

Term	Common Acronyms	Official Acronym	Definition	Data Rules	Related Terms	Resource Links
District	PCS, PCSB	PCS	Any reference to public schools that are part of the Pinellas County School District, including all public charter schools, ESE centers, and district alternative schools.	District data reports generally involve one of two definitions for which schools or students should be included in district totals. 1. All students: This includes the enrollment and performance of all PreK-12 students in the district who attend any traditional public school, ESE center, alternative school or charter school. This definition is typically used when reporting total district enrollment, school performance data on FSA, etc. 2. K-12 student / traditional: This includes only students in grades K-12 (not Pre-K) and does not include charter schools. This definition is typically used when reporting district totals for referrals, suspensions, attendance and related student metrics that are aggregated at the "district" level.		
Area			One of the four regional, sub-divided areas of the school district, each one overseen by an Area Superintendent.		Areas 1-4, Areas I-IV	
School			Any reference to a public school within the Pinellas County School district, including public charter schools, ESE centers and district alternative schools.	School data reports can include the performance of any district school, including public charter schools if needed. The most common data reports pulled as "school-by-school" reports include data for traditional school sites and alternative schools, but do not typically include data on ESE centers, public charter schools or Pinellas Virtual School. School data should include the performance of all K-12 students at the school but not data related to Pre-K (pre-kindergarten) students nor adult education students.		http://pcsb.org/domain/217
School Type / Level			A school's official designation (elementary school, middle school, etc.) based on the instructional levels connected with the grades taught at the school. Schools fall into one five categories (elementary schools, middle schools, high schools, combination schools (e.g. Grades PK-8) and adult education schools).	Data reports can be run by "level" and deciding each school's level should be based on the Master School ID (MSID) file from the State (FLDOE) for all active schools for the fiscal year. Schools should be identified by their State "school type" (elementary school, middle school, high school or combination school). District totals by level would be those schools by each level, summed as an aggregate.	Level	
School Year	SY		The traditional school calendar year that typically runs from August through May - June.	School year totals for most data reports (referrals, suspensions, arrests, attendance, etc.) are aggregated for the traditional school year only and do not include summer school programs. Student performance data and graduation rate can include summer results as State make up testing is offered in the summer and seniors who graduate over the summer do count in the District's final graduation rate.	Academic year	http://pcsb.org/Page/19032
School, Current			The school for which the student is currently enrolled.		Home School, School of Enrollment, School of Attendance	

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School, Zoned			The school for which the student is zoned. This does not always match the student's current school since many students attend schools other than their zoned schools.		Home School, School of Enrollment, School of Attendance	
Semester			A calendar designation that represents the school year divided into two equal (or nearly equal) terms. Each semester is typically 18 weeks.		Quarter	http://pcsb.org/Page/19032
Quarter			A calendar designation that represents the school year divided into four equal (or nearly equal) grading periods. Each quarter is typically 9 weeks.		Nine Weeks, Marking Period, Grading Period	http://pcsb.org/Page/19032
Student Number	FLEID	FLEID	A number assigned to each student as a common mechanism for capturing and reporting student data without using the student's name. The Florida Education Identifier is required to be part of all student information systems beginning in 2017-18. This unique identifier will not change even if the student transfers to other schools and counties within the State of Florida public education system.		Student ID	
Title 1 / DA Schools / Transformation Zone						
School, Title 1 School			A school that receives additional federal funding due to its large concentration of low-income students. These schools must develop Title 1 plans to outline their plans for budgeting the additional funding in support of student achievement. The District's Title 1 Office oversees these federal program dollars.	Data reports for Title 1 schools should include only those schools that are currently listed as receiving Title 1 funding. The current list of schools can be provided by the Title 1 Office.	Title 1	http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2016-17-student-info-system/index.shtml#T
School, DA School	DA		A school that is categorized by the State (FLDOE) as needing additional academic support and monitoring under the Differentiated Accountability (DA) rules. Schools are placed into a DA category annually after school grades are released.	DA schools are categorized into one of several categories based on the school grade and how long the school has been in DA status. Some caution should be used to ensure that data are pulled on schools currently in DA. It is also important to note the DA is a broad term that the State uses for all of its monitoring categories and processes and should not be confused with "turnaround" or "transformation zone" schools. See those definitions for further guidance.	DA, Turnaround	https://www.flrules.org/gateway/ruleno.asp?id=6A-1.099811 http://www.fldoe.org/schools/k-12-public-schools/school-improvement/reg-support.shtml

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School, Turnaround School			A school that is categorized by the State (FLDOE) as needing the most intensive academic support and monitoring under the State's Differentiated Accountability (DA) system. Turnaround status is triggered when a school receives an F grade or two consecutive D grades. The District is required to partner with the schools to write a Turnaround Plan.		DA, Transformation Zone	
Transformation Zone	TZ		A select group of schools selected by Pinellas County to receive additional resources, intervention, coaching and advisement to support improved academic performance.	Data for the Transformation Zone should include all of the schools in the zone. Those are: Campbell Park Elementary, Fairmount Park Elementary, Lakewood Elementary, High Point Elementary, Maximo Elementary, Melrose Elementary, Midtown Academy and Sandy Lane Elementary.	Scale Up for Success	http://www.pcsb.org/transformationzone
Scale Up for Success			An initiative designed by Pinellas County Schools in collaboration with the Juvenile Welfare Board to provide additional resources and support to five of the District's neediest elementary schools. The initiative provided data and research findings that supported the creation of the larger Transformation Zone.	Data for the Scale Up schools should include only those schools who were supported by this initiative. Those are: Campbell Park Elementary, Fairmount Park Elementary, Lakewood Elementary, Maximo Elementary and Melrose Elementary. It is important to note that the five Scale Up schools are now part of the larger Transformation Zone so data are typically pulled and presented for the entire zone and rarely just for the five original Scale Up schools.	Transformation Zone	http://www.pcsb.org/Page/17473
Achievement Gap / Bridging the Gap	BTG	BTG	The gap in performance between minority and non-minority students. The BTG plan is the name given to the strategies and action steps in place in Pinellas County to close the achievement gaps specific to black students in comparison to non-black students.	The Bridging the Gap plan outlines specific, measurable targets to support eliminating or greatly narrowing the gaps in each of the six goal areas: Graduation Rate; Academic Achievement, Accelerated Coursework, Student Discipline, ESE Identification and Minority Hiring. See the plan for details. Please note that, at present, the data for the BTG plan are run by the Local Ethnic Code (LEC) variable for black, even when reporting black-non black. The exception, at present, is student performance on State assessments, which are typically run by the Bradley race variable or can be presented as both.	Black, LEC, Bradley Black	http://www.pcsb.org/Page/1650
State, District Assessment						
Assessment, Test			A common method of determining what students have mastered and what they have not so teachers can adequately support student growth. Assessments can be computer-based, paper-based, oral or project-based and include formal State or District assessments, teacher-made tests and quizzes and informal classroom checks for understanding.		Test, Exam, EOC	http://pcs.org/Page/15479

