EUROPEAN ECONOMIC CHAMBER OF TRADE, COMMERCE AND INDUSTRY

European Economic Interest Grouping

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EEIG EU STANDARD FOR EDUCATIONAL ORGANISATIONS - EEQEO
Revision April 2012

Aims of the Standard

The EEQEO certification demonstrates recognition of an Educational Organisation's standards and systems for teaching and learning, assessment, internal verification and student support.

1) To encourage all Education provider establishments to achieve agreed EU standards in:

    a) how they are run

    b) how they manage their businesses; and

    c) the experiences of users

2) To encourage confidence in education establishments as organisations that promote health, fitness and wellness for their clientele.

3) To reinforce a shared ethical and professional basis for all educational establishments.

4) To ensure that all national legal requirements with regard to establishing and carrying on educational provision have been considered and respected. These requirements concern particularly laws, decrees and edicts for educational establishments; internal and official controls.

5) To ensure the conformity of educational establishments with relevant:

    a) ISO standards;

    b) legal prescriptions and stipulations as to education provision;

    c) general European standards and relevant EU guidelines.

Establishments that may apply for the EEIG EEGEO Educational Standard

All types of Educational establishments in preschool, primary, secondary, post-secondary, vocational and tertiary education may qualify for EEQEO standard.

Benefits of taking part in the EEIG EU Standards Certification Scheme

Performance - A quality standard that serves as an authoritative benchmark for assessing performance, rewarding achievement and driving improvement.

Profile - It raises awareness and understanding of the organisation, so building confidence and credibility both within the establishment and among the public.

People -   It helps the establishment to improve their focus on meeting users' needs and interests and developing their workforce.

Partnerships -   It helps establishments to examine their services and facilities and to encourage joint working within and between organisations.

Planning -   It helps with forward planning by formalising procedures and policies.

Patronage -   It demonstrates that the establishment has met an EU standard, which strengthens applications for public and private funding and gives investors confidence in the organisation.

Eligibility

To be certified, enterprises/establishments must:

- meet the definition of an educational

- be registered at National level

- have a formal constitution

- provide two years of relevant accounts

- meet all relevant legal, ethical, safety, equality, environmental and planning requirements

- be committed to forward planning to improve the service for users

- Meet the following specific additional requirements:

  - **Protection of human health -** Additionally to the aforementioned legal stipulations concerning the hygiene and water quality, also the national requirements with regard to the quality of air (emissions) and noise levels have to considered and respected.

  - **Precautions for disabled and handicapped people -** All buildings, installations and equipments have to take care of disabled and handicap persons according to currently valid national and international stipulations and standards.

  - **Fire protection -** The currently valid national technical stipulations of the fire brigades have to be considered and respected as a means of preventive protection against fire.

  - **Energy economy -** Energy saving means and measures have to be taken into account in all areas of the wellness centre. They have to meet the most recent state-of-the-art techniques and latest developments in research (e.g. solar cells, heat pumps, insulation, thermal energy).

  - **Environment protection -** Ecology and measures of sustainability and environment protection have to be taken into account. The whole enterprise has to work according to healthy, non-polluting, nature friendly and environmentally beneficial methods.

Categorizing Educational Centres

- I – Education Providers – All standards of education providers.

- II – Assessment Centres – Examination and assessment of qualification providers.

- III – Training Centres – Vocational, IT and other training.

- IV Language Centres – fall under a registration category – see the EEIG ELS Standard

Assessment of the Enterprise and its Services

To obtain a total assessment of the enterprise and establishment including equipment etc it is necessary to judge the situation of the establishment, the buildings, the equipment, and

accommodation. Further criteria are the scope, variety and quality of the education offered and facilities, the management and supervision, and the professional staff.

PROCEDURE OF CLASSIFICATION
for EEQEO

How to obtain the Organisation's EEQEO status

Application for an **EEQEO** involves completing a questionnaire form and submitting details of the organisation's structure, procedures and resources. New documentation should be forwarded when any major changes to systems are introduced by a certified organisation. Applications must be signed by the Organisation's Chief Executive, Principal or equivalent.

Liaison between the organisation and COTT of EEC EEIG

Organisations should nominate a contact person to be our main point of key contact for the receipt and distribution of information from our headquarters. It is this person's contact details which should be provided on the form.

