

Educational Plan for Student Success (EPSS)

Glossary of Terms

Criterion	Term	Definition	Source
Dynamic and Distributed Leadership	Educational Plan for Student Success	Strategic plan for continuous improvement consolidating all improvement plans into one document. The EPSS contains an action plan specifying how the district/school will accomplish the identified goals including interventions. The EPSS contains an action plan specifying how the district/school will accomplish the identified goals including interventions.	www.ped.state.nm.us Document: CLASS School and District Improvement Framework (p. 23)
	Leadership Team	Key decision-makers in a district or school who convey, sustain, and direct the implementation of the vision of the organization. Key decision-makers in a district or school who convey, sustain, and direct the implementation of the vision of the organization	District Audit Tool: A Method for Determining Level of Need for Support to Improvement. Council of Chief State School Officers (CCSSO). December, 2005.
	Continuous Improvement	Based on the industry definitions: <ul style="list-style-type: none"> The core principle of Continuous Improvement Process (CIP) is the (self) reflection of processes. (Feedback) The purpose of CIP is the identification, reduction, and elimination of suboptimal processes. (Efficiency) The emphasis of CIP is on incremental, continuous steps towards results rather than giant leaps. (Evolution) In education there are many CIP models: PLCs, PDSA (a CIP tool), High Schools that Work, Adaptive Schools, etc. A systematic process focused on student achievement and attainment of EPSS goals that incorporates dynamic and distributed leadership, quality teaching and learning, and culture and collaborative relationships. The ongoing phase of implementation, evaluation, refinements and reporting back to stakeholders.	Based on W. Edwards Deming (1986) <i>Standards and Rubrics for LEA Improvement.</i> Arizona Department of Education. 2007

Differentiated Instruction	Differentiation is simply a teacher attending to the learning needs of a particular student or small group of students, rather than teaching a class as though all individuals in it were basically alike.	Book: Tomlinson, C. A. (2002). Cited in: Conklin, W.A. (2004) <i>Applying Differentiation Strategies</i> . Shell Education, CA
Vision Statement	Should provide a compelling sense of where the school is headed and, in broad terms, what must be accomplished in the future to fulfill the school’s purpose. The vision explains where the school is headed.	Book: Blankenstein, A., <i>Failure is NOT an Option</i> . CA: Corwin Press.
Mission Statement	The vital lifeblood of the school’s daily activities and policies. It should be fundamental to every decision at every level. An effective mission statement expresses the school’s purpose—its essential reason for educating in the first place. The mission expresses why a school exists.	Book: Blankenstein, A., <i>Failure is NOT an Option</i> . CA: Corwin Press.
SMART Goal	Strategic AND Specific, Measureable, Attainable, Results-based, and Time-bound goals focused on the “vital few” high leverage areas where the largest gaps between vision and current reality exist, and therefore the greatest gains will be seen. Goal that establishes a target for students to achieve.	Book <i>The Power of SMART Goals (Using Goals to Improve Student Learning)</i> , O’Neill, Jan & Conzemius, Anne
Scientifically Research-Based	Research that involves the application of rigorous, systemic and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. The use of practices, interventions, which have been proven, through data based research, to be effective in improving outcomes for individuals when the practice is implemented with fidelity.	6.29.1 NMAC <i>Fast Facts. Colorado Department of Education. Exceptional Student Services Unit. October, 2005</i>
Disaggregated Data	The practice of examining students’ achievement data or test scores by separating out data for specific groups. For instance, data could be disaggregated by gender, socioeconomic status, race, and ethnicity , or special education , among other factors.	Book: Phelps Daily, M.E., (2009) <i>Education Week Guide to K-12 Terminology</i> . CA: Josey-Bass.