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Florida Standards Assessment (FSA)	FSA	FSA	The State's required assessment of reading and writing (now called ELA) and math performance in grades 3 through 10. ELA is given in grades 3-10 and math in grades 3-8. The FSA is aligned to the Florida Standards.	The FSA replaced the FCAT in the 2014-15 so comparisons of student performance before that time should be made with some caution (and properly footnoted). It is important to note here that previous references to students scoring Level 3 or above on the FCAT were titled "proficient." The State changed the terminology in 2015-16 and the term "proficient" is now aligned only with students scoring Level 4 or above. Level 3 is now termed "satisfactory."		http://www.fldoe.org/accountability/assessments/k-12-student-assessment/fsa.stml FSA Portal: http://www.fsassessments.org/ http://www.fldoe.org/accountability/assessments/k-12-student-assessment
Florida Comprehensive Assessment Test (FCAT)	FCAT	FCAT	The State's former, required assessment of reading and math performance in grades 3 through 10.		FCAT 2.0	
End-of-Course Exam (EOC)	EOC	EOC	State-developed exams in key subjects outlined by the State in middle- and high-school level courses in science (Biology 1), social studies (Civics and U.S. History), and mathematics (Algebra 1, Geometry, and Algebra 2).	<p>EOC results are also scaled and provided by achievement level (1-5) like the State FSA. EOCs are not the same thing as District final exams so the term EOC should be reserved for State end-of-course exams.</p> <p>The term FSA is not synonymous with all EOC assessments, as some are not tied to the new Florida Standards but to the previous State standards (NGSSS).</p> <p>In 2011, Algebra 1 (NGSSS) was the first course to undergo the implementation of a Statewide EOC assessment. Over the next few years, it was followed by Biology 1, Geometry, U.S. History, and Civics, all of which are aligned to the NGSSS.</p> <p>Beginning in 2014-15, assessments aligned to the Florida Standards replaced assessments aligned to the Next Generation Sunshine State Standards in mathematics and English language arts (formerly reading and writing). The NGSSS Algebra 1 and Geometry assessments were replaced by Florida Standards Assessments (FSA) in these subjects. The NGSSS Algebra 1 Retake EOC will be administered through Summer 2018 for the cohort of students who initially took the NGSSS course and have yet to pass the EOC assessment. All students completing applicable Algebra 1 or Geometry courses in 2014-15 and beyond will take the FSA End-of-Course Assessment.</p> <p>The science and social studies NGSSS-aligned EOC assessments – Biology 1, Civics, and U.S. History – will continue to be administered for students completing applicable courses.</p>		http://www.fldoe.org/accountability/assessments/k-12-student-assessment http://www.fldoe.org/accountability/assessments/k-12-student-assessment/end-of-course-eoc-assessments/index.stml

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District Common Exam			District-developed exams for courses that are not already tested by the State .	District exams are provided as both mid-term and final exams for most courses. These exams are District - developed and should not be confused with State EOC exams. The term EOC should be reserved for State end-of-course exams. The District does provide the mid-term exam for EOC courses so students have a practice test.		
Cycle Assessment			District-developed assessments that are administered at periodic intervals as "practice tests" or "progress monitoring" checks of student performance during the school year.			
Measure of Academic Progress (MAP)	MAP	MAP	A national, norm-referenced test used in some schools to measure reading and math growth in place of District -developed cycle assessments.			
Stanford Achievement Test (SAT-10)	SAT-10	SAT-10	A national, norm-referenced test used in all Pinellas County Schools as a summative performance measure in Grades 1 and 2.	The SAT-10 refers to the Stanford Achievement Test, Version 10 and should not be confused with the Scholastic Achievement Test (SAT) that is administered by the College Board as a college-readiness measure for high school students.		
Achievement Level			A ranking of a student's score on any State assessment into one of five performance levels, with Level 1 being the lowest and Level 5 being the highest. Level 3 is generally considered "grade level" performance and represents a passing score on those State assessments (such as the Algebra 1 EOC) that are required for graduation.	School grade calculations and District data comparisons are typically done by measuring the percentage of students scoring at Level 3 or above. Level 3 is considered "satisfactory" performance and was previously termed "proficiency." Proficiency is now used to described Levels 4 and above.	Performance Level, FSA Level	
Mastery	L5		A student score on any state assessment that is equivalent to Achievement Level 5 as defined by the State. Level 5 is the highest achievement level possible.		Level 5	
Proficiency	L4, L5	L4, L5	A student score on any State assessment that is equivalent to Achievement Levels 4 or above as defined by the State .	When running grade-level "proficiency" and comparing school and District performance to previous years, data should be run as the percentage of students scoring at Level 3 or above. The term "proficiency" has been used for many years to describe Level 3 and above and that remains the commonly used threshold at this time. School Districts are transitioning the new State term "satisfactory" as a way to describe Level 3 performance.	Satisfactory, Level 4, Level 5	

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Satisfactory	L3	L3	A student score on any State assessment that is equivalent to Achievement Level 3 as defined by the State. Level 3 was previously termed "proficiency."	When running grade-level "proficiency" and comparing school and District performance to previous years, data should be run as the percentage of students scoring at Level 3 or above. The term "proficiency" has been used for many years to describe Level 3 and above and that remains the commonly used threshold at this time. School District s are transitioning the new State term "satisfactory" as a way to describe Level 3 performance.	Proficiency, Level 3	
Below Satisfactory	L2	L2	A student score on any State assessment that is equivalent to Achievement Level 2 as defined by the State.	Data reports that are typically run on two metrics: the percentage of students scoring Level 3 or above and / or the percentage of students in the bottom quartile (L25). In either case, the bottom quartile (L25) is not the same thing as all students below Level 3. To this end, the bottom quartile (L25) is not directly synonymous with Level 1 and 2.	Bottom Quartile, L25, Level 2	
Inadequate	L1	L1	A student score on any State assessment that is equivalent to Achievement Level 1 as defined by the State . <i>Caution:</i> This term is used by the State to define student performance on State assessments and is not meant to suggest that the students themselves are inadequate.		Bottom Quartile, L25, Level 1	
Passing Score			The minimum scale score in Achievement Level 3 at each grade that a student is required to get to pass a State assessment required for graduation (Algebra 1 and FSA ELA, Grade 10).	The State and District does not view Level 3 on the FSA as "passing," per se, since there is no such thing as "passing" an FSA at most grade levels. Still, it is common to view a score at Level 3 or above as passing when describing the 10th grade FSA ELA and Algebra 1 EOC as these are required graduation assessments. When calculating the "percent passing," data should represent the number of students receiving a score that is Level 3 or above divided by the total number of students taking the assessment.	Level 3, Proficiency, Satisfactory	
Bottom Quartile	L25	L25	A range of scores that is equal to the bottom quarter (the lowest 25 percent) of student scores on any assessment. <i>Caution:</i> It is typical to associate students in the bottom quartile with scores of Level 1 or 2 on State assessments, but that is not always the case. In some schools with stronger academic results, the bottom quartile could include students scoring in Level 3.	Data reports that represent the bottom quartile (L25) should reflect the scores of the bottom 25% of test-takers in the school but that not the same thing as all students below Level 3 and, in turn, the bottom quartile should not be viewed as (L25) directly synonymous with Levels 1 and 2.	Low 25%	

