

## Commonly Used Educational Acronyms

**ABCs:** The ABCs of Public Education is North Carolina's comprehensive plan to improve public schools and is based on three goals: strong local accountability, an emphasis on student mastery of basic skills, and as much local control as possible. Schools receive recognition based on the percentage of students' scores at or above grade level.

**ADM:** Average Daily Membership is the number of days a student is enrolled in school divided by the number of days in that school year.

**AIG:** Academically, Intellectually Gifted students learn at a higher stage of development than others. The AIG program targets the students' current levels of achievement and ability while challenging the students to perform at their highest levels possible.

**AP:** Advanced Placement program enables high school students to complete college-level courses for college placement and/or credit.

**AYP:** Adequate Yearly Progress is required under the federal No Child Left Behind law and provides another way to measure school performance. To meet AYP, a school must meet target goals for each group of students that numbers 40 or more. Target goals are set annually by the state for reading and mathematics at grades 3-8 and 10 and for attendance rates or graduation rates, as well. AYP is an all-or-nothing model. If a school misses one target, it does not make AYP. The long-term goal of AYP is to have every school at 100 percent student proficiency by 2013-14.

**EC:** Exceptional Children are children who have been evaluated in accordance with NC 1503-2 through NC 1503-3 as having autism, deaf-blindness, developmental delay (applicable only to children ages three to seven), hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, serious emotional disability, specific learning disability, speech or language impairment, traumatic brain injury, or visual impairment (including blindness), and who, by reason of the disability, need special education and related services.

**EOC:** End-of-Course tests are designed to assess the competencies defined by the North Carolina Standard Course of Study for each of the following courses: Algebra I, Algebra II, English I, Biology, Chemistry, Geometry, Physical Science, Physics, Civics and Economics, and US History. Tests are taken during the last 10 days of school, or the equivalent, for alternative schedules.

**EOG:** End-of-Grade tests in reading and mathematics are taken by students in grades 3–8 during the last three weeks of the school year.

**ESL:** English as a Second Language is a program model that delivers specialized instruction to students who are learning English as a new language.

**IDEA:** Individuals with Disabilities Education Act is a federal act that requires all states to develop alternate assessments for students with disabilities for whom the standard statewide assessment program is not appropriate.

**IEP:** Individualized Education Program is a written statement that is developed, at least annually, by a team of professionals knowledgeable about the student and the parent for a student with a disability. The plan describes the strengths of the child and the concerns of the parents for enhancing the education of their child and when, where, and how often services will be provided. The IEP is required by federal law for all exceptional children and must include specific information about how the student will be served and what goals he/she should be meeting.

**LEA:** Local Education Agency is synonymous with local school systems and indicates that a public board of education or other public authority maintains administrative control of the public schools in a city or county. 16 LEP Limited English Proficient students are students whose first language is one other than English and who need language assistance to participate fully in the regular curriculum.

**NC DPI:** The North Carolina Department of Public Instruction administers the policies adopted by the State Board of Education and offers instructional, financial, technological, and personnel support to all public school systems in the state.

**NCLB:** No Child Left Behind is the more recent reauthorization of the Elementary and Secondary Authorization Act and represents a sweeping change in the federal government's role in local public education. NCLB has a variety of goals, but the most dominate ones are for every school to be at 100 percent proficiency by 2013-14 as measured by student achievement on state tests and for every child to be taught by a "highly qualified" teacher. The new law emphasizes new standards for teachers and new consequences for Title I schools that do not meet student achievement standards for two or more consecutive years. For more information on NCLB, please go to [www.ncpublicschools/nclb](http://www.ncpublicschools/nclb).

**PBIS:** Positive Behavior Intervention Support is a framework for behavioral best practices used in participating schools.

**PDP:** Professional Development Plan is yearly plan based on individual self-assessment.

**PEP:** Personalized Education Plan is specifically designed to improve a student's performance to grade-level proficiency.

**SAT:** Scholastic Assessment Test, often taken by high school juniors and seniors as a precursor to college/university admission, assesses a student's verbal and mathematical skills.

**SCS or NCSCOS:** Standard Course of Study. The North Carolina Standard Course of Study is the guiding document to the content that should be taught in North Carolina public school classrooms.

**SIP:** School Improvement Plan is a plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years.