	Student Achievement	Demonstrated accomplishment and the mastery of a clearly identified skill or of knowledge as a consequence of the individual’s effort, learning and practice. The notion that students have learned something that they have moved toward fulfilling, some predetermined goal meeting some standard of performance, or acquiring some desired knowledge. Student achievement is usually determined by comparing a student product to a desired outcome. For example, a score on a norm-referenced test compares a student to the average of all student scores; a piece of writing is compared to expected features of different levels of writing performance as described on a rubric; a student's completion of a math problem is compared to the correct answer and/or the accepted process for solution.	6.29.1 NMAC Teach NM Professional Development Dossier Glossary
Dynamic and Distributed Leadership	Progress Monitoring or Monitoring Progress	For students receiving an individualized intervention in Tiers 2 and 3, progress monitoring is a practice used to assess a students’ response to additional support at more frequent intervals (at least monthly) between universal screenings.	New Mexico PED RtI/SAT Guidance and Resource Manual (p. 128)
	Vertical Articulation/ Alignment	Also known as Vertical Alignment and understood as the agreement between a set of content standards and an assessment used to measure those standards. By establishing content standards, stakeholders in an education system determine what students are expected to know and be able to do at each grade level and reflect the logical, consistent order for teaching the content in a subject area from one grade level to the next.	Pearson Education, Inc., Policy Report, <i>Horizontal and Vertical Alignment</i> , 2008
	Horizontal Articulation/ Alignment	Also known as Horizontal Alignment, and understood as the agreement between a set of content standards and an assessment used to measure those standards. Horizontal alignment is the degree to which an assessment matches the corresponding content standards for a subject area at a particular grade level. When strongly aligned, standards and assessments bring clarity to the education system by providing a coherent set of expectations for students and educators.	Pearson Education, Inc., Policy Report, <i>Horizontal and Vertical Alignment</i> , 2008
	Job-Embedded Professional Development	Professional development that is focused on classroom instruction and aligned with school improvement initiatives and programs. It is embedded in that it is supported by coaching; encourages and supports professional collaboration, and allows staff to recognize and accept their professional roles in student achievement; on the job as opposed to in a workshop. Ongoing and extensive opportunities for teachers, staff and parents to learn in different ways in order to	<i>Standards and Rubrics for LEA Improvement</i> . Arizona Department of Education. 2007

		acquire and internalize research-based instructional practices to support student learning.	
	Annual Measurable Objective (AMO)	Achievement targets set by states based on students' scores on state assessments in reading and mathematics. State set AMOs to gauge their progress toward meeting the No Child Left Behind Act's goal of "adequate yearly progress".	Book: Phelps Daily, M.E., (2009) <i>Education Week Guide to K-12 Terminology.</i> CA: Josey-Bass.
Quality Teaching & Learning	Research-Based Interventions	Ones that have been used with a large sample of students and have demonstrated a positive correlation between the intervention and student progress. In addition, the results have been documented in peer review literature or by a panel of experts through vigorous, scientific review. Sometimes <i>call evidence-based</i> .	New Mexico PED RtI/SAT Guidance and Resource Manual (p. 128-129)
	Short-Cycle Assessments	A periodic assessment of which the results reflect appropriateness of curriculum and instruction to state standards and benchmarks. Quick to administer (1 hr) with a short turn around for receiving results that reflect the learning progress a student is making, and that provide information on an individual student's instructional needs. Short-Cycle assessments encourage self evaluation and help students monitor their own progress as they get feedback from teachers and peers. The goal of a short –cycle assessment is to inform and improve instruction thus improving student outcomes and learning.	Adapted from PED's Priority Schools Bureau <i>All Kids Can</i> Conference 2005 & Book: Common Formative Assessments How to Connect Standards-Based Instruction and Assessment
	Summative Assessments	Summative assessment is cumulative in nature and is utilized to determine whether students have met the course goals or student learning outcomes at the end of a course or program. A summative assessment is a "standalone" final assessment used to measure student understanding after an instructional phase is complete.	Active Learning Library
	Intervention	Any change to increase the intensity of instruction. Changes can be made in the areas of program, time, grouping, or instructor skill level. Interventions are successful when data shows opportunities for advanced learners, a narrowing of the achievement gap for struggling learners, and/or a reduction in problem behavior and an increase in the desired replacement behavior. An accommodation is not an intervention.	New Mexico PED RtI/SAT Guidance and Resource Manual (p. 127)