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Above Grade Level			A student performing above the expected performance for a particular grade. <i>Caution:</i> This is a colloquial term not typically associated with District data reporting as it is non-specific and not uniformly used. It is commonly associated with achievement Levels 4 or 5 on State assessments but is not formerly used in this way.	There is no formal District data designation for "above grade level" and is not a data pull that is typically run.		
On Grade Level			A student performing at the expected performance for a particular grade. <i>Caution:</i> This is a colloquial term not typically associated with District data reporting as it is non-specific and not uniformly used. It is commonly associated with achievement Level 3 and above on State assessments but is not formerly used in this way.	There is no formal District data designation for "on grade level" and is not a data pull that is typically run.	Proficiency, Satisfactory	
Below Grade Level			A student performing below the expected performance for a particular grade. <i>Caution:</i> This is a colloquial term not typically associated with District data reporting as it is non-specific and not uniformly used. It is commonly associated with achievement Levels 1 and 2 on State assessments but is not a completely accurate description.	There is no formal District data designation for "below grade level" and is not a data pull that is typically run. Still, there is a common association of achievement Levels 1 and 2 on State assessments with being below "satisfactory" that distinction could be used as a metric for "below grade level" if needed.	Below Satisfactory	
Enrollment, Withdrawal						
Withdrawal Code	WD Code		A State-defined code indicating the status under which a student withdrew from a school or District .	Withdrawal codes are critical in calculating graduation rate as some codes negatively impact the graduation rate and some do not.	WD Code, Leave Code	http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2016-17-student-info-system/index.shtml#W
Withdrawal Date	WD Date		Withdrawal date is the calendar date of a student's actual withdrawal from a school, or District .	The latest withdrawal date will be reported in Survey 5 for all students in grades PK-12.		http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2016-17-student-info-system/index.shtml#W
Withdrawal Reason			A code which indicates the status under which a student withdrew from school other than by graduation or completion.	This includes withdrawal at the end of one school year with the intention of returning to the school or District the following school year. Valid codes for PK-12 are DNE, W01-W05, and W12-W26, WPO. Withdrawal due to graduation or completion is reported separately under the elements Diploma Type and Certification of Completion, Type.	Withdrawal Code	http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2016-17-student-info-system/index.shtml#W
Enrollment Code (Student)			A State-defined code indicating the when a student entered the school/District .		Entry Code, Re-Entry Code	Appendix A: Attendance Recordkeeping Required Codes for Grades PK-12 Students for 2016-17 SY http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2016-17-student-info-system/index.shtml#APPENDICES

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Year Entered 9th Grade	YrEntHS		The school year that a student entered ninth grade, used for the purpose of determining the high school graduation requirements a student must satisfy.	The school year in which the student entered 9th grade determines the requirements that a student must satisfy to graduate and determines the student's graduation "cohort" group. Example: 2015-16 = The student must satisfy the high school graduation requirements for students who entered ninth grade in the 2015-16 school year.	Year Entered High School, Graduation Rate Cohort Year	http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2016-17-student-info-system/index.shtml#Y
Enrollment (Date Range)			The number of students enrolled at a school or District for a specific time period.	To be included in the enrollment count, a student must meet these conditions: <ul style="list-style-type: none"> * The student must be enrolled on at least one day of the specified date range (nth Day, Month, Quarter, Semester, Year). * The student must be grade K-12. * The student must not be entered and withdrawn on the same date. * The student must not be withdrawn as Did Not Enter (DNE). * The student must be counted at his home school, not a co-enrolled school. 	See School	
Enrollment, Current			Current (Active) Students ONLY in All Non-Charter Schools in Grades K-12	To be included in the enrollment count, a student must meet these conditions: <ul style="list-style-type: none"> * The student must be enrolled on at least one day of the specified date range (nth Day, Month, Quarter, Semester, Year). * The student must be grade K-12. * The student must not be entered and withdrawn on the same date. * The student must not be withdrawn as Did Not Enter (DNE). * The student must be counted at his home school, not a co-enrolled school. 		
Student (selection)			All / Enrolled on [nth] day	"All" meaning all students who have been enrolled and present at least 1 day at the selected school within the selected date range.		
Date Range (selection)			Date range is "EOY" and "[nth] Day"	EOY is the entire school year EXCLUDING Summer Bridge		

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Graduation Rate						
Graduation Rate			The percentage of students who graduate with a standard diploma within four years of their initial enrollment in ninth grade (also called their "cohort year").	The State uses the federal definition of graduation rate. <i>Caution:</i> Not all students who leave the school during their high school years are considered non-grads. For example, if a student moves to another school in the District or county and is properly coded, the student is removed from a school's graduation rate denominator. For this reason, withdrawal codes are critical in calculating graduation rate as some codes negatively impact the graduation rate and some do not.	Grad Rate	EDStats Tool for FLDOE Data: https://edstats.fldoe.org/ FLDOE Student Information: http://www.fldoe.org/accountability/data-sys/edu-info-accountability-services/pk-12-public-school-data-pubs-reports/students.stml PCSB Interactive 2015-16 Grad Rate report: http://pcsb.org/Page/22011 PCSB Grad Rate Reports: http://www.pcsb.org/Page/15734
Graduation Cohort			The official designation given to any group of students who enter 9th grade together in a high school, used to track this grouping of students through high school in order to properly track and calculate graduation rate. A school is responsible for every student in the graduation cohort for each school year.	Graduation rate is calculated by tracking and tabulating every student who entered a high school together as freshmen in a given year (their "cohort year"). Students, though, can drop off their class cohort if they leave the school (ex: transfer to another school) and are properly coded.		
Graduate			A student who graduates in four years with a regular high school diploma (standard diploma) by meeting the requirements set forth by the State of Florida.	In general terms, graduates must meet four State requirements to graduate: Earn 24 credits in the required high school courses, earn at least a 2.0 grade point average, earn an Algebra 1 credit and pass the State EOC (or earn an alternative math test concordant score) and meet the State standard on the 10th grade FSA ELA test (or via an alternative reading test concordant score). Still, other State options are available as paths to graduation, including an 18-credit option. The standard diploma codes for the federal graduation rate are: W06, WD1, WFT, WFW, WRW, WXL, WXT, WXW and adult diplomas W43, W52, W54 and W55.	Grad; Diploma Code	Graduation requirements: http://www.fldoe.org/academics/graduation-requirements/
Non-Graduate			Any student who does not graduate in four years with a regular high school diploma. <i>Caution:</i> A non-grad is not necessarily a "drop out" by the State's definition.	Students who complete all four years of high school and do not graduate are what we typically view as "non-grads." This is not a drop out since the student stayed in school or in an alternative program but still did not meet graduation requirements.	Non-Grad, Drop Out	

