

# DV Glossary of Terms

11-03-15



Terms	Definition
504	This is the short name for <i>Section 504 of the Rehabilitation Act of 1973</i> . Section 504 requires all agencies or programs receiving federal funding to be accessible to people with disabilities. Section 504 covers more disabilities than the Individual with Disabilities Education Act (IDEA), although it covers those students also. Section 504 guarantees all students the right to a free and appropriate public education, which is defined as an education and access to the educational environment that is comparable to that which the recipient district would provide to a non-disabled peer.
AASPA	American Association of School Personnel Administrators
America College Test (ACT)	The American College Test (ACT) assesses high school students' general educational development and their ability to complete college level work. The multiple choice tests cover four skill areas: English, mathematics, reading, and science.
Academic Facilitator (AF)	The Academic Facilitator provides job embedded support that is ongoing and responsive to teacher and student needs based on data. He or she engages K-3 staff in the study and use of effective instruction and intervention strategies to meet the academic and behavioral needs of students. Support is provided to guide the implementation of instructional programs with fidelity. Professional development that is responsive to achievement data and aligned with DVUSD improvement efforts is deployed by the AF to maximize the investment of district resources.
Accreditation	Voluntary method of quality assurance developed more than 10 years ago by American Universities and secondary schools, and designed primarily to distinguish schools adhering to a set of educational standards.
Accommodations	Are used when the student is expected to learn the <u>same</u> curricular content. The student may be taught in a different way, respond or test in a different way or need changes in the environment. A change is made to provide access or equal opportunity to demonstrate skills does not change instructional level, content or performance criteria. It does not change how much of the curriculum the student is expected to learn. It only changes how students access and express knowledge on a daily basis.
ADE School Labels  State Accountability	Prior to 2013 all schools were labeled by the State of Arizona Department of Education (ADE) as either: Excelling, Highly Performing, Performing Plus, Underperforming, or Failing. These labels were primarily based on proficiency levels for the AIMS reading and math assessments.  In 2012 ADE piloted a new accountability system indicated by a letter grade of A,B,C,D, or F. These labels were based on assessment proficiency, learning growth and, for high schools, college and career readiness indicators. With the deployment of a new state assessment (AzMERIT) in 2015, the state has put a moratorium on using these results for accountability for FY16 and FY17. Additional information can be found at: <a href="http://www.azed.gov/accountability/">http://www.azed.gov/accountability/</a>
Addenda	A supplemental contract (typically greater than \$1000) for employees working in excess of their regular contract.
Adequate Yearly Progress/System Improvement Status (AYP)	Adequate Yearly Progress (AYP) is the gain that schools, school systems, and states must make each year, in accordance with the federal No Child Left Behind Act of 2001 (NCLB). To make AYP, schools and school systems must meet the Annual Measurable Objective (AMO), or target, for all students and all student subgroups for each of the following measures: mathematics participation, mathematics proficiency, reading participation, reading proficiency, graduation rate (high school only), and attendance (elementary and middle school only).
AdvancED	AdvancED's accreditation process is designed on a standards-based framework. Institutions and systems critically evaluate their vision, strategies, priorities, leadership, programs and resources as part of the process. DVUSD embeds AdvancED indicators within the Campus/Department Improvement Plan to ensure annual documentation of work aligned. Additional information may be accessed at <a href="http://www.advanc-ed.org/services/advanced-standards-quality">http://www.advanc-ed.org/services/advanced-standards-quality</a>
Advanced Placement Courses (AP)	Advanced Placement Courses are college level courses that a student can take in high school. Typically, the school offers these courses to students who are in honors program or who have completed all the high school courses available in the subject.
Advanced Placement (AP) Exams	Advanced Placement (AP) exams are part of a College Board program available to high school students. Scores on these exams may be used at the discretion of the college or university for students to earn credit or advanced standing in college.
Algebra Completion Rate	The Algebra Completion Rate is the percentage of students successfully completing Algebra 1 or a higher level mathematics course by the end of Grade 8 for middle schools and by the end of Grade 9 for high schools.

ABODA	Arizona Band and Orchestra Director's Association oversees all band and orchestra activities in the state of Arizona
ACE	Arizona Choral Educators oversees all choral activities in the state of Arizona.
AMEA	Arizona Music Educators Association oversees all music activities in the state of Arizona.
Az SAFE	Arizona Safety Accountability for Education: Program linked to SAIS which provides educators with information needed to maintain and improve the safety of their schools.
ASPAA	Arizona School Personnel Administrators Association is the professional association for school personnel employees affiliated with AASPA (American Association of School Personnel Administrators).
ASPRA	Arizona School Public Relations Association is a professional organization that provides support to educators involved in school public relations and professional development for school public relations professionals.
ASBO	Association of School Business Officials is a professional association that provides programs and services to promote the highest standards of school business management practices, professional growth, and the effective use of educational resources.
At Risk Afterschool Care Programs	Community-based programs that offer enrichment activities for at-risk children and youth, 18 and under, after the regular school day ends, can provide free meals and snacks through the Child and Adult Food Program (CACFP). Programs must be offered in areas where at least 50 percent of the children are eligible for free and reduced price meals based upon school data.
Average Daily Attendance (ADA) Attendance Rate	The Average Daily Attendance/Attendance Rate records the aggregate days' attendance divided by the number of days of instruction to compute the average daily attendance. The attendance rate is reported for the previous school year. The Average Daily Attendance (ADA) is used in the formula to distribute funding to Arizona Public Schools.
AZ Learns Label and Profile	Currently all schools are labeled by the State of Arizona Department of Education as either: Excelling, Highly Performing, Performing Plus, Performing, Underperforming or Failing. Beginning in 2013, Arizona will utilize only the A, B, C, D, and F labeling system. For additional information visit : <a href="http://www.azed.gov">http://www.azed.gov</a>
AZCCRS Arizona College and Career Ready Standards	The Arizona standards for college and career readiness can be found in both English language arts and literacy in history/social studies, science, technical subjects, and mathematics. The standards were developed in collaboration with teachers, school administrators, and experts, to provide a clear and consistent framework to prepare Arizona children for college and the workforce.
AzMERIT	Arizona Measure of Educational Readiness to Inform Teaching. AzMERIT is a required state assessment that replaces AIMS for mathematics, reading, and writing and is an untimed test. AzMERIT was selected because it goes beyond multiple choice questions to provide a better indicator of what students have learned over the course of a school year. AzMERIT is more academically rigorous than AIMS and tests students to ensure that curriculum, lessons and learning reflect the new higher educational standards. Arizona public school students in grades three through 12 take the AzMERIT assessment. Grades three through eight take a spring assessment in English language arts and math at their grade level. Grades nine through 12 will take end-of-course assessments to test their proficiency.
Baldrige Criteria for Performance Excellence	The Baldrige Performance Excellence Program is a national education program based on the <u>Baldrige Criteria for Performance Excellence</u> . A part of the National Institute of Standards and Technology (NIST), which is part of the U.S. Department of Commerce, the Baldrige Program is a customer-focused federal change agent that enhances the competitiveness, quality, and productivity of U.S. organizations for the benefit of all citizens.
Baldrige Framework	1. Leadership 2. Strategy 3. Customers 4. Measurement, Analysis, and Knowledge Management 5. Workforce 6. Operations 7. Results. Leadership develops processes based on stakeholder needs/expectations in order to support the achievement of the goals set forth in the strategic plan. The process is communicated to the workforce who in turn assists in collecting data to better manage the process. The outcome equals improved results.
Benchmarking	Benchmarking provides an opportunity to compare processes and/or current best practices with similar organizations inside or outside the field of education. By comparing results with similar campuses/departments (inside or outside of the district), the team can assess current status within various categories relative to peers and competitors.
Best Practices	Instructional strategies or techniques that consistently have documented outcomes superior to those achieved with other means. Researched validated Best Practices refers to a program, activity or strategy that has the highest degree of proven effectiveness supported by objective and comprehensive research and evaluation.

