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**The purpose of this document is to provide common language around key vocabulary found in CNA indicators and elements. Please use this glossary of terms to support the conversations during stakeholder discussion on Comprehensive Needs Assessment indicators and future planning.**

**Accelerated Curriculum**: Additional, qualitative curriculum accessible to students who need additional challenges or enrichment that is beyond the scope of the core curriculum.

**Accommodate**: Changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, and student responses, environmental structuring, and/or other attributes which provide a student with a disability access to participate in a course/ standard/ test, which DO NOT fundamentally alter or lower the standard or expectations of the course/ standard/test.

**Actionable Data**: Data that provides the user meaningful and impactful information that compels action on the part of the user.

**Actionable Feedback**: Constructive critique or praise that provides a suggested future course of action.

**Adaptations**: Adaptations are changes in educational environments which allow students equal opportunity to obtain access, results, benefits, and levels of achievement.

**Assessment:** A variety of methods and tools educators use to evaluate, measure and document academic readiness, learning progress, and needs of students.

**Assessment Systems**: A balanced, coordinated, and comprehensive system of multiple assessments, each of which is valid and reliable for its specified purpose and for the population with which it will be used. Educators and other stakeholders need multiple types of assessment to serve their decision- making needs.

**Benchmark Assessments** (interim assessments): Assessments typically administered periodically throughout the school year (e.g., every few months) to fulfill one or more of the following functions:

* **instructional** (to supply teachers with individual student data),
* **predictive** (identifying student readiness for success on a later high-stakes test), and/or
* **evaluative** (to monitor ongoing educational programs).

**Cognitive Demand**: The level of cognition required for a student to complete a task, i.e., low cognitive demand=memorization, high cognitive demand= drawing conclusions.

**Continuum**: A coherent whole characterized as a collection, sequence, or progression of values or elements varying by degrees.

**Curricula:** Subjects comprising a course of study

**Curriculum**: Defined as the totality of student experiences that occur through the educational process. A planned sequence of instruction.

**Core Curriculum**: The body of knowledge, skills and attitudes expected to be learned by all students, such as languages, mathematics, arts, physical education, science, and social students. Core Curriculum is aligned to state standards and made accessible to all students.

**Data Literacy** – Abbreviated Definition: A data-literate educator possesses the knowledge and skills to access, interpret, act on, and communicate about data to support student success. (Data Quality Campaign, 2014). It is the use of data sets to provide a deeper understanding of student learning

**Data Literate Leaders:** Leaders “can act as data champions for teachers by demonstrating the value and use of data; leading a data-driven, collaborative culture; and supporting teachers in overcoming the barriers to effective data use,” (Data Quality Campaign, 2014). Data-literate educators **continuously**, **effectively**, and **ethically access**, **interpret**, **act** on, and **communicate** multiple types of data from state, local, classroom, and other sources to improve outcomes for students in a manner appropriate to educators’ professional roles and responsibilities. (Data Quality Campaign, 2014)

* **Continuously:** using data as part of daily routines and on an ongoing basis, rather than as a one-time event
* **Effectively:** using data to inform improved and tailored instruction, collaboration with colleagues, and other practices for the purposes of improving student learning
* ***Ethically:*** *using information with professionalism and integrity, for intended uses only, and with consciousness of the need to protect student privacy*
* ***Access:*** *know the multiple types of data available (including but not limited to assessment data), understand which data are appropriate to address the question at hand, and know how to get the data (through electronic or other sources)*
* ***Interpret:*** *take data and analyze and/or synthesize them to turn them into information appropriate for addressing the given problem or question*
* ***Act:*** *take relevant information and apply it to generate further questions and/or apply it to decision-making appropriate to the given question*
* ***Communicate:*** *share data points and the information synthesized from relevant data with stakeholders including parents, students, peers, principals, and others as applicable, to generate further questions, inform decision-making, or provide* ***diagnostics*** *(diagnostic assessments are evidence-gathering procedures that provide a sufficiently clear indication regarding which targeted sub-skills a student does or does not possess; provides the information needed to guide decisions to appropriately design or modify instructional activities to meet an individual student’s need).*

**Data Team**: Team of staff, including teachers that review the student level data to determine next steps (PLCs, grade level team, content team, etc.).

**Differentiated Instruction**: Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

**Disaggregated Data:** Data set that has been divided in detailed subcategories to be examined.

**Diverse Learner**: Students who have a specific set of needs, i.e., special education, gifted, English learner; students identified as requiring enhanced teaching methods or additional instructional opportunities.