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Drop Out	DOP		Any student who voluntarily removes himself / herself from the school system before graduation and does not enroll in another school or alternative education program.	Students who complete all four years of high school and do not graduate are "non-grads" but are not "drop-outs" as the student's whereabouts are known and they did not simply leave school and not return or enter an alternative program. Generally, the State defines a drop-out as a student who leaves a school without a valid academic or health reason, does not transfer to another public or private school or enroll in any career, adult, or alternative educational program; did not withdraw for a valid hardship granted by the State, such as court action, expulsion, medical reasons, or pregnancy; or students who are not eligible to attend school because of reaching the maximum age for an exceptional student program in accordance with the District's policy. Dropout WD Codes for 2016-17 SY are: DNE, W05, W13, W18, W21, W22, W23.	Non-Grad	
At-Risk			Those students defined by the State as those who scored at Level 2 or below on both FSA ELA-Reading and FSA Mathematics in grade 8. "At-Risk" does not apply to students in grade levels lower than grade 8.			
Non At-Risk			Those students who scored Level 3 or higher on FSA ELA-Reading or FSA Mathematics, or both, in grade 8. "At-Risk" does not apply to students in grade levels lower than grade 8.			
On-Track			A colloquial term that is typically used to describe a student who is presently meeting the State requirements for graduation. There is not official State designation for "on track."	The District maintains a high school Graduation Cohort Report through Advanced Reports that tracks every student by cohort year and monitoring their "on-track" status by credits earned, GPA, FSA ELA score (or reading concordant score) and Algebra 1 credit / EOC score (or math concordant score).		
Ethnicity, Race						
Ethnicity	LEC	LEC	A legal distinction of ethnic origin that is required upon enrollment into Pinellas County Schools. Parents must select either: Hispanic or Non-Hispanic before they select a "race."	Ethnicity is not the same as race so a student is either Hispanic or not. A student can be Hispanic and black or Hispanic and white, for example. For instance, a student may be Hispanic but also black if the student is black but from Hispanic descent. Another student may select non-Hispanic and black if the student is black but from African descent. The District does not typically pull data by "ethnicity," per se, but does pull data by race. The District's standard business rule for race is described under the rules for Local Ethnic Code.	Race, Local Ethnic Code, Bradley Black, Hispanic	http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2016-17-student-info-system/index.shtml#E

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Race			A legal and cultural distinction that is designated for every student when their parent or guardian enrolls them in school.	Race is not the same as ethnicity. Students are first categorized as "Hispanic or Non-Hispanic" based upon what selection their parent or guardian made upon enrollment. After ethnicity is selected, race is a second selection from the race variables provided (American Indian, Asian, Black, Native Hawaiian / Pacific Islander or White). A student may select more than once race. If so, the student is described as being "multi-racial." Since ethnicity and race are separate selections, a parent may choose Hispanic and then black or Hispanic and then white or another other combination. For the business rules the District follows for using the race variable, see the definition for Local Ethnic Code.	Ethnicity, Local Ethnic Code, Bradley Black	http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2016-17-student-info-system/index.shtml#R
Local Ethnic Code	LEC	LEC	A data code that captures a student's race based upon a set of business rules that are in accordance with other school Districts and the State FLDOE. In short, if a parent selects "Hispanic" as a child's ethnicity, the student is Hispanic, no matter what race is selected thereafter. If a parent selects "non-Hispanic," then the student's race is determined by what race is selected. If more than one race is selected, the student is considered "multi-racial."	The Local Ethnic Code is the District's standard business rule for determining race and for data pulls related to race. An exception is sometimes made for Bradley reporting and those expectations are captured under the definition for "Bradley black." Nearly all data reporting and District data systems follow the LEC definition for race. That definition is as follows: If a parent selects Hispanic as the child's "ethnicity," the student's race is considered Hispanic. This is true even if the student selects "Hispanic" and then black or "Hispanic" and then white. The Hispanic selection trumps the race variable by the Local Ethnic Code definition; If a parent selects "non-Hispanic," then the student is defined by the race variable that is selected. A student is white if they select "white," black if they select "black," and so on. A parent who selects "non-Hispanic" and more than one race is considered "multi-racial." Note: There is no separate selection option for multi-racial.	Ethnicity, Local Ethnic Code, Bradley	
Asian			A student whose racial designation upon enrollment is "Asian." Typically, this is a student with origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.	The District does not determine a student's race. The race variable is run based upon whatever selection the parent made when enrolling the child.		
Black			A student whose racial designation upon enrollment is "Black." Typically, this is a student with origins in any of the black racial groups in Africa.	The District does not determine a student's race. The race variable is run based upon whatever selection the parent made when enrolling the child. A student is considered to be "Black" by the rules of the Local Ethnic Code variable.	Local Ethnic Code, Black-Non Black, Ethnic Black, Bradley Black	