Blended Learning	A blended learning approach combines face to face classroom methods with computer-mediated activities to form an integrated instructional approach.
Booster Club	A high school parent organization.
Building Level Leadership Team (BLLT)	A group of administrators that meet on a regular basis with the superintendent.
Business Partners	Employment entities with whom DVUSD shares an established relationship.
Calming Room	A room where a student is placed when he/she is out of control and is harming themselves or others and needs a place to calm down to get behaviors under control. This is never to be used as a punishment or discipline and only used in crisis situations. At all times, an adult must supervise a student in the calming room.
Campus Improvement Plan (CIP)	Aligned with the District's 2013-2018 Strategic Plan, the Campus Improvement Plan (CIP) is a document containing a school's yearly plan of action. It outlines the priority areas a school identifies to prepare productive students ready for their future. CIP contain long and shorter-term goals.
Campus Improvement Team (CIT)	A Campus Improvement Team (CIT) collaboratively analyzes data to identify strengths and opportunities for improvement, determines root causes, focus areas, key strategic supporting objectives, creates improvement goals and develops action plans to improve performance. Fiscal resources are aligned within the school plan. The CIT may be comprised of various stakeholders: teacher representatives, classified representatives, parents, students, community members, business partners and administrators.
Career and Technical Education (CTE)	Programs provide students with the rigor and relevance needed to succeed in today's global economy. CTE provides students with industry training and work place development in their chosen program of study. Technical programs include, but are not limited to: Accounting, Biomedical, Business Operations, Child Development, Culinary Arts, Drafting, Education, Engineering, Graphic Design, Hospitality, Information Technology, Interior Design, Law Enforcement, Marketing, Media Production, Nursing, and Sports Medicine.
Citizens' Bond Advisory Committee (CBAC)	Provides administration information from community members regarding size and scope of potential bonds before calling for a bond election.
Citizen's Bond Oversight Committee (CBOC)	Provides administration the opportunity to be transparent about its expenditure of bond funds while also giving residents the opportunity to play a role in advising the district on how projects should progress.
CHARACTER COUNTS! ®	A character education approach to advance curricular and behavioral goals while teaching and promoting the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring and citizenship.
Cohort	A group or collection of individuals we may track or compare to over time. For example, a cohort of students we track through 4 <sup>th</sup> , 5 <sup>th</sup> , and 6 <sup>th</sup> grade. Or a cohort of schools implementing a program we track over several years.
College and Career Readiness	High school graduates will possess the content knowledge and technical skills in English, mathematics, reading, writing, communication, teamwork, critical thinking and problem solving to be successful in postsecondary education or workforce employment in a global economy.
CAFR	A Comprehensive Annual Financial Report (CAFR) is a set of government financial statements that complies with the accounting requirements of the Governmental Accounting Standards Board (GASB). A CAFR is compiled by district staff and audited by an external certified accounting firm.
Communication Council	The Communication Council is made up of Executive Cabinet Members and a Representative (both Classified and Certified) from each campus and department. The council meets several times during the year. Representatives act as liaisons between District Office and the employees' peers to bring questions or comments to an open forum meeting and take information back to their workplace.
Communication Plan	A series of coordinated, unified activities and messages, driven by a single strategy, delivered to relevant audiences or stakeholders by a variety of means.
Community Education	Community Education offers a wide range of academic and athletic programs to the community including preschool/pre-kindergarten, extended day kindergarten, before and after school care, and enrichment classes, as well as rentals for public use of our facilities. In addition, we partner with First Things First in the facilitation of the Deer Valley Family Resource Center (DVFRC) providing resources, referrals, and education to families of children age five and younger.