	Instructional Time	Instructional time allows for understanding, prediction, and control, thus making it a concept worthy of a great deal more attention than it is usually given in education and in educational research".		Berliner, 1990 http://courses.ed.asu.edu/berliner/readings/fuss/fuss.htm
	Plan, Do, Study, Act (PDSA)	P	What do students need to know and be able to do? According to our data, what needs improvement?	
D		How will they learn it? What strategies will be used to reach the goal?		
S		How will we know they learned it? How will progress towards goal be measured?		
A		What will we do differently if they don't learn it? What will we do differently if they already know it? What does the data tell us?		
	Curriculum-Based Measurements (or Assessments) (CBMs)	Direct assessments of student progress administered in a frequent and standardized manner, and that are aligned to state content standards and benchmarks. They are typically brief and/or timed samples. Student-level results can be graphed and compared to classroom peers. Also called probes .		New Mexico PED RtI/SAT Guidance and Resource Manual (p. 124)
Culture and Collaborative Relationships	Culture of Respect	A school/district environment is based on developing positive and open communication. A school/district environment based on developing positive and open relationships. The expectations, norms, and beliefs of an organization that influence how individuals and groups are viewed and supported, and expectations of members of the organization for the achievement of goals.		NM PED; <i>District Audit Tool: A Method for Determining Level of Need for Support to Improvement</i> . Council of Chief State School Officers (CCSSO).
	Collaboration	A partnership of professionals and community members who work together to improve the condition of children and families. Such partnerships generally involve some combination of educators, human-services professionals, community groups, parents, businesses, government officials, and neighborhood leaders.		Book: Phelps Daily, M.E., (2009) <i>Education Week Guide to K-12 Terminology</i> . CA: Josey-Bass.

	School-Community Partnerships	Partnerships that support the learning and growth of children. Partnerships embrace the following six major components of communication; parenting; student learning; volunteering; school decision making and community collaboration.	Dr. Joyce Epstein—John Hopkins University; National PTA
	Family Engagement	The school leadership team, teachers and other instructional staff routinely involve parents and guardians as partners in their children’s education by removing barriers to parent & family access; establishing a process for including parents; providing information about their child’s achievement,; encouraging participation in school programs; developing strategies for working with parents to improve their child’s attendance (if necessary) and proficiency levels.	Adapted from NM CLASS
	Equitable Code of Conduct	A set of rules outlining the responsibilities of proper practices for an individual or school or district. Equitable ensures that the code deals fairly with all concerned.	NM PED
Other	Achievement Gap	The troubling performance gaps between many African American and Hispanic students, at the lower end of the performance scale, and their Asian and non-Hispanic white peers at the upper end, and the similar academic disparity between students from low-income and well-off families. The achievement gap shows up in grades, standardized-test scores, course selection, dropout rates, and college-completion rates. It has become a focal point of education reform efforts.	Book: Phelps Daily, M.E., (2009) <i>Education Week Guide to K-12 Terminology.</i> CA: Josey-Bass.
Other	Data Driven Decisions	The rapid increase of local and state testing has generated enormous amounts of data about student achievement, which school leaders are now being asked to take into account when making decisions. The test information is just one kind of data now at the fingertips of school leaders. The idea is for educators to examine this data and use it to set priorities, and then to recheck to ensure that schools are aligned for success.	Book: Phelps Daily, M.E., (2009) <i>Education Week Guide to K-12 Terminology.</i> CA: Josey-Bass.

Other	Peer Review	An assessment by experts in a given (and often narrowly defined) field, who are qualified and able to perform impartial review of the EPSS. The purpose of a peer review is to help ensure that schools and districts have technically sound programs and practices in place.	www.ped.state.nm.us Priority Schools Bureau Document: CLASS Table of Responsibilities Terms
Other	Student Data Folders	Data folders or notebooks are ways for teachers to monitor class performance and for individual students to track their own performance. Students can create their own data folders in which they set goals, and chart or graph their progress in one or more core of content-area subjects, and/or behavior (if necessary). Students can also keep work samples in their folders that support the data. The folders are also great tools for parent-teacher conferences, student-led conferences, and IEP meetings.	New Mexico PED RtI/SAT Guidance and Resource Manual (p. 119)
Other	Professional Learning Communities	<p>Schools that are focused on the four guiding questions:</p> <ol style="list-style-type: none"> 1. What do we want students to know & be able to do? 2. How will we know when they know it? 3. What will we do when they don't know it? 4. What will we do when they know it? <p>The principles of a learning organization have been embraced through engaging multiple stakeholders in the development of shared vision, mission, values, and goals. PLCs are schools where there is a strong infrastructure of teams focused on improving student learning through on-going collection and analysis of many different types of data. Schools that have developed themselves as strong PLCs are resilient in times of change because they never stop learning, changing, and improving.</p>	<i>The Power of SMART Goals (Using Goals to Improve Student Learning)</i> , O'Neill, Jan & Conzemius, Anne

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