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Hispanic			A student whose ethnic designation upon enrollment is Hispanic/Latino based upon a parent's selection of "Hispanic" under the student's "ethnicity." This is typically a student of Cuban, Mexican, Puerto Rican, South or Central American descent, or from other Spanish cultures or origins, regardless of race.	The District does not determine a student's race. The race variable is run based upon whatever selection the parent made when enrolling the child. If a parent selects "Hispanic/Latino," the student is listed as Hispanic under the rules of the Local Ethnic Code variable. So as to avoid double-counting students, all students who indicate they are Hispanic/Latino are included only in the Hispanic counts and are not included in the other racial categories they may have selected.	Latino. Note: The school District uses the term Hispanic for consistency and not Latino.	
Indian (American Indian)			A student whose racial designation upon enrollment is "Indian / American Indian." Typically, this is a student having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.	The District does not determine a student's race. The race variable is run based upon whatever selection the parent made when enrolling the child. A student is considered to be "Indian" by the rules of the Local Ethnic Code variable. It is common to include American Indian and Pacific Islander as "other" in data reporting because the number of students associated with these race variables is very small. Note: The term Native American may be used to describe American Indian but it not typically used in data reporting so as to maintain consistent terminology.	Native American. Note: For data reporting, the school District uses the term American Indian for consistency and not Native American.	
Multi-Racial			A student whose racial designation upon enrollment is "Multi-Racial." This is designated when a parent enrolls a student and selects "non-Hispanic" as an ethnicity and then more than one race.	The District does not determine a student's race. The race variable is run based upon whatever selection(s) the parent made when enrolling the child. A student is considered to be "Multi-Racial" by selecting more than race per the rules of the Local Ethnic Code variable.	Biracial	
White			A student whose racial designation upon enrollment is "White." Typically, this is a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.	The District does not determine a student's race. The race variable is run based upon whatever selection the parent made when enrolling the child. A student is considered to be "White" by the rules of the Local Ethnic Code variable.	Caucasian	
Native Hawaiian or Other Pacific Islander			A student whose racial designation upon enrollment is "Native Hawaiian / Pacific Islander." Typically, this is a student having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.	The District does not determine a student's race. The race variable is run based upon whatever selection the parent made when enrolling the child. A student is considered to be "Pacific Islander" by the rules of the Local Ethnic Code variable. It is common to include American Indian and Pacific Islander as "other" in data reporting because the number of students associated with these race variables is very small.		
Black/Non-Black			A legal and practical distinction used for reporting purposes as defined by the Bradley court order (<i>Bradley, et al. v. Pinellas County School Board, et al.</i>).	The black-non-black data are typically run as part of the District's Bradley case and are typically run by the Bradley black variable, though black-non black can be run via the Local Ethnic Code variable. See those definitions. Note: "Non-black" is defined as any student who is identified as any race besides Black='Y' via the race variable.	Bradley Black, LEC	

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Bradley Black	Black (MOU)	Black (MOU)	A practical definition designed to meet the legal requirements in the Bradley Court order (<i>Bradley, et al. v. Pinellas County School Board, et al.</i>), though not the common definition of black that is used for most District and school reporting on race by the Local Ethnic Code (LEC).	Bradley Black is not the same as "Black" by the rules of the Local Ethnic Code. The District typically runs all data on race by the Local Ethnic Code definition for "black." Some exceptions are made for the purposes of reporting needed for the Bradley case. Unlike Local Ethnic Code, a student is considered "Black" under the Bradley Black definition if the student's parent selected "Black" when enrolling their child, even if the parent selects more than one race and even if the parent also selects "Hispanic" as their ethnicity. By this definition, the selection of "Black" under the race variable trumps all other selections, even "multi-racial." For data reporting, a student who identifies as Black='Y' is considered Bradley Black. This definition is not the District's common business rule for reporting data by race but can be used as needed for Bradley reporting purposes.		http://www.pcsb.org/Page/477
Free, Reduced Lunch						
Community Eligibility Provision (CEP)	CEP	CEP	An alternative method for collecting individual applications for free and reduced price meals. This method allows schools that predominantly serve children from low-income families to offer free, nutritious school meals to all students through the National School Lunch and School Breakfast programs.		Free/Reduced Lunch, Lunch Status, Free Meals	http://www.fns.usda.gov/school-meals/community-eligibility-provision
Economically Disadvantaged	ED, FRL	ED	A student determined to be eligible for free and reduced price meals under the National School Lunch Program. Note: As an alternative to collecting individual applications for free and reduced price meals, the Community Eligibility Provision (CEP) can be used. See that definition.	The State defines Economically Disadvantaged as students determined to be eligible for free and reduced price meals under the National School Lunch Program. The following codes from the Automated Student Database are used in the aggregation of the number of students considered "economically disadvantaged." Eligible for Free: Codes 2, 6, 9, C, D, F; Eligible for Reduced: Codes 3, E, R; Not Free or Reduced: Codes 0, 1, N, Z.	CEP, Free/Reduced Lunch	
Non-Economically Disadvantaged			A student who is not eligible or who has not applied for participation in the Free, Reduced or Full Price Lunch Program.	Not Free or Reduced: Codes 0, 1, N, Z	Free/Reduced Lunch, Lunch Status, Free Meals	
Lunch Status	FRL	FRL	A student's eligibility status for participation in the National School Lunch Program. Eligibility status is based upon the type of National School Lunch Program Provision offered in the student's School Number, Current Enrollment.		Free/Reduced Lunch, Lunch Status, FRL, Free Meals	http://fldoe.org/core/fileparse.php/15229/urlt/1617-146025.pdf

Term	Common Acronyms	Official Acronym	Definition	Data Rules	Related Terms	Resource Links
Student Subgroups						
Exceptional Student Education	ESE, SE, EBD, SWD, IEP	ESE	Any student who requires specially designed instruction or related services to take full advantage of or respond to educational programming and opportunities due to a physical, intellectual, emotional, social or learning exceptionality, as determined by a multi-disciplinary team.	ESE students include those with specific learning disabilities, intellectual disabilities, speech and language impairments, hearing impairments, visual impairments, physical impairments, emotional disabilities, social disabilities, gifted, autism, traumatic brain injuries, or developmental delays. The data rules for ESE include only those students under SWD, with the exception of students receiving Gifted services. Note: SWD='L' is for Gifted only and should not be included in the SWD counts. Keep in mind that all gifted students are ESE but not all ESE students are gifted.	Special Education, Students with Disabilities (SWD), 504, IEP	http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2016-17-student-info-system/index.shtml#E
Individualized Education Plan (IEP)	IEP	IEP	A plan put in place to support the unique learning needs of students who required ESE services.		504	http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2016-17-student-info-system/index.shtml#E
Section 504 Eligible	504	504	A provision under the Rehabilitation Act of 1973 that provides students who are eligible student to have additional education supports and who are not otherwise eligible for ESE services.	Students with a 504 designation are regular education students who are provided additional educational support. The codes are: I- Student was evaluated and is not eligible under Section 504, N- Student is an eligible student under Section 504, is not an eligible student under the IDEA and does not require a Section 504 Plan, Y- Student is an eligible student under Section 504 of the Rehabilitation Act of 1973, is not an eligible student with disabilities under the Individuals with Disabilities Education Act (IDEA) and has a Section 504 Plan, Z- Not Applicable.	Special Education, Students with Disabilities (SWD), ESE	http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2016-17-student-info-system/index.shtml#S
English Language Learners	EL, ELL, ESOL	EL	A student who was not born in the U.S. and whose native language is other than English; was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English language proficiency and who as a result of the above has sufficient difficulty speaking, reading, writing or understanding the English language.	Any student who is or has previously been classified as a limited-English speaker or non-English speaker (LY), including students who have been exited for showing adequate fluency and who are still being monitored (LF).		http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2016-17-student-info-system/index.shtml#E