NOTES FOR GUIDANCE ON QUALIFYING STANDARDS 1.1 TO 1.11

1.1   Current prospectus

If the Organisation's prospectus is published on a website you can provide us with a hyperlink or a web address. This will mean that we always have access to the Organisation's most current course and centre information. If you do not have a prospectus, then please provide us with appropriate publicity materials or a brief summary of the nature of the Organisation's structure. We need to know the type of organisation, the nature of the Organisation's business and some indication of size (e.g. number of employees, number of sites). If it is planned to work in collaboration with other organisations, the organisation must provide details of such collaboration. It is very important that we gain a clear indication of the types of programmes offered. We may also need confirmation that any programmes submitted are the Organisation's own or that the author's permission to use exists.

1.2   Physical resources

Details of teaching accommodation and equipment, appropriate to the full range of learning activities relevant to programs, Qualifications or Awards to be offered. These resources must be available to learners on all the Organisation's learning programmes which lead to Qualifications or Awards. Again, this information may be available in the Organisation's prospectus or a similar public document which we can access through the internet.

1.3   Human resources

Details of human resources must show that the Organisation's organisation has appropriately qualified and experienced staff, with the necessary subject knowledge and vocational skills to deliver learning programmes leading to the Organisation's Qualifications and Awards. The Organisation's recruitment policy should provide information about how the Organisation's organisation will select appropriate staff to deliver these programmes.

1.4   Organisational structure

A diagram or organisational chart, or a brief description of who is in charge of the Organisation and who has responsibility for learning programmes and quality assurance. It is important that we understand where in the organisation the staff who will be involved in offering Qualifications and Awards are located.

1.5   Quality assurance system

The documentation provided must indicate the rigour and appropriateness of the Organisation's system to deliver learning programmes leading to the Organisation's Qualifications and Awards. Information will probably be in the form of a quality handbook or quality assurance document and will include details relating to:

♦ quality commitments – aims, objectives, policy

♦ Management of quality via teams/committees/boards etc.

♦ Systems for course design and development, and for curriculum quality assurance – course proposals, policy and/or procedures for assessment, internal verification /moderation, teaching and learning etc.

♦ systems for ensuring that claims for certification are made only on behalf of candidates who have successfully completed all the required assessments

The format and style of the documentation will vary according to the nature of the Organisation's organisation. It is important to bear in mind that we will audit the Organisation's learning programmes against the Organisation's quality assurance procedures in order to verify the quality of the Organisation's programme delivery.

It is possible that the Organisation's handbook or quality documentation is more detailed and covers areas of the Organisation's organisation which are not relevant to the EEQEO. However, it is necessary to obtain sufficient information to understand how the Organisation's systems and procedures will be applied to EEQEO Qualifications and Awards.

1.6 Equal opportunities policy and procedures

The Organisation's equal opportunities procedures should indicate how relevant data particularly for students/learners is collected and how this information will be used as part of the learning programme review and evaluation.

1.7 Health and safety policy and procedures

The Organisation's health and safety policy must comply with the Safety, Health and Welfare legislation in the Organisation's country of operation and its continually updated requirements.

1.8 Admissions/induction processes for learners

If a policy document does not exist, an outline of how learners (including those with special requirements) are admitted onto the programme must be obtained. In particular we need to know such things as what kind of induction they receive, as well as information about learning resources, student support, health and safety and progression on to further courses.

1.9 Assessment procedures

Include the Organisation's policy for assessment, recording and reporting, or provide a broad statement identifying the Organisation's current practice. If the information is not provided in the quality assurance information included (Paragraph 1.5) we must acquire sufficient information so that we can understand how the organisation will internally verify and/or moderate assessments and how it will regularly review and evaluate the learning programmes which lead to Qualifications and Awards.

1.10 Appeals procedures

A statement which explains how the organisation deals with any appeals concerning assessment and other issues relating to the Organisation's Qualifications and Awards is required.

1.11 State licensing and external quality assurance reports

Copies of the Organisation's state licence to operate and the most recent inspection reports and the Organisation's own self-assessments (or the web address where these documents can be found) are required. If the Organisation has never been subject to any external audit or inspection and, in particular, if it is not required by an authority to provide them with an annual self-assessment report we may ask for the names of organisations to which we could make reference regarding the Organisation's experience in education and training and the Organisation's ability to achieve consistently high quality standards.

THE EEQEO PROCESS

Applications are usually considered solely on the basis of the application and the documentation and the audit inspection by the Audit Manager or one of the EEIG panel of Quality Auditors (see section 1.11). Each completed application with the supporting documentation, is considered by the Audit Manager whose recommendation will be reviewed by the Director of Qualifications and Quality before a response will be sent to you.

Our response will be one of the following:

♦ to grant a Licence without conditions

♦ to grant a Licence subject to further conditions

♦ to refer the decision, pending further quality checks

♦ To refuse the licence application.

You will receive our response to the Organisation's licence application within four weeks from the date it arrives at our headquarters.

