

GLOSSARY OF VISION CARD TERMS

TERM	DESCRIPTION
ACT	American College Test is the primary assessment that four-year colleges and universities use to determine college readiness. Students can take this test multiple times, and the student's highest score is considered in college admission processes.
ADVANCED PLACEMENT	Advanced Placement (AP) courses are college-level courses, where a student can earn college credit if they earn a score of 3 or better on the AP exam.
AIMS WEB	AIMS web is the portal in which the General Outcomes Measures are submitted. AIMS web provides several formats (graphs and charts) for analysis purposes.
AYP	Adequate Yearly Progress (AYP) is a means of measuring, through standards and assessments, the achievement of No Child Left Behind's (NCLB) goal. Results are disaggregated into the following subgroups: All, American Indian, Asian, Hispanic, Black, White, Limited English Proficient, Special Education, and Free/Reduced Lunch
CAPSTONE	Capstone measurements are those taken at the end of an "era" such as graduation.
CORE VALUES	Excellence, Learning, Leadership, Partnership, Respect
EXPLORE/PLAN	The EXPLORE/PLAN tests are given to every 8 th /10 th grader in our district, and is paid for through the state (no cost to 742). The EXPLORE is the precursor to the PLAN, which is the precursor to the ACT. These examinations are nationally normed and articulated to vertically measure skills that lead to college readiness.
FRAMEWORKS	E.L.S. Guiding change decision making participation personal growth and change leadership choices for color view mission deliver point success system
GOM'S	General Outcomes Measures are assessments that are given to students in grades K-6 in reading and mathematics. Students are given these tests three times per year, and teachers use the results to determine next steps in differentiating our students' learning programs.

GRAD	The Graduation-Required Assessments for Diploma (GRAD) are the state tests that fulfill Minnesota's high school graduation requirement for students who first entered grade 8 in 2005-06 or later. These tests measure student performance on essential skills in Writing, Reading and Mathematics for success in the 21st century. If a student does not satisfy the graduation requirement for an assessment during the first administration, there will be retest opportunities available.
GROWTH	Growth goals are individual measures for students, based upon their Measures of Academic Progress. Every student is expected to make at least one year's progress. When a student is behind grade level, then it is expected that a student makes more than a year's progress in a school year.
LEARNING COHORTS	Learning Cohorts are professional learning communities that licensed staff participate in, to improve student achievement.
LEARNING WALKS	Leaning Walks are focused, short visits to classrooms, looking for best practices. Evidence of best practices is expected to be collected and analyzed in order to inform professional development needs.
MCA II	Minnesota Comprehensive Assessments in the second version (II) are the reading, writing, mathematics and science examinations that all students in grades 3 through 11 take. Tests are administered in April and May, and scores from these are used in the calculations for No Child Left Behind law.
NWEA – MAP TESTS	Northwest Evaluation Association is the overarching company. The Measures of Academic Progress (MAP) tests are the formative assessments given to students three times per year. In our district, all of our students in grades 2 through 9 take the MAP in reading and mathematics. At Madison, Talahi, and Discovery schools, our primary students (grades K and 1) take the Primary Early Learners Measures of Academic Progress tests. At the high schools, if a student is not on track for graduation, then the student continues to take the MAP in order to assist teachers to focus in on particular areas of need for teaching and learning.

PBIS	Positive Behavior Intervention Systems is a framework for organizing supports for creating a positive environment for learning. PBIS has an empirical research base.
PROFICIENCY	Proficiency measures include students who meet or exceed state standards.
ROI	Rate of Improvement - ROI is Spring Score minus Fall Score divided by 36 weeks to indicate the weekly growth of students
RESPONSIVE CLASSROOM	Responsive Classroom is a system of creating a positive classroom community while improving student achievement, focused behaviors and treating each other with respect.
RIT TARGET	Typical growth targets are developed to describe typical or anticipated growth over a period of time from the normative data.
ROADMAP	The roadmap is the strategic plan for the district, including the mission, vision, core values, and strategic directions.
Rtl²	Response to Intervention and Instruction is a framework for organizing service to students. Whether it is problem solving or matching interventions to specific students, the framework of 75 to 80% of students being well served within the core curriculum is the foundation of the framework. Another 15% tenet is that some students need more matched interventions outside of the core. A third group of students of 5% need even more intensive support through matched interventions for even more time outside of the core curriculum
SCORECARDS	These are now called Visioncards. This is our success system of measurement of our strategic directions (goals).
SKYWARD	Skyward is the Student Information System which includes student schedules, address and contact information, parent portal, lunch information, fees, grade book, assignments, discipline records, and other features for students. The district is also implementing Skyward system for Human Resource information and Finance.
SMART GOALS	Goals that contain the following components: S pecific, M easurable, A ttainable, R ealistic, T actical & T ime-Bound
STRATEGIC DIRECTIONS	The Strategic Directions are the district goals. These goals are set for five years.

VIEWPOINT	Viewpoint is the data warehouse for our students' many assessments. Nearly all assessments results are "housed" in this technology system, and these data may be easily manipulated by teachers and administrators. Many visual representations are available for use, including charts and graphs.
VISION CARDS	This is our success system of measurement of our strategic directions (goals).
WEIGHTED MEASURES	Our district has committed to growth as being our most important goal. Since growth is our greatest value, then the measures specific to growth receive more "weight" than other measures. So the General Outcomes Measures and the Measures of Academic Progress are given more weight than MCALLs, which are the summative measures required by the state.