Term	Common Acronyms	Official Acronym	Definition	Data Rules	Related Terms	Resource Links
Gifted			A student who has superior intellectual development and is capable of high performance as outlined and identified by the State Board of Education in Rule 6A-6.03019. Gifted students must have an Educational Plan (EP); Student may be twice exceptional, gifted with a disability, and have an IEP.	Students who are "gifted" are serviced through an IEP and do following under the protections of ESE services, though these students are not typically included in ESE reporting (or SWD to be more specific).SWD='L' is for Gifted only and should not included in the SWD counts. Keep in mind that all gifted students are ESE but not all ESE students are gifted. Gifted code: Exceptionality = 'L'	Talented	http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2016-17-student-info-system/index.shtml#G
Talented			A student who exhibits a strength or talent in one or more areas but does not qualify as gifted. Student is typically enrolled in advanced courses at the secondary level, but is sometimes not identified while in elementary school. There is not yet any consistent PCS designation related to what data identifies a "talented" student.		Gifted	
Attendance						
Nth Day			Nth Day of School		Year to Date (YTD)	
End-of-Year	EOY		End of the school year	The date range includes only the traditional school year that begins in August and runs through May, but does not include Summer Bridge.		
Year to Date	YTD		A date range that includes all of the days of the school year up to the current school day. For previous years, data are compiled that match the same relative day. District data are typically run by the "nth" day and not by year-to-date.	District data are typically run by the "nth" day and not by year-to-date. For example, the 120th day.	Nth Day	http://pcsb.org/Page/2
Attendance (Daily)			A one-character code which indicates the daily presence or absence of a PK-12 student in school as required by State statute.	Attendance should be captured as active students only and only for those students in grades K-12, non-charter schools. Attendance should follow the student for purposes of Early Warning Systems but can be captured at the school where the absence occurred for purposes of pulling school-by-school aggregate data. The codes are: A=Adult; DIS=Unexcused absence related to discipline as defined by District policy; EXC=Excused absence as defined by District policy; UNX=Unexcused absence as defined by District policy.		http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2016-17-student-info-system/index.shtml#A
Absence			A single day of school that is missed.			
Excused Absence	EXC		A missed day of school that is deemed "excused" as defined by District policy.			
Unexcused Absence	UNX		A missed day of school that is deemed "unexcused" as defined by District policy.			

Term	Common Acronyms	Official Acronym	Definition	Data Rules	Related Terms	Resource Links
Excessive Absences			A colloquial and practical definition that attempts to capture a number of missed school days that puts a student's academic success at risk.	There is no formal data rule for "excessive." Typically, data reporting for "excessive absences" is run at common, agreed upon intervals. This is usually connected with students who have missed at least 10% or 20% of the total school days.		
Attendance Rate			A calculation that is equivalent to the following: # absences / total days enrolled.			
Absent 10% or more			Absenteeism that is equal to 10% or more days (Nth day) of school for the current school year.	When pulling data on 10% or more days missed, attendance should be captured as active students only and only for those students in grades K-12, non-charter schools. Attendance should follow the student for purposes of Early Warning Systems but can be captured at the school where the absence occurred for purposes of pulling school-by-school aggregate data.		
Absent 20% or more			Absenteeism that is equal to 20% or more days (Nth day) of school for the current school year.	When pulling data on 20% or more days missed, attendance should be captured as active students only and only for those students in grades K-12, non-charter schools. Attendance should follow the student for purposes of Early Warning Systems but can be captured at the school where the absence occurred for purposes of pulling school-by-school aggregate data.		
Perfect Attendance			No unexcused absences for the school year.	This is a data point is typically not requested or reported.		
Discipline						
Arrest			An action taken against a student who is seized by legal authority and take into custody.	Arrests are made by law enforcement officers and entered into Focus accordingly. The officer may enter these data into Focus, though a District process requires oversight by Schools Police to ensure that these arrests are entered accurately. For an arrest to be counted for the school, an arrest must meet all three of the following conditions: 1. Student must be arrested on campus (log_field6 = 'Y'); 2. The arrest must be related to an incident that occurred on campus (log field7 = 'Y'); 3. The student must be enrolled at the school where the arrest took place (log_field8 = 'Y'). Arrests without the following key data elements are not counted: 1. Date (log_field2 is not null); 2. School ID (school_id is not null); 3. Charge (log_field1 is not null). Caution: Though the District can track and report the number of arrests, no student names (student ID) should be connected with the data so as the protect a student's privacy. For this reason, arrest data are not reported as part of our Early Warning Systems by student.		

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Disciplinary Referral	ODR (Office Disciplinary Referral)		A disciplinary referral is a method of reporting to a school administrator that a student may have violated the student Code of Conduct and needs further intervention.	Referrals are can be run by student, by type, by location, etc. Most District reporting is aggregated at the school or District level and records referrals by the school where the referral was written. Of course, the referral should follow the student for purposes of Early Warning Systems data. Distinct student_id and response_id (name Heath Glandon calls ID in discipline_referrals_log_entries table in database) at the District level.	Referral	
Excessive Referrals				There is no formal data rule for "excessive."		
Suspension / Out-of-School	OSS	OSS	The temporary removal of a student from a school for a period not exceeding 10 days.	Out-of-School Suspension is run by student and by incident type. Data are typically reported in only two ways: 1. Totals number of suspensions given or 2. Total number of unique students suspended. Most District reporting for OSS is aggregated at the school or District level and records suspensions by the school where the referral was written. Of course, the suspension should follow the student for purposes of Early Warning Systems data. (Records are maintained for students in grades PK-12 only.) 'O - Out-of-School Suspension-DOE [O]' at the student level.		
Suspension / In-School	ISS	ISS	The temporary removal of a student from the classroom and into a alternative in-school setting for a period not exceeding 10 days.	In-School Suspension can be run by student and by incident type. Data are typically reported in only two ways: 1. Totals number of in-school suspensions given or 2. Total number of unique students who have received in-school suspension. Most District reporting for ISS is aggregated at the school or District level and records suspensions by the school where the referral was written. Of course, the suspension should follow the student for purposes of Early Warning Systems data. (Records are maintained for students in grades PK-12 only.) Important: There are 3 codes included when reporting ISS: ('I - In-School Suspension-DOE [I]', '9 - ABS-Alternate Bell Schedule-DOE [I]', 'T - OCIP-On Campus Intervent Prg-DOE [I]').		
Early Warning Indicators	EWI, EWS		Academic and behavioral data showing that a student may be at risk and may need intervention or that a student has unmet potential for academic advancement and may need enrichment.			
Behavior	ISS / OSS / Referral					
Rate			A data representation showing a ratio by composition and subgroup.	% of OSS events accounted for by students of a particular group; % of students who have referrals who are members of that racial group.	Student Composition; Composition	

