

GLOSSARY OF STATE AND FEDERAL ACCOUNTABILITY TERMS

Adequate Yearly Progress (AYP): Adequate Yearly Progress is the minimum level of improvement that Idaho school districts and schools must achieve each year as determined under the federal No Child Left Behind Act and Idaho State Board of Education rules.

Corrective Action: When a school or school district does not make Adequate Yearly Progress for four years in a row, the state will place it under a corrective action plan. The plan will include resources to improve teaching, administration, or curriculum. If no progress is made, then the state has increased authority to make necessary additional changes to ensure improvement.

ISAT: Idaho Standards Achievement Tests are the tests Idaho uses to monitor the progress of students, schools, and districts toward meeting state goals in reading and math.

Limited English Proficient (LEP): Limited English Proficient refers to students for whom English is a second language and who are not reading or writing English at grade level.

Parental Involvement: Parental involvement is the participation of parents in regular, two-way, meaningful communication involving students' academic learning and other school activities. The involvement includes ensuring that parents play an integral role in assisting their child's learning; that parents are encouraged to be actively involved in their child's education at school; that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.

Proficiency: Proficiency is mastery or the ability to do something at grade level.

Public School Choice: Students attending schools identified as needing improvement will have the option to transfer to a school within the district that makes AYP. The school district will be required to provide transportation to the students.

Restructuring: Schools not making AYP for six years in a row must follow one of the following restructuring options: reopen as a charter school; replace all or most of relevant school staff; contract with outside entity to operate school; state takeover; or any other major restructuring of school's governance that makes fundamental reform.

Safe Harbor: "Safe Harbor" is a provision in accountability monitoring intended for schools and districts that are making progress in student achievement but are not yet meeting target goals for Adequate Yearly Progress. It is designed to prevent the over-identification of schools not making AYP.

Student Subgroups: Schools will receive their disaggregated AYP status for subgroups of students based on the following categories: racial/ethnicity, students with disabilities, Limited English Proficiency (LEP), and economically disadvantaged.

Supplemental Services: Students from low-income families who are attending schools that have been identified as needing improvement may be eligible to receive outside tutoring or academic assistance. Parents can choose the appropriate services for their child from a list of state-approved providers. The school district will purchase the services.

Title I: Title I refers to a federal funding program aimed at students who are behind academically or at risk of falling behind. In some states, the consequences for not making AYP are different for schools that receive Title I funds. In Idaho, all schools face the same consequences when they consistently do not meet AYP goals.