Community of Character and Courage Award	The Community of Character and Courage Award is presented to one district student each month, with help from the counseling department and school principals. The selected student exemplifies strong character and courage. Once chosen, the selected student will be recognized at the 2nd board meeting of the month as the Deer Valley Student of the Month for the Community of Character and Courage. Traits of character and courage will include: respect, integrity, caring, trustworthiness, perseverance, responsibility, good citizenship, positive attitude, gratitude, and courage.
Concentrated Interventions	Intensely focused and systematic delivery of instruction to students that have been nonresponsive in Tiers I and II.
Continuous Improvement (CI)	Departments and schools use continuous improvement principles to run more efficiently and effectively and to make the most of District resources. When everyone works toward a common set of goals with the same type of process, the focus supports organizational improvement.
Core Value	The core values are the basic elements of how we go about our work. They are the practices we use every day in everything we do. DVUSD's core values include: caring; visionary leadership; student-centered excellence; organizational and personal learning; valuing workforce members and partners; agility; focus on the future; managing for innovation; management by fact; societal responsibility; focus on results and creating value; systems perspective.
DECA	Distributive Education Clubs of America. DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the Globe.
Deer Valley Assessments	Deer Valley administers district created assessments throughout the year to monitor student achievement progress. Reading assessments (DVRA) are administered 3 times per year for grades 3-8 and at the end of each semester for high school. Math assessments (DVMA) are administered 3 times per year for grades 3-6 and at the end of each semester for 7-8 and high school. Science assessments (DVScA) are administered at the end of unit tests for grades 4-6, quarterly for 7-8, and at the end of each semester for high school. Social Studies assessments (DVSS) are administered at the end of unit tests for 4-6 and at the end of semester for 7, 8 and high school.
DVEA	Deer Valley Education Association is the professional Association for certified employees affiliated with AEA (Arizona Education Association) and NEA (National Education Association). Those who join are required to be members of all three organizations.
DVEF	Deer Valley Educational Foundation is a 501(c)3 non-profit organization funding programs that enhance the capabilities of Deer Valley's schools to stimulate students' academic achievement and enrich the learning environment.
DVESPA	Deer Valley Education Support Personnel Association is the professional Association for classified employees affiliated with AEA (Arizona Education Association) and NEA (National Education Association). Those who join are required to be members of all three organizations.
DVFRC	The Deer Valley Family Resource Center, in partnership with First Things First, offers education, prevention, and awareness by coordinating existing programs and services to meet the needs of families with children ages birth through five years old.
DVUSD	Deer Valley Unified School District
DVUSD High School Assessment	The DVUSD High School Assessments are end-of-course tests that students take as they complete the appropriate high school level course. All students, including middle school students taking Algebra 1-2 Honors and Geometry 1-2 Honors, must take the high school assessment after they complete the appropriate course.
DVUSD School Assessment	The Deer Valley School District Assessment measures student achievement in Language Arts, Mathematics, Science, and Social Studies.
DVUSD Strategic Plan	DVUSD's 2013-2018 five-year strategic plan was developed throughout a systematic process of envisioning a desired future, and translating this vision into 28 key strategic objectives that when accomplished lead to achieving extraordinary.
DIBELS	The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) is a formative early literacy assessment. The assessment has a set of standardized, individually administered measures of early literacy development. They are designed to be short (one minute) fluency measures used to regularly monitor the development of pre-reading and early reading skills.
ECAP	An Education and Career Action Plan reflects a student's current plan of coursework, career aspirations, and extended learning opportunities in order to develop the student's individual academic and career goals.
ERG	Education Resource Group is an educational cost/function modeling system that uses regression analysis to systematically measure the relationship between operating expenditures and educational outcomes.

ESEA	The Elementary and Secondary Education Act (ESEA) (Pub.L. 89-10, 79 Stat. 27, 20 U.S.C. ch.70), is a United States federal statute enacted April 11, 1965. It was passed as a part of President Lyndon B. Johnson's "War on Poverty" and has been the most far-reaching federal legislation affecting education ever passed by Congress. The act is an extensive statute that funds primary and secondary education, while explicitly forbidding the establishment of a national curriculum. It also emphasizes equal access to education and establishes high standards and accountability. In addition, the bill aims to shorten the achievement gaps between students by providing each child with fair and equal opportunities to achieve an exceptional education. As mandated in the act, the funds are authorized for professional development for instructional materials, for resources to support educational programs, and for parental involvement promotion. The act was originally authorized through 1970, however, the government has reauthorized the act every five years since its enactment. The current reauthorization of ESEA is the No Child Left Behind (NCLB) Act of 2001, named and proposed by President George W. Bush. The ESEA also allows military recruiters access to 11th and 12th grade students' names, addresses, and telephone listings when requested.
English Language Learner	Students whose first language is not English, and encompasses both students who are just beginning to learn English (often referred to in federal legislation as "limited English proficient" or "LEP") and those who have already developed considerable proficiency is considered an English Language Learner.
Enrichment Classes	Scheduled outside of the school day, these classes are high quality educational, cultural, and recreational programs and activities offered by Community Education to all age groups, from preschoolers to adults. These classes are taught by both outside vendors contracted with the district, as well as DVUSD certified teachers.
Equity	High expectations and access to meaningful and relevant learning for all students so that outcomes are not predictable by race, ethnicity, gender, socioeconomic status, language proficiency, or disability assures equity.
eSchool	Deer Valley's online high school program allows students to take classes online during Fall, Spring, and Summer semesters.
Extended School Year (ESY)	Special education and/or related services that are provided beyond the school year or the school day for the child's grade level. These services are not enrichment programs, summer school programs or compensatory services and are not just an extension of time or duplication of regular school year services. ESY services are determined by the IEP team to provide the student educational benefits gained during the school year that are significantly jeopardized by a break in service. ESY is necessary when the lack of ESY services would thwart the goal of maintaining the meaningful progress gained during the school year which could affect FAPE (free appropriate public education).
Excellence	The quality of being outstanding. Distinction, superior quality. Excellence is achieved through high standards that ensure all students are college/career ready upon leaving DVUSD.
Facility Rentals	Facility Rental – The rental of any district facility. Facility rental agreements are initiated at the individual school sites and forwarded to the Community Education Department for processing, where the final approval, invoicing and collections take place. Facility rental also handles all unforeseen problems with each rental as they occur. A fee schedule is approved annually by the Governing Board.
Fidelity	The extent to which any program or plan is implemented in the way in which it was designed.
Free Appropriate Public Education (FAPE)	Special Education and related services are provided at public expense, under public supervision and direction, and without charge; meet the standards of the state education agency, including the requirement of this part; include an appropriate preschool, elementary school or secondary school education in the state involved; and are provided in conformity with an Individualized Education Program (IEP) that meets the requirement of 300.320 through 300.324 of the IDEA.
Free and Reduced-price Meals Plan	The National School Lunch Program (NSLP) is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act signed by President Harry Truman in 1946.
Frequency, Intensity, Time, Times (FITT)	Used when considering academic and behavior interventions. Frequency (how often), Intensity (teacher/student ratio), Time (how much), Times (number of times)
Formative Assessment	Assessments and assessment procedures used by teachers during the learning process in order to modify teaching and learning activities to improve student achievement. Formative assessments help the teacher understand what the student already knows and what the student still needs to learn. From this information, the teacher can adjust the instruction for the individual student or group of students. Also see: Summative Assessment
FBLA	Future Business Leaders of America

