are specific to secondary and middle school sites.
Self-contained	A federal reporting category of Self-contained refers to the appropriate amount of time a student receives special education services. It is not a "place".
Sequence Guide	An overview of grading quarters where content standards are laid out in sequential order of instruction.

SMART Goals	Specific, Measureable, Attainable, Results-oriented, Time-bound goals. Students learn how to generate and write SMART goals. They are the short-term, mini-targets that we aim for on our way to fulfilling our vision. Schools write an improvement SMART goal to improve student results in any given area.
SPED	Special Education (SPED) means a free appropriate Public Education (FAPE) by providing specifically designed instruction and related services, at no cost to the parents, to meet the unique needs of a child with a disability.
Standards	Educational standards are the learning goals for what students should know and be able to do at each grade level. Education standards, like Common Core are not a curriculum. Local communities and educators choose their own curriculum, which is a detailed plan for day-to-day teaching.
SAAP	Standards and Assessment and Alignment Process - an ongoing process of updating and aligning current state standards with assessments, pacing guides and instruction.
SBE	Standards Based Education - refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating understanding or mastery of the knowledge and skills directly related to the state standards they are expected to learn as they progress through their education.
SBG	Standards Based Grading - accurately reporting levels of proficiency through authentic demonstrations of learning as related to the state standards.
SB-Reporting	Standards Based Reporting - providing evidence of learning by standards that factor out non-achievement attributes.
STEM	Science, Technology, Engineering and Mathematics Education. For additional information go to www.stemcoalition.org
StudentVUE	Student portal in Synergy allowing for viewing access to student information regarding attendance and grades.
Success Criteria	Describes what students will say, make, do, or write to indicate achievement of the Learning Goals. Success Criteria are derived from – and aligned to – Learning Goals, but they are more specific. With Success criteria, teachers should be able to complete this following statement: If students have learned x (learning goal), then they will be able to do a, b, c (success criteria). Success Criteria are written in language students can understand. Success Criteria tell students what they will be able to do once they have achieved the Learning Goal.
Summative Assessment	The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or

	benchmark. Summative assessments are often high stakes, which means that they have a high point value. Examples of summative assessments may include a midterm exam or final project.
Synergy	The Edupoint Synergy Education Platform is an all-in-one solution for student information and integrated learning management system with assessment. The warehouse data is used for Grade book, Attendance, ParentVUE, StudentVUE, and other applications.
Teacher of Record	The teacher of record is legally responsible for ensuring the required subject matter is taught and the student's grades are recorded and reported.
TeacherVUE	TeacherVUE enables teachers to take attendance, create assignments and enter scores, view student demographic information and more.
Tier I	The universal instruction and curriculum that *all* students are guaranteed to receive, which includes data driven interventions for learners at every level. Teachers will deliver positive behavior and academic interventions through whole and small group instruction. Tier I interventions are the research-based strategies that instructors put in place at the first sign that a student is struggling academically or behaviorally. Approximately 80-85% of students will respond to high-quality Tier I differentiation and intervention as evidenced by data
Tier II	Academic and behavioral interventions are individualized and intensified through additional time (15- 30 minutes, 3-5 days per week). With regular monitoring if no significant growth is demonstrated, a new strategy or higher intensity within Tier II is implemented. This additional instructional time is reserved for students who have failed to respond to Tier I strategies. In most cases, Tier II research-based strategies may be similar to those deployed within Tier I, but occur more frequently and intensely. Approximately 10-15% of students require Tier II interventions.
Tier III	Tier III academic and behavior interventions are the most intensive supports available in a school and are generally reserved for students with significant needs. Theses interventions are concentrated, aligned with Tier II, require a reduced student/teacher ratio, and an increase in time (15-30 minutes in addition to the Tier II intervention time). Approximately 5% or less students required Tier III interventions. In most circumstances, this time is accomplished outside of the general education classroom. Tier III is not exclusively special education nor an automatic referral for assistance.
Title I	Part A of the Elementary and Secondary Education Act provides funding for high poverty schools to help students who are behind academically or at risk of falling behind. The purpose of Title I is to help all children achieve the state's academic standards. This is accomplished through supplemental programs that consist of instructional services, instructional support services,

school wide reform efforts, and increased involvement of parents in their children's education (ADE, 2012).

Title II	The purpose of Title II is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified.
Title III	The purpose of Title III is to help ensure that children and youth who are limited English proficient attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic standards that all children are expected to meet.
Title IX	Flagstaff Unified School District receives federal financial assistance and is therefore prohibited from discriminating based on sex by Title IX. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic sport or intramural athletics offered by DVUSD. The district must provide equal participation opportunities to members of both sexes, both in terms of the selection of sports and levels of competition available.
TNL	True North Logic is the software platform where all the pieces of professional development can connect with one another. It helps districts manage tasks including tracking certification, evaluations, course catalogues, and course enrollment.

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