Term	Common Acronyms	Official Acronym	Definition	Data Rules	Related Terms	Resource Links
Risk			A data point that represents the number of unique students in a particular subgroup that received that infraction	% of students in a group who have at least one OSS; % of students in a group who have at least one referral (AAR calls this Risk Index).	Risk Index	
Risk Ratio			A data point that represents the likelihood that a member of one group would incur a consequence as compared to other subgroups or all other students.	$rr = \frac{\# \text{ black students suspended} + \text{total} \# \text{ of black students}}{\# \text{ non-black students suspended} + \text{total} \# \text{ of non-black students}}$ Formula: Subgroup Risk ÷ Non-subgroup Risk		
Multi-Tiered Systems of Support	MTSS, RTI	MTSS	A term used to describe an evidence-based model for students that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. Typically described as having 3 Tiers with Tier 1 being schoolwide approaches and progressing to more individualized, student-level solutions at Tier 3.			http://www.fldoe.org/finance/school-business-services/fl-department-of-edus-multi-tiered-sys.shtml
Positive Behavioral Intervention and Supports	PBS, PBIS	PBIS	A research-based, proactive approach to establishing the behavioral supports and social culture and needed for all students in a school to achieve social, emotional and academic success.			
School Grades						
School Grade			<p>A State accountability mechanism prescribed by the State Legislature and carried out by the Florida Department of Education to provide an easily understandable way to measure the performance of a school that results in a school receiving an A, B, C, D or F grade.</p> <p>The school letter grade of A, B, C, D, or F is calculated based on the percentage of possible points earned by a school by averaging each of the components (or cells) applicable to that specific school. In the calculation of a school's grade, 100 points are available for each component (or cell) with one point earned for each percentage of students meeting the criteria for the component. In short, a school is provided a grade simply by averaging the percentages provided for each cell (ELA, math science, etc). The number of components (or cells) has changed through the years and differs for each school level. Once all cells are averaged, a school is provided a grade based upon the following scale: A = 62 percent of total possible points or higher; B=54-61 percent of total possible points; C=41 to 53 percent of total possible points; D=32 to 40 percent of total possible points; F=31 percent of total possible points or less. See school grade resource link for more detailed information.</p>			http://schoolgrades.fldoe.org/ PCSB Reports: http://pcsb.org/Page/19995 http://pcsb.org/Page/18754

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Achievement			One of components of the school grade formula that represents the percentage of students in each subject area that performed at a Level 3 or above ("satisfactory") on State assessments. The 4 Achievement Components (cells) are: ELA, Math, Science for Elementary School and ELA, Math, Science and Social Studies Middle School and High School.	Achievement is measured by the percentage of students who scored at Level 3 or above (0% to 100%). Keep in mind that the students who count in the school grade calculation are not necessarily all the students who took the test. Students have to meet the State requirement for enrollment at the school for both the fall attendance Survey Period 2 and the winter attendance Survey Period 3.		
Learning Gains			One of components of the school grade formula that represents the percentage of students who made sufficient gain in ELA (reading) and math from one year to the next per the State's learning gains rules. The Learning Gains Components (cells) are: ELA Gains, Math Gains, ELA Lowest 25% Gains and Math Lowest 25% Gains. Learning gains are not calculated for science or social studies because students do not take those State assessments every year.	Learning Gains are measured by the percentage of students who made a gain by the State gain rules (0% to 100%). Keep in mind that the students who count in the school grade calculation are not necessarily all the students who took the test. Students have to meet the State requirement for enrollment at the school for both the fall attendance Survey Period 2 and the winter attendance Survey Period 3.		http://www.fldoe.org/core/fileparse.php/5637/urlt/2016SchoolGradesLearningGains.pdf
Lowest 25 ELA-Reading	L25		The lowest performing students in a school or District , representing the lowest quartile (or 25%) of students scoring at achievement levels 1 and 2 of the FSA Reading in each grade.		Bottom Quartile	
Lowest 25 Math	L25		The lowest performing students in a school or District , representing the lowest quartile (or 25%) of students scoring at achievement levels 1 and 2 of the FSA or EOC Mathematics in each grade.		Bottom Quartile	
Middle School Acceleration Rate			A component of the middle school grading formula based on the percentage of eligible students who passed a high school level EOC assessment or industry certification per the State's industry certification funding list.	The State denominator for this component (cell) is only those 8th grade students who are full-year, enrolled students who scored a Level 3 or above on the State math assessment the prior year OR those in 6,7 or 8th grades who are full-year, enrolled students who took a high school level EOC assessment. (Note: Industry certification data is lag by one year).	Acceleration	

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High School Acceleration Rate			A component of the high school grading formula based on the percentage of senior class graduates from the official graduation rate cohort who earned college credit on an acceleration examination (AP, IB, or AICE), an appropriate passing grade in a dual enrollment course that qualified students for college credit or an industry certification per the State's industry certification funding list (called a CAPE industry certification).	The State denominator for this component (cell) is only those 12th grade students who are included in the graduation cohort denominator. Please note that not all industry certifications are CAPE certifications. While the District CTAE office does track all industry certifications and that data may be pulled from FOCUS, the State only provides credit to schools for school grade purposes when a student earns a CAPE certification.	Acceleration, College & Career Readiness, AP, IB, AICE, Dual Enrollment, CAPE	<p>The AICE letter to number score conversion table can be found beneath the reporting format table here: http://www.fldoe.org/accountability/data-sys/database-manualsupdates/2014-15-student-info-system/student-assessment.stml.</p> <p>Approved industry certifications can be found at: http://www.fldoe.org/academics/career-adult-edu/cape-secondary/cape-industry-certfunding-list-archive.stml.</p>
Graduation Rate			A component of the school grade formula that is based on the percentage of students who graduate with a standard diploma within four years of their initial enrollment in ninth grade (also called their "cohort year").	The State uses the federal definition of graduation rate. Caution: Not all students who leave the school during their high school years are considered non-grads. For example, if a student moves to another school in the District or county and is properly coded, the student is removed from a school's graduation rate denominator. For this reason, withdrawal codes are critical in calculating graduation rate as some codes negatively impact the graduation rate and some do not.		<p>PCSB Reports: http://pcsb.org/Page/22011 http://pcsb.org/Page/15734</p>