General Education Teacher	General education teachers are licensed/certified to teach. They may be certified to teach specific grade levels (i.e., elementary education) or in subject areas such as math or reading.
General Operating Fund	The General Operating Fund is the district's primary source of money for operating the schools. It accounts for all financial resources and expenditures except the maintenance and operation of the school. The principal sources of revenue include local property taxes and state funding. Expenditures include costs associated with the daily operations of the school.
Gifted	A gifted student is a child or student who performs or shows potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment.
Global 2021: Project Bellwether	This initiative builds on all previous district training and is the next logical improvement for DVUSD in that it raises the level of rigor in classroom instruction and assessment to ensure that our students are able to compete nationally and globally. As this initiative moves forward it will be important to benchmark our results against top academic districts in the country.
GASB	Government Accounting Standards Board aims to ensure greater accountability and well-informed decision making through excellence in public-sector financial reporting.
GFOA	Government Financial Officers Association reviews government audits for excellence in reporting.
Growth Percentile Rank	Percentile rank of a score is the percentage of scores in the distribution of scores that are the same or lower than that score. For example, a test score that is greater than 75% of the scores of people taking the test is said to be at the 75th percentile. Growth Percentile Rank refers to the relative learning growth that students have attained based on the Arizona's Instrument to Measure Standards (AIMS) test. Each student with two years of AIMS scores is compared to his/her academic peer group. The relative growth of each student, as compared to the rest of the academic peer group, results in a Growth Percentile Rank.
Highly Qualified Teachers	"Highly Qualified" is a specific term defined by the No Child Left Behind Act of 2001 (NCLB). The law outlines a list of minimum requirements (both in content knowledge and teaching skills) to meet the "highly qualified" status. The law requires teachers to have a bachelor's degree, full state certification, and to demonstrate content knowledge in the subjects they teach. Under NCLB, states decide what is necessary for certification and for determining subject-matter competency. Rules surrounding the requirements for highly qualified teachers continue to be developed and refined.
High Yield Strategies	Methods to reach goals. Which strategies are chosen depends on coherence, affordability, practicality, and efficiency and should be research-based.
Hispanic Honor Society	The purpose of the Hispanic Honor Society (H.H.S.) is to function as an honorary service society. The members of H.H.S. serve as role models for the Hispanic community and the community at large, support the academic and cultural enrichment of the organization as a whole and provide service to the community. The Hispanic Honor Society embodies the ideals of character, culture, leadership, scholarship and service.
Honors/AP/IB Dual Enrollment	Honors, Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment courses provide rigorous and challenging studies for students who are capable of or motivated to pursue rigorous and challenging instruction. The Honors, AP, IB, and dual enrollment rate is the number of students enrolled in at least one Honors, AP, IB, or dual enrollment course, divided by the total number of students.
IMS	Incident Management System: An Arizona mandated computer system developed to collect, track and report school safety and discipline incident data.
Inclusive Practices	Inclusive Practices include structuring collaborative classes, extracurricular activities, and small group activities so that students of all ability levels, with and without disabilities, are educated together. Instruction is differentiated to meet the needs of every student. Accommodations and modifications are made for equitable access to grade level curriculum. (See LRE).
IEP	Individualized Education Program: This is a written statement for a student with a disability that is developed, reviewed, and revised in a meeting of their IEP Team. The law sets out specific details for who is on the IEP Team, what the IEP must contain and when it must be reviewed and revised. All of these requirements must be met in order for an IEP to be valid. Once written, the IEP is a legally binding document that the school must follow.
IGA	Intergovernmental Agreement – A contract between two governmental entities that must be approved by the Governing Board and legal counsel.
Implementation Measures	Implementation Measures are goals set by the Principal for teacher implementation of the training received during professional development.

In-District Professional Growth	A course through which credit may be granted by the District for advancement on the District hiring schedule for participation in workshops, conferences, seminars, in-service training programs, etc., which are offered through the Deer Valley Unified School District. Fifteen in-class hours are needed to receive one semester hour credit (in-class is defined as actual time spent on the subject matter while present in the prescribed area of instruction. This does not allow for, or include, lunch breaks, classroom breaks, outside projects or papers, or registration times.) Participants must pay the \$50 fee related to earning 1 in-district credit. Professional growth credit will be paid annually at the rate of \$50 per credit, up to 18 credits per year accepted. <i>*The instructor of in-district professional growth courses has the discretion to cancel the courses due to low enrollment.</i>
Individual Professional Plan (IPP)	IPPs are aligned to a specific key strategic priority and key strategic objective. IPP goals align to the department/campus strategic goal within the DIP/CIP, and the employee supplies a rationale for their goal and identifies measurement indicators. The employee updates the status and refines their action steps while documenting results and next steps, and lists professional development activities that they have participated in to support their goal. The IPP provides insight into the employee's personal progress and efforts toward reaching their goal.
Induction Program	The Induction Program provides newly hired K-12 grade General Education and PreK-12 Special Education teachers with a systematic structure of support. The program helps them become familiar with their school and district, allows opportunity to spend time reflecting on teaching practices with a mentor, and furthers their understanding of professional responsibilities.
Insight	A quarterly publication for all District Employees.
In-Service	A program of planned activities, designed to increase the competencies in job related professional responsibilities. Such training would occur within the normal "service hours" (school hours) and could count toward recertification. The activities could focus on any job related task
Instructional Assistant	An assistant to the teacher in the regular education classrooms and Head Start classrooms, appropriately trained and supervised in accordance with state law, regulations, or written policy.
Instructional Coaches	The basic role of an instructional coach in education is to increase the instructional capacity of teachers so they can better incorporate literacy or math into their instruction (Hall, 2004). An instructional coach is one who supports others in building their teaching skills, assists others in applying new knowledge, and provides ongoing professional development.
Integrated Approach	The use of many disciplines and individuals having a variety of expertise to determine the best solution provides an integrated approach to student learning.
International Baccalaureate (IB)	The International Baccalaureate (IB) program is a rigorous pre-university course of study with an intentional focus designed to meet the needs of highly motivated and academically talented students. It provides students the intellectual, social, and critical perspective necessary for the adult world through the integration of demanding academic course work, public service, and extensive independent research.
ISTE	International Society of Technology in Education
Interventions	The directing of instruction in the area(s) of concern that is in addition to regular classroom instruction. Interventions are designed to meet the identified needs of an individual and are monitored on regular and frequent basis. Changes in instruction, for the area of learning difficulty, are designed to improve learning and to achieve adequate progress.
Kids At Hope	Kids at Hope is a non-profit organization that inspires, empowers, and transforms families, youth serving organizations (schools, parks and recreation departments, police and fire departments, etc.) and entire communities to create an environment where all children experience success, NO EXCEPTIONS! Kids at Hope is committed to reversing the harmful effects and self-fulfilling prophecy associated with the "youth at risk" programs and strategies.
LEED	Leadership in Energy and Environmental Design is an internationally recognized green building certification system developed by the U.S. Green Building Council. LEED provides building owners and operators a concise framework for identifying and implementing practical and measureable green building design, construction, operations and maintenance solutions.
Learning Center	A room or suite of rooms supervised by certified staff where any student, disabled or not, may go for additional academic and/or behavioral support services, temporary extra assistance services and/or to provide a place for students to calm down when overly emotional. Students who do not have a disability may be grouped with students with disabilities for pre-teaching, skill building or remedial services, as long as the IEP goals/objectives and needs of students with disabilities are being taught (Incidental Benefit).
Learning Cycle	Student learning data is used to identify gaps in achievement, plans are created to close learning gaps, progress monitoring is implemented, and refinements to the plan are made, if necessary, as determined by learning results.