**Diversity**: Includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another; about race, ethnicity, gender, gender identity or expression, sexual orientation, language, religion, nationality, immigration status, cognitive or physical ability, family background or structure, income, or zip code. This definition also includes diversity of ideas, perspectives, and values. Individuals may affiliate with multiple identities.

**Educational Equity**: all students are provided with the resources they need to produce comparably positive academic and social outcomes regardless of race, ethnicity, gender, gender identity or expression, sexual orientation, language, religion, nationality, immigration status, cognitive or physical ability, family background or structure, income, or zip code.

**Educational Outputs**: The direct effects on the students in relation to their knowledge acquisition, skills, beliefs, and attitudes, because of adult actions and behavior.

**Enrichment Program**: Opportunities and time outside of school day for students to extend learning once they have demonstrated mastery

***Evidence-based:*** Evidence-based improvement, as outlined by Every Student Succeeds Act (ESSA) of 2015, requires states, LEAs, and schools to base improvement efforts on those strategies, programs, and interventions which have a solid evidence-base. Four levels of evidence comprise this concept:

1. Strong evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well- designed and well- implemented study.
2. Moderate evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least on well- designed and well-

implemented quasi-experimental study.

1. Promising evidence – demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well- designed and well- implemented correlational study with statistical controls for selection bias.
2. Demonstrates a rationale – demonstrates a rationale based on high-quality research findings or positive evaluation that such intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of the intervention.

**Experiential Learning Opportunities***:* Hands on learning that includes a reflection of one’s own learning as part of the process.

**Externships:** Experiential learning opportunities, like internships but markedly less rigorous, provided by educational institutions to give students short practical experiences in their field of study.

**Formative Assessment**: Assessment conducted to modify teaching and learning activities to improve student achievement. Formative assessment is a process used by teachers and students **during instruction** that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.

**Gap Analysis**: To determine the differences between the current state of knowledge and practices and the desired state.

**Horizontal Alignment**: Cross-disciplinary linkages between content and standards within a grade level

**Inclusion:** The act of creating environments in which any individual or group is welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces difference and offers respect in words and actions for all people.

**Interim Assessments** (Benchmark Assessments): Interim tests are typically administered periodically throughout the school year (e.g., every few months) to fulfil one or more of the following functions:

* **instructional** (to supply teachers with individual student data),
* **predictive** (identifying student readiness for success on a later high-stakes test), and/or
* **evaluative** (to appraise ongoing educational programs).

**Internships:** an opportunity offered to students interested in gaining work experience.

**Intersessions:** Short periods between terms, sometimes used by students to engage in learning outside the normal academic program.

**Intervention (program):** Action taken to improve a situation or outcome.In ESSA, the term “intervention” is used broadly to encompass strategies.

**Intervention (specific)**: A specific academic or behavioral strategy or program that differs from activities occurring in tier l instruction of the general curriculum designed to build and/or improve students’ skills in a targeted area as determined by data.

**Intervention Curriculum**: Additional curriculum provided to students in a specific skill deficit area.

**Job-embedded professional development (JEPD)**: Teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers’ content-specific instructional practices with the intent of improving student learning. It is primarily school, or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement.

**Lagging Indicators:** Lagging indicators are indicators of past performance that measure how we performed. Lagging indicators have been the primary focus for education to monitor effectiveness. However, lagging indicators do not provide us with the actionable information, leading indicators do that.

* *State assessments in reading/language arts and mathematics, by grade, for the*

“all students” group, for each achievement level, and for each subgroup.

* *Percentage of limited English proficient students who attain English language proficiency.*
* *School improvement status.*
* *College enrollment rates; and*
* *Graduation rate.*

**LEA**: Local Educational Agency governed by a local board of education (a district or charter).

**Leading Indicators:** Leading indicators predict or influence future outcomes or conditions. They are measures of future performance. Systematically collected data on an activity or condition that is related to a subsequent and valued outcome, as well as the processes surrounding the analysis of those data and the associated responses. Leading indicators provide the right people with the right information at the right time. And leading indicators, when properly disaggregated, can shed light on underperforming students and student groups so we can address risk of academic failure with changes to instruction, supports, and policies. Identifying leading indicators often prompts improvements in a district’s system of supports. Leading indicators are actionable for the target population. [*http://www.cpre.org/search- leading-indicators-education*](http://www.cpre.org/search-leading-indicators-education) *:*

Leading Indicators include:

* + *Student participation rate on State assessments in reading/language arts and in mathematics, by student subgroup.*
	+ *Number and percentage of students completing advanced coursework (e.g., AP/IB), early- college high schools, or dual enrollment classes.*
	+ *Dropout rate.*
	+ *Student attendance rate.*
	+ *Discipline incidents.*
	+ *Truants.*
	+ *Distribution of teachers by performance level on an LEA’s teacher evaluation system; and*
	+ *Teacher attendance rate.*

**Modifications**: changes in course content, teaching strategies, standards, test presentation, location, timing, scheduling, expectations, student responses, environmental structuring, and/or other attributes which provide access for a student with a disability to participate in a course/standard/test, which DO fundamentally alter or lower the standard or expectations of the course/standard/test.