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College and Career Readiness / Acceleration						
College and Career Readiness			<p>A common term used in school Districts to describe the overall ability of students who have the knowledge, skills, and academic preparation needed to enroll and succeed in introductory college credit-bearing courses within an associate or baccalaureate degree program without the need for remediation. These same attributes and levels of achievement are needed for entry into and success in postsecondary workforce education or directly into a job that offers gainful employment and career advancement.</p>	<p>Data are still being develop in order to provide a consistent picture of "college-readiness." For the State's school grade formula, the definition is as follows: To be considered "college and career" ready, students must demonstrate mastery of the Florida Postsecondary Readiness Competencies in English and mathematics that have been identified through a cross-sector collaborative effort by Florida's K12, college and university faculty. Students demonstrate proficiency by achieving passing-level scores in reading, writing and mathematics on the Postsecondary Education Readiness Test or an approved alternative. Students scoring below State-adopted common cut scores in these discipline areas are required to enroll in and successfully complete developmental education (remedial) courses in the areas of their deficiencies prior to enrollment in postsecondary, General Education, college-credit courses. Higher levels of demonstrated competence in mathematics, language arts, the natural sciences, and the social sciences increase the options available to a student (e.g., selective university enrollment, high-skill occupation) and the likelihood that a student will succeed in postsecondary education and the skilled workforce. These higher levels of competency may be measured by SAT and/or ACT scores, in addition to earning postsecondary credits through AP, IB, Dual Enrollment, or AICE programs; or by earning State -approved industry certifications.</p>		<p>http://www.fldoe.org/schools/higher-ed/fl-college-system/college-career-readiness.stml</p>
Advanced Placement	AP		<p>A rigorous set of college level courses offered at high schools through the College Board's Advanced Placement program. All Pinellas County high schools offer a range of AP courses.</p>	<p>Every student in Pinellas County Schools that takes an AP course will also take the national AP Exam at no charge. Colleges and universities often award college credit for advanced course placement for AP exam scores of 3, 4, or 5 in a scale of 1 through 5. Each college has varying standards for scores as well as what type of credit they will award for a course. For further information regarding college credits awarded based on AP exam scores, please review the Florida State University System (SUS) Credit by Exam Equivalencies document or visit the specific website for the University of your choosing.</p>		<p>http://www.pcsb.org/Page/1556</p>

Term	Common Acronyms	Official Acronym	Definition	Data Rules	Related Terms	Resource Links
(IB) International Baccalaureate	IB		An international, pre-university, highly comprehensive two-year IB diploma curriculum. Completion merits a standard high school diploma and an IB diploma.	Note: IB Programmes are among the PCS District Application Programs and they have academic admission requirements. To be considered for admission to an IB Programme, students must apply through the Student Reservation System (SRS). Courses focus on core subjects, and college credits can be earned by successfully completing IB exams.		http://www.pcsb.org/Page/1556
Dual Enrollment	DE		Courses on the Dual Enrollment Approved Course List that are available on SPC campuses and some local high school campuses. Dual enrollment courses that are offered by a credentialed instructor at a student's high school must be taken on the high school campus.			http://www.pcsb.org/Page/1558
(AICE) Advanced International Certificate of Education	AICE		An advanced, rigorous program of study developed by Cambridge University that provides a high-quality academic curriculum which prepares students for post-secondary education while offering students the opportunity to tailor their studies to their individual interests, skills and future goals. The AICE program offers courses and examinations during grades 10- 12 leading to an international diploma and potential college credits.	Note: AICE Programs are among the PCS District Application Programs and they have academic admission requirements. To be considered for admission to an AICE Programme, students must apply through the Student Reservation System (SRS).	Cambridge	http://www.pcsb.org/Page/1556
Industry Certification	IC		A certificate earned by a student through a voluntary process through which students are assessed by an independent, third-party certifying entity using predetermined standards for knowledge, skills, and competencies, resulting in the award of a credential that is nationally recognized.	It is important to note the that are both CAPE and non-CAPE industry certifications. To be an official CAPE certification, Florida's Career and Professional Education Act (CAPE) states that an industry certification must meet the following three criteria; (a) Within an industry that addresses a critical local or Statewide economic need; (b) Linked to an occupation that is included in the workforce system's targeted occupation list; or (c) Linked to an occupation that is identified as emerging.	Industry Cert.	Approved industry certifications can be found at: http://www.fldoe.org/academics/career-adult-edu/career-technical-edu-agreements/industry-certification.stml
Career Technical and Adult Education Programs	CTAE					
Career and Professional Education	CAPE		The Florida Career and Professional Education Act was created to provide a statewide planning partnership between business and education communities, to expand and retain high-value industry, and sustain a vibrant state economy.			http://www.fldoe.org/academics/career-adult-edu/cape-secondary

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Advancement Via Individual Determination	AVID	AVID	AVID, an acronym for Advancement Via Individual Determination, is an "untracking" program designed to help underachieving students with high academic potential prepare for entrance to colleges and universities. The AVID approach to untracking places previously underachieving students (who are primarily from low income and ethnic or linguistic minority backgrounds) in the same college preparation academic program as high-achieving students (who are primarily from middle or upper-middle income and "majority" backgrounds). AVID features a rigorous academic elective course with a sequential curriculum for grades 7 through 12 that focuses on writing, inquiry, and collaboration as methodologies to accelerate student progress.			
Career Academies			Four-year career-themed programs designed to blend a student's required academic courses with a career technical program.	Note: There is no minimum GPA required for admission to a Career Academy; however a student's discipline record must not reflect any serious misconduct. Students enrolled in an academy must maintain a 2.0 GPA to remain in the academy.	Academies	
Human Resources / Teacher, Staff Appraisal						
Value-Added Model	VAM		A data model used by the State of Florida to measure teacher impact on student performance in the areas of reading and math. The model provides an individual teacher growth score that is used as part of a teacher's annual appraisal if he or she teaches reading, language arts or math in grades 3 through 10. The student scores are also aggregated at the school level to produce a school-wide score that is used as part of a school administrator's annual appraisal.			
Marzano Framework			An instructional growth, feedback and appraisal model and rubric that is aligned to the research of Robert Marzano and Learning Sciences International (LSI).			

Term	Common Acronyms	Official Acronym	Definition	Data Rules	Related Terms	Resource Links
Student Growth Score			A State-required metric that is designed to show an aggregate of the growth of students in each classroom and school that must be included in a District's instructional and administrative evaluation models. The student growth score is comprised of the State VAM score or a District -developed "local" score based upon a model of the District's choosing. The score is equal to 33.3% of a teacher's total appraisal score.	To be clear, all instructional and administrative employees receive a student growth score that is equivalent to 33.3% of their final appraisal (one-third). One third is the minimum percentage that a District can use for the student growth portion of teacher evaluation. The score is typically associated with VAM, the value-added model metric that the State provides, but VAM is only used for teachers who teacher reading, language arts or math in grades 3 through 10. For those teachers, VAM must be used. For teachers of other subjects and grade levels, the District has created local growth scores based primarily on District cycle / common exams.		
Instructional Practice Score			A State-required metric that is designed to capture a teacher's instructional ability on a research-based framework / rubric. The school District uses the Marzano framework for this purpose. This score accounts for 56.67% of a teacher's final appraisal score.			
Deliberate Practice Score			A State-required metric that is designed to capture a teacher's or administrator's professional growth through their intentional involvement in training that is connected to their professional goals. This score accounts for 10% of a teacher's final appraisal score.			