Learning Cycle Results	Data which show whether or not the plan for achieving the learning target worked.
Learning Goal	A translation of learning requirements into a specific, measurable, aligned, results-focused, time-framed statement of intent (SMART).
Learning Growth Data	Learning Growth Data that indicates how much a student has learned in a given period of time. Usually this is the amount learned over an academic year. Learning growth can be measured in relative terms (how much did a student learn compared to other students in his/her academic peer group) and in absolute terms (did a student have more or less than a full year of expected academic learning). An example of measuring learning growth in relative terms is the growth model used by the State for the A-F Profiles. This model is based on the Colorado Growth Model and measures each student's growth relative to his/her academic peer group (students starting at the same level).
Learning Requirements	What students need to know and be able to do as a result of being in this class, course, or program.
Learning Results	A quantifiable measure representing the current level of performance toward the learning goal that is typically charted to show progress made.
Learning Target	Short-term targets of learning that align to the class goal.
LRE	Least Restrictive Environment refers to the mandate in the Individuals with Disabilities Education Act (IDEA 2004), which states that children with disabilities are to be educated to the maximum extent appropriate with non-disabled peers. "Each public agency shall ensure that to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled and that special classes, separate schooling or other removal of children with disabilities from the [general] educational environment occurs only if the nature or severity of the disability is such that education in [general] classes with the use of supplementary aids and services cannot be achieved satisfactorily." <i>Individuals with Disabilities Education Act, 34 CFR 300.550</i> . The level of special education services indicated on the IEP is reported yearly to the state through the state Student Accountability Information System (SAIS).
Lexile	Lexile ratings measure how difficult a book is to comprehend and how well a student can read. This measurement is used to determine how well that student will likely understand a particular book. The Lexile Text Measure indicates the reading demand of the text in terms of semantic difficulty (word frequency) and syntactic complexity (sentence length).
LEP	Limited English Proficient (LEP), as defined by Annual Yearly Progress (AYP) percentage proficiency, includes both Redesignated English Language Learners (RELL) who exited English for Speakers of Other Languages (ESOL) within the previous two years and current ESOL students. LEP participation rate includes only ESOL students. For 2011, RELL students include those who exited ESOL after June 1, 2009.
Live with Dr. V	A community forum with Superintendent Dr. James R Veitenheimer scheduled twice each month at different Deer Valley Schools. Parents and community members are invited to share thoughts, ideas, and discuss crucial issues. Dates and times are posted on the district website ( <a href="http://dvusd.org">dvusd.org</a> ) and available on each campus.
LTS	Long Term Suspension - Any suspension from school with a duration of more than 10 days.
MCESA	Maricopa County Education Service Agency – The county body of government responsible for more than 100 mandates related to education in Maricopa County.
Median Growth Percentile	Median is a statistical measure of central tendency found by taking the value which splits the top half of a distribution from the bottom half. For any group of students (class, grade, school, or district) with growth percentile ranks, the Median Growth Percentile is the value which splits the distribution. If there is an even number of students, the median value is the average of the two middle values. Also see: Growth Percentile Ranks.
McREL	Mid-continent Research for Education and Learning is a non-profit, non-partisan education research and development organization that turns knowledge about what works in education into practical, effective guidance and training for K-12 teachers and education leaders across the U.S. and around the world. Within DVUSD, McREL Balanced Leadership training is our framework for school improvement strategies and professional development for principals and district leadership.
MYP	The Middle Years Program (IBMYP) is a program of international education designed to help students develop the knowledge, understanding, attitudes and skills necessary to participate actively and responsibly in a changing world. The MYP program encompasses grades 6-8 at Paseo Hills School and grades 9-10 at BGHS.
Mission Statement	A mission statement expresses the organizations purpose in a way that inspires support and ongoing commitment. It motivates those who are connected to the organization and is articulated in a way that is convincing and easy to grasp. A good mission statement should accurately explain why your organization exists and what it hopes to achieve in the future.