**Multi-tiered Systems of Supports (MTSS):** An instructional system with a tiered infrastructure that uses data to help match academic and social emotional supports to address the needs of the whole child. Providing what each student needs, when they need it, for as long as they need it.

**Pacing Guide**: An instructional timeline showing what teaching teams plan to cover over the course of the school year.

**Professional Learning Community:** An ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve; answering the questions: What do we expect our students to learn? How will we know they are learning? How will we respond when they don’t learn? How will we respond if they already know it?

**Professional Development:** Activities that are an integral part of school and local educational agency strategies for providing educators with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the challenging State academic standards, that are sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused, and **may include** activities that:

* *improve and increase teachers’ knowledge of the academic subjects the teachers teach; understanding of how students learn; ability to analyze student work and achievement from multiple sources.*
* *use data and assessments to inform and instruct classroom practice, including how to adjust instructional strategies and assessments; improve classroom management skills.*
* *use effective, evidence-based instructional strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; and*
* *are regularly evaluated for their impact on increased teacher effectiveness and improved student academic achievement, with the findings of the evaluations used to improve the quality of professional development.*

**Rigorous** – Teaching and learning experiences that push and support every student to engage in processes that challenge them to reach their individual potential.

**Root Cause Analysis**: the process of identifying the deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction, of the symptom.

**Screeners**: Designed as a first step in identifying children who may be at high risk for delayed development or academic failure and in need of further diagnosis of their need for special services or additional instruction

**Social and Emotional Learning:** SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel, and show empathy for others, establish, and maintain supportive relationships, and make responsible and caring decisions.

**Subgroup Populations**: Groups of students who are identified as having a similar characteristic, for example, children who are homeless, in foster care, from migrant families, English Learners (ELs), students with disabilities, ethnic groups and economically disadvantaged youth (Every Student Succeeds Act. 2015).

**Stakeholders**: Parties with an interest or concern in the school (i.e. parents, teachers, students, community members, district administrators).

**Student Agency**: Level of control a student has over their own learning (choice of learning environment, subject matter, approach and/or pacing).

**Success Criteria**: Specific, concrete, measurable description of what success looks like when it is achieved.

**Summative Assessments**: Classroom summative assessments are designed to provide information regarding the level of student success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to make inferences about a student’s mastery of the learning goals and content standards. Course summative assessments provide information regarding the level of student, school, or program success at an end point in time. Summative tests are administered after the conclusion of instruction. The results are used to fulfill summative functions, such as student mastery of course goals, determine the effectiveness of a recently concluded educational program, and/or meet local, state, and federal accountability requirements.

**Supplemental Curriculum**: Additional curriculum that is specific to a student need or a classroom need where there may be a learning gap or gap in the curriculum for a specific standard being taught, may be accessible to individual students or an entire classroom of students.

**Systematically**: Done or acting according to a fixed plan, a step-by-step manner; a methodical procedure marked by thoroughness and regularity.

**Systemic:** Changes that impact multiple levels of the education system, such as elementary, middle, and high school programs; throughout a defined system, such as district-wide or statewide reforms; that are intended to influence, every student and staff member in school or system; or that may vary widely in design and purpose, but that nevertheless reflect a consistent educational philosophy or that are aimed at achieving common objectives.

**Universal Design for Learning**: Provides proactive flexibility in the way information is presented, in the way students respond or demonstrate knowledge and skills, and in the way, students are engaged; reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students.

**Vertical Alignment**: Linkage where higher skill levels and standards mastery are built on behavior and knowledge gained in the performance of tasks at the lower skill level.

**Well–Rounded Education: “…**courses, activities, and programming in subjects such as English, reading or language arts, writing, science, technology, engineering, mathematics, foreign languages, civics and government, economics, arts, history, geography, computer science, music, career and technical education, health, physical education, and any other subject, as determined by the state or local educational agency, with the purpose of providing all students access to an enriched curriculum and educational experience” (Every Student Succeeds Act. 2015).

**Whole Child Education:** The whole-child approach supports and nurtures all areas of children's development and learning–from social-emotional and cognitive skills to literacy, math, and content understanding. Its goals are to ensure each child is healthy, safe, engaged, supported, and challenged