Modifications	Are used when the student is expected to learn <u>less</u> of the curricular content. A change is made in what a student is expected to learn and/or demonstrate. These changes customize the curriculum and expectations of the student's mastery of essential skills. This could require the modification of assignments, tests, worksheets and other materials in the classroom.
Move on When Reading (MOWR)	Move on When Reading (MOWR) Funds (Arizona Revised Statutes 15-211, 15-704 and 15-701 are granted by the Arizona State Legislature. Annually \$40 million are provided to elementary schools for the purpose of supporting effective reading instruction in grades K–3. To receive these additional funds, each school district is annually required to submit to the State Board of Education a literacy plan for improving the reading proficiency of their K–3 pupils. State law requires State Board of Education approval of certain plans before funds are released. Monies are funded to districts/charters in their M & O budgets. The K-3 MOWR funds do not appear as a separate budget line item. Funds are released immediately upon submission and State Board approval of their literacy plan.
Move on When Ready	Move On When Ready is a new performance-based high school education model designed to increase academic achievement and prepare <i>all</i> students for college and careers. Key components of the model include use of proven world-class instructional systems; multiple education pathways adaptive to individual student interests and needs, moving away from a "one-size-fits-all" approach; and a new performance-based high school diploma called the Grand Canyon Diploma.
Multi-Tiered System of Supports (MTSS)	A Multi-Tiered System of Supports is an evidence based model of instruction and intervention that uses data-based problem solving in the area of academics and behavior. These interventions occur at various intensities to meet the needs of all learners, struggling to advanced, with the outcome of accelerating student performance to meet and/or exceed proficiency.
My Learning Plan (MLP)	A web-based educator evaluation and professional learning data management solutions. My Learning Plan supports the effective management and support of educator evaluation and professional learning.
NAEP	The National Assessment of Educational Progress (NAEP) is the largest nationally representative assessment of what America's students know and can do in various subject areas. NAEP results serve as a common metric across all states and districts and provide a clear picture of student academic progress over time.
NBC	National Board Certification To pursue National Board Certification a teacher must hold a baccalaureate degree and have three years of teaching experience on a provisional or standards certificate in early childhood, elementary, middle or secondary schools prior to submitting an application. In addition, a teacher must hold a valid teaching license and currently teaching. The National Board for Professional Teaching Standards (NBPTS) is the guide for the National Board Certification process.
NEHS, NHS & NJHS	The National Honor Society (NHS), National Junior Honor Society (NJHS), and National Elementary Honor Society (NEHS) are the nation's premier organizations established to recognize outstanding high school and middle level students. More than just an honor roll, NHS and NJHS serve to honor those students who have demonstrated excellence in the areas of Scholarship, Leadership, Service, and Character (and Citizenship for NJHS). These characteristics have been associated with membership in the organization since their beginnings in 1921 and 1929.
NCLB	No Child Left Behind: The law reauthorized a number of federal programs aiming to improve the performance of United States primary and secondary schools by increasing the standards of accountability for states, school districts and schools as well as providing parents more flexibility in choosing which schools their students will attend. The Act was signed into law on January 8, 2002.
Non-Negotiables	A promise made by an organization to the organization's stakeholders. DVUSD promises stakeholders that the District will: ensure all resources are aligned to areas of need and/or goals, develop and retain a highly effective workforce, guarantee viable curriculum, honor continuous improvement through a systems approach and consistently measure and monitor the non-negotiable promises made by DVUSD.
North Central Accredited Institutions	The NCA Office of Postsecondary Education is responsible for the accountability of schools with postsecondary certificate-granting designation in accordance with federal regulations. For PreK-12 schools AdvancEd is the accreditation process used. Accreditation is a voluntary method of quality assurance developed more than 100 years ago by American universities and secondary schools, and designed primarily to distinguish schools adhering to a set of educational standards. The accreditation process is also known in terms of its ability to effectively drive student performance and continuous improvement in education.

NVEC	The Consortium of school districts in the north portion of phoenix assembled to provide cost effective educational programs, activities and services to its member districts. North Valley Education Consortium -Paradise Valley Unified School District, Fountain Hills Unified School District, Cave Creek Unified School District, Deer Valley Unified School District, Peoria Unified School District, Dysart Unified School District, and Scottsdale Unified School District constitute the member districts.
On-boarding	Onboarding is the process of acclimating and welcoming new employees into an organization and providing them with the tools, resources, and knowledge to become successful and productive. While orientation prepares someone for their first day of work, onboarding is a broader, long-term process that helps new employees acclimate smoothly, so that they become an engaged part of the organization.
OCR	On-Campus Reassignment: An alternative to an off-campus suspension with a duration of 10 days or less.
Performance Gap	Performance gap generally refers to the academic performance of specific student populations relative to the general population (Gen Ed). Specific gaps monitored and targeted for improvement are the Special Education/Gen Ed gap, English Language Learners/Gen Ed gap, and Title I/Gen Ed gap.
PRIDE Awards	On a two year cycle, half of Deer Valley School principals select four PRIDE (Personally Recognizing Individual Dedication and Excellence) Award recipients one year and the other half select award recipients the following year. Principals award a certified, classified, volunteer and business partner based on demonstrated excellence.
PDSA	Plan Do Study Act: <u>Plan</u> : Before taking action on an issue, a plan is created that describes the need for improvement and states goals and intentions. <u>Do</u> : Decide on the approach, action steps to be taken, and determine how data will be collected. <u>Study</u> : Review the data. Decide what worked and what needs to be changed. <u>Act</u> : If the data show improvement, then the “Do” becomes the best practice for this goal. If the data does not show improvement, decide what will be done differently to meet the goal.
PBIS	PBIS is short for Positive Behavioral Intervention and Supports. This language comes directly from the 1997 reauthorization of the Individuals with Disabilities Education Act (IDEA). PBIS is used interchangeably with SWPBS, which is short for “School-wide Positive Behavior Supports.” PBIS is based on principles of applied behavior analysis and the prevention approach and values of positive behavior support. PBIS is a framework or approach for assisting school personnel in a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.
Portal	DVUSD’s intranet website that brings information together from diverse sources.
Positive Behavioral Intervention Supports	A decision-making framework that emphasizes the use of data for informing decisions about the selection, integration, implementation and progress monitoring of the best evidence-based academic and behavioral practices for improving academic and behavioral outcomes for all students.
PreK-12 Administrator Meeting	PreK-12 Administrator Meeting is a monthly meeting of DVUSD’s highest ranking administrators and department leadership that provides an opportunity for professional development and learning focused on continuous improvement.
PS & PK	Preschool (age 3-4) or Pre-Kindergarten (age 4-5) assists children to grow academically, intellectually, socially, and emotionally in a literacy rich, play based environment. This program is Department of Health Services (DHS) licensed and is tuition based.
PISA	The Program for International Student Assessment (PISA) is an international study aiming to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. Deer Valley does not yet participate in the PISA program.
Professional Development	A program of planned activities, designed to increase the knowledge and competency related to professional responsibilities. Such training occurs outside of the normal "service hours" (school hours).
Professional Growth	Credit shall be granted for graduate hours earned at a college or university and approved through the Human Resources Department. The number of professional growth credits earned will be the same as the graduate credits given by the college or university. Professional growth credit will be paid annually at the rate of \$50 per credit, up to 18 credits per year accepted.
Progress Monitoring	A systematic process for assessing and charting progress being made toward goals.
PSAT	The PSAT/NMSQT (Preliminary Scholastic Assessment Test or National Merit Scholarship Qualifying Test) is a preliminary version of the SAT. Not only does the PSAT help prepare students to take the SAT or ACT, a great score on the PSAT can also open the door to National Merit Scholarships and other awards.

PVWH	Pursuing Victory with Honor: Deer Valley Unified School District (DVUSD) supports the philosophy of good sportsmanship as a commitment to fair play, ethical behavior and integrity. All stakeholders in athletics will demonstrate trustworthiness, respect, responsibility, fairness, caring and citizenship.
QAR	A Quality Assurance Process that is conducted on-site by a team of qualified and trained educators to 1) evaluate the system's and the system's schools' adherence to the AdvancED quality standards; 2) assess the efficacy and impact of the system's continuous improvement process; 3) assess the effectiveness of the system's methods for quality assurance; and 4) identify notable achievement and provide required actions to improve the student and its schools.
Quality Assurance Review Team	Educators who are selected for their expertise and fit to the system to assess the system's adherence to AdvancED standards.
QFIC	Quality, Fidelity, Intensity and Consistency are utilized to determine the effectiveness of a strategy implemented. <u>Quality</u> : with a high degree of skill, excellence, or effectiveness (e.g., implement in ways that encourage high levels of participant engagements, implement in ways that accomplish the goals of the program/innovation). <u>Fidelity</u> : In accordance with the core components (e.g. research-based findings and/or guidance) of the program/innovation. <u>Intensity</u> : With focus and commitment to providing participants with the recommended exposure to the components of the program/innovation. <u>Consistency</u> : in the same way over time, maintaining established standards of quality, fidelity, and intensity. <u>Quality</u> is specifically what we want to see in each classroom regarding an effective researched based strategy (the what). <u>Fidelity</u> is the steps taken to accomplish the quality indicators (the how). <u>Intensity</u> is the frequency (how many times) and <u>Consistency</u> includes all of the above.
Quality Tools	Any chart, device, software, strategy, or technique that is used in understanding and improving production processes.
RTTT	Race to the Top (also known as R2T or RTTT) is a competitive grant program intended to support efforts to improve student achievement, improve high school graduation rates, and ensure student preparation for success in college and careers.
Read 180	A reading intervention program in wide use by students in Grades 4–12 who read at least two years below grade level. It is the most thoroughly researched and documented reading intervention program in the world. It is built on more than a decade of scientifically-based research and the collaboration of reading experts. Developed in clinical and classroom settings, the program is uniquely positioned to address the needs of struggling readers.
Related Services	Services needed to help a student with a disability benefit from specialized instruction in order to access the general education curriculum. The law specifically includes transportation, speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation (including therapeutic recreation), early identification and assessment of disabilities in children, counseling services (including rehabilitation counseling), orientation and mobility services, medical services for diagnostic or evaluation purposes, school health services, social work services in schools, and parent counseling and training. The law also specifies that it includes any other service an IEP Team determines is needed for a student to benefit from special education.
Research Based Strategy	A Research Based Strategy is one where an array of research studies that document the effectiveness of the teaching and learning strategy are used to improve student achievement.
Response to Intervention (RTI)	RTI has three main parts: 1) using a three tier model of instructional or behavioral supports, 2) using a problem-solving method for decision-making, and 3) using data to inform educational decision-making (IL Board of Education, 2009). Response to Intervention is used to help students manage their behavior through the practice of providing high-quality instruction and intervention matched to student needs, monitoring progress frequently to make decisions about change in instruction and goals, and applying the student's response data to important educational decisions.
Root Cause	The deepest underlying cause(s) of a problem or situation that, if resolved, would result in elimination, or substantial reduction, of the symptom. If action is required, the cause should be within one's ability to control, and not an external factor such as poverty that is out of one's ability to control.
Rubric	A rubric is an explicit set of criteria used for assessing a particular type of work or performance.
SAT	The Scholastic Aptitude Test is a college entrance exam accepted by hundreds of colleges across the United States as part of the admissions process. The possible scores on the Critical Reading, Mathematics, and Writing sections range from 200 - 800, with a total possible score of 2400.
School Resource Officer (SRO)	School Resource Officer is a law enforcement officer with a sworn authority to maintain public order and make arrest with an assignment to a school or schools within the Deer Valley Unified School District.
STEM	Science, Technology, Engineering and Mathematics Education. For additional information go to <a href="http://www.stemcoalition.org">www.stemcoalition.org</a>

Scorecard	The presentation of a mixture of performance measures each compared to a 'target' value within a single concise report.
Self-contained	A federal reporting category that refers to the appropriate amount of time a student receives special education services. It is not a "place".
Senior Leaders (SL)	Senior Leaders are the department leads who meet weekly as a group to collect and share information and focus on action through district and campus improvement and action plans.
Short Term Suspension (STS)	Any suspension from school with a duration of 10 or less days.
Signature Programs	A specialized focus within curriculum and instruction. DVUSD's current signature programs include: Academy of American Studies at Sandra Day O'Connor High School (First in Arizona), Academy of the Arts at Terramar, Aerospace Academy at Anthem School, Core Knowledge at Bellair, Greenbrier, and New River Schools, Desert Studies Academy at Desert Mountain School, Gateway to Technology Academy at Hillcrest Middle School, Global Studies Signature Program at Boulder Creek High School, International Baccalaureate at Barry Goldwater High School, Literacy Based Preschool Programs at 14 School Locations, Mandarin Chinese at Diamond Canyon, Gavilan Peak and Boulder Creek Schools, Pre-International Baccalaureate at Paseo Hills School, Project Lead the Way Academy at Mountain Ridge High School, Renaissance Gifted and Music Academy at Highland Lakes and Canyon Springs, Renaissance Music Academy at Esperanza Elementary, Senior Institute at Barry Goldwater High School and STEM Academy at Sierra Verde School.
Smart Schools	Deer Valley's phased retirement program (PRP)
SWAE	Southwest Alliance for Excellence Southwest Alliance for Excellence (SWAE), is a nonprofit organization, making Arizona, Nevada and Utah better places to live, learn and work by helping organizations achieve superior results through the use of the Baldrige Criteria for Performance Excellence.
Specially Designed Instruction	Adapting the content, methodology, or delivery of instruction to address the unique needs of a child with a disability and ensure the child has access to the general curriculum, so that he or she can access the educational standards that apply to all students.
Special Education (SPED)	SPED – Special Education (SPED) means a free appropriate Public Education (FAPE) by providing specifically designed instruction and related services, at no cost to the parents, to meet the unique needs of a child with a disability including: (1) instruction conducted in the general education classroom, special classes, in the home, special school, in hospitals and institutions, and in other settings; and has been replaced with (2) instruction in physical education.
SMART Goals	Specific, Measureable, Attainable, Results-oriented, Time-bound goals. Students learn how to generate and write SMART goals. They are the short-term, mini-targets that we aim for on our way to fulfilling our vision. Schools write an improvement SMART goal to improve student results in any given area.
Stakeholder	A group, consisting of anyone with an interest in the goals and performance of DVUSD. They can be employees, parents, students, business partners, community members, etc.
Student Accountability Information System (SAIS)	Student Accountability Information System: An eight digit identification number assigned to each public school student in Arizona.
Summative Assessment	Assessments at the completion of a learning process which summarizes the development of learners after a period/unit of learning. An assessment of learning that has taken place. AIMS is an example of a summative assessment.
Superintendent's Student Advisory Council	The Superintendent's Student Advisory Council is comprised of representatives from 13 schools; 5 high schools, 3 middle schools, 5 K-8 schools, and DV Crossroads. There are six seniors, ten juniors, six sophomores, five freshman, and nine 8th graders for a total of 36 students. The Council meets monthly for two hours and each year they choose a service learning project which involves students from all DV schools. The purpose of the project is to educate and empower students and their peers about meaningful topics and then to empower those students to go out and do something with the information they received that will impact other students and the community.
Suspension Rate	The unduplicated count of the number of students suspended divided by the June 30 total enrollment.
Systems Approach to Continuous Improvement	DVUSD uses a systems approach to Continuous Improvement (CI). This means research and data is used to make decisions, from the board room to the classroom. We intentionally train all employees in CI and the implementation of both Campus/Department Improvement Plans (CIP/DIP). All CIP/DIP are aligned to the Strategic Plan and include the use of PDSA and quality tools. In order to be as efficient and effective as possible, CI must deploy throughout the District.
Target (Performance)	A specific, quantifiable outcome that defines what would constitute success in a particular area of intended improvement, within a designated period of time.

Teacher Advancement Program (TAP)	Teacher Advancement Program (TAP). A comprehensive school reform where teachers are provided with opportunities for career advancement, ongoing applied professional growth, instructionally focused accountability, and performance-based compensation.
Teacher of Record	The teacher of record is legally responsible for ensuring the required subject matter is taught and the student's grades are recorded and reported.
Text Books Adoption (Process)	The adoption of new curriculum resources (textbooks) follows a 7- year cycle of implementation. If we plan to implement new curriculum resources, the process actually starts the preceding year with a team of educators and community members identifying need, specific criteria for the resources, and alignment to standards. Once resources have been narrowed down a 60- day public review occurs in various locations in the district. The public review asks educators and community members to provide feedback about the various resources. After that, the team reviews public comments and a choice is selected to bring forward to the governing board for approval. We work to provide a pre-implementation at a few of our schools during the spring to identify possible challenges and professional development needs. Professional development occurs throughout the summer for teachers who will implement the new resources. The new textbook is implemented in the fall of the next school year.
The A-Team	This is an informational system to alert district officials to any school situation that may require assistance or could result in public calls to district officials. You access The A-team notification through GroupWise. Drills at schools are only to be reported to The Drill Team.
Tier I	The universal instruction and curriculum that all students are guaranteed to receive, which includes data driven interventions for learners at every level. Teachers will deliver positive behavior and academic interventions in the classroom through whole and small group instruction. Tier I interventions are the research-based strategies that instructors put in place at the first sign that a student is struggling academically or behaviorally. Approximately 80-85% of students will respond to high-quality Tier I differentiation and intervention as evidenced by data.
Tier II	Academic and behavioral interventions are individualized and intensified through additional time (15-30 minutes, 3-5 days per week, FITT). Tier II interventions are monitored using 3 data points collected over a 2- 3 week period. If no significant growth is demonstrated, implement a new strategy or higher intensity within Tier II. These interventions occur in the classroom and are delivered by the classroom teacher. This additional instructional time is reserved for students who have failed to respond to Tier I strategies. In most cases, Tier II research-based strategies may be similar to those deployed within Tier I, but occur more frequently and intensely. Approximately 10- 15% of students require Tier II interventions.
Tier III	Tier III academic and behavior interventions are the most intensive supports available in a school and are generally reserved for students with significant needs. These interventions are concentrated, aligned with Tier II, require a reduced student/teacher ratio, and an increase in time (15-30 minutes in addition to the Tier II intervention time, FITT). Approximately 5% or less students required Tier III interventions. In most circumstances, this time is accomplished outside of the general education classroom. Tier III is not exclusively special education nor an automatic referral for assistance.
Title I	Title I, Part A of the Elementary and Secondary Education Act provides funding for high poverty schools to help students who are behind academically or at risk of falling behind. The purpose of Title I is to help all children achieve the state's academic standards. This is accomplished through supplemental programs that consist of instructional services, instructional support services, school wide reform efforts, and increased involvement of parents in their children's education (ADE, 2012).
Title II	The purpose of Title II is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified.
Title III	The purpose of Title III is to help ensure that children and youth who are limited English proficient attain English language proficiency, develop high levels of academic attainment in English, and meet the same challenging State academic standards that all children are expected to meet.
Title IX	The Deer Valley Unified School District receives federal financial assistance and is therefore prohibited from discriminating on the basis of sex by Title IX. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, be treated differently from another person or otherwise be discriminated against in any interscholastic sport or intramural athletics offered by DVUSD. The district must provide equal participation opportunities to members of both sexes, both in terms of the selection of sports and levels of competition available.

Transfer Measures	Transfer Measures include a rubric or assessment tool used to measure the transfer and implementation of strategies learned from professional development.
Trend	A trend is determined by data (at least three data points) and is used to determine what will happen in the future.
TRP	The Trip Reduction Plan is a program mandated by Maricopa County for any work site that has 50 or more employees. The employer is required to complete a plan each year to show a conscientious effort to reduce air pollution by allowing incentives for employees who choose to walk, carpool, ride a bike, take a bus, or vanpool an average of at least one day per week.
Universal Screener	A brief assessment of all student to identify those students at risk. This is generally done three times a year (fall, winter, and spring). The assessment is norm-referenced and standardized.
Vision Statement	An aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action.
West-MEC Western Maricopa Education Center	The Western Maricopa Education Center (West-MEC) is a public high school district dedicated to providing innovative Career and Technical Education programs that prepare students to enter the workforce and pursue continuing education. Programs include, but are not limited to: Automotive Collision, Automotive Technology, Aviation Technology, Cosmetology, Dental Assisting, Emergency Medical Technician, Fire Science, and Medium/Heavy Diesel Technology.
YTP	Youth Transition Program (YTP) is a partnership between DVUSD and Rehabilitation Services Administration (RSA) to provide various services to a select group of qualified students with disabilities in their last year of high school. The students must meet the eligibility requirements through a Vocational Rehabilitation (VR) process. YTP provides career development services including goal setting, career exploration, job shadowing, job search skills, and self-advocacy.