The Chamber and the Central Office will expect you to keep us informed of any significant changes to the information you have sent to us. You will be visited by a Quality Auditor annually. His/her report may affect the status of the Organisation's status.

THE EEIG EEQEO STANDARDS

STANDARD 1 - 1.1 (a)
1. Written policies and procedures that ensure the quality training and assessment is consistent with an Education Establishment's scope or registration and scale of operations.

Description of evidence	Linkages to other standards
1. Policies and procedures	refer Standard 1.5
2. Customer complaints, grievances and appeals	
3. Risk identification and management	refer Standard 1.8
4. Continuous improvement	refer Standard 1.9 and 1.10
5. Administrative and records management	refer Standard 4
6. Financial management, including refund policies and systems to protect fees paid in advance	refer Standard 3
7. Recognition of qualifications issued by other Education Establishments	refer Standard 5
8. Access and equity	refer Standard 6
9. Client selection, enrolment and induction/orientation	refer Standard 6.3
10. Staff recruitment, induction, and ongoing development	refer Standard 7.1
11. Competency in delivery and assessment	refer Standard 7 and 8
12. Strategies for learning and assessment	refer Standard 9

STANDARD 1.1 (b)
FOCUS: The Chief Executive must ensure that the policies and procedures are circulated, understood and implemented consistently throughout the Education Establishment.

Evidence - Note All Documented induction processes that include discussion of policies and procedures and their use.

1. Orientation kits for staff involved in training, assessment or client service
2. Signed verification (preferably attached to contract of employment) that staff have participated in an induction program and are aware and agree to the organisation's policies, procedures and performance standards.
3. Organisation self-assessment report/annual internal audit report which shows compliance with the policies and procedures
4. A method for disseminating new / updated information such as changes to legislation which affect the Education Establishment resources, products and services.
5. A method for disseminating client feedback information for improvement processes
7. Any documented complaints and their resolution
8. Memos, emails, staff meetings relating to the application of these policies and procedures and the development of resources

Standard 1.2 Systems for quality training and assessment
FOCUS: The Education Establishment has systems in place to plan for and provide quality training and assessment across all of its operations.

1) A person is designated (must have direct access to Education Establishment's CEO - show on Education Establishment structure) with defined responsibility and authority to:
   a) The job description and contract of employment for the designated person must state: Ensure that Identify in job description
   b) They are responsible for the Education Establishment complies with the *Standards for EEQEO* across all of its operations and in all of its training /assessment activities, including those undertaken by other persons or bodies on its behalf.
   c) Report to the Chief Executive on the Education Establishment's compliance with the *Standards for EEQEO,* for review and as a basis for improvement;
2) Is responsible for applying to the State or Territory registering body for any extension to scope of registration
3) Is responsible for providing details to the State or Territory registering body of all operations within its scope of registration including operations in other States or Territories and OVERSEAS
4) Is responsible for advice to the State or Territory registering body that commenced operations in any other State or Territory within 21 days of commencing the interstate operations
5) Is responsible for providing the State or Territory registering body that has registered it with accurate and timely information regarding registration and compliance, (including major changes to the Education Establishment's system or staffing profile, relocation of the Education Establishment, financial difficulties and transfer of client records).
6) Has the authority to assign personnel and resources to assist auditing functions
7) Has access to organisational documentation
8) Has the authority to sign off on the Education Establishment's internal audit
9) The Education Establishment's Chief Executive must be responsible for the an annual internal compliance audit against the standards.
10) The person designated for this position must show the following experience in their CV
11) Experience in organisational self-assessment
12) Understanding of compliance with State requirements for registration and the *Standards for EEQEO*
13) Experience in implementing training and assessment systems
14) Experience in the management of continuous improvement processes
15) Ability to collect and provide accurate and up-to-date information on registration and compliance

Standard 1.3 Systems for quality training and assessment
1. An organisational chart and duty statements or terms of reference that show the lines of authority in the Education Establishment, the responsibilities and allocation of functions.
2. The organisational chart and duty statements must set out the role that each staff member of the Education Establishment has in implementing and maintaining the Education Establishment's training and/or assessment system.
3. Job Descriptions for each member of staff listed on the organisational chart
4. Job Descriptions must identify: lines of authority in the EDUCATION ESTABLISHMENT
5. Responsibility and allocation of functions
6. Role of each staff member in the EDUCATION ESTABLISHMENT's training and/or assessment system.
7. Cv's for each member of staff listed on the chart (includes contract and sessional trainers)
8. Verified qualifications for each member of staff
9. A resource table summarising scope of registration, training and assessment strategies and persons delegated to each training qualification listed on the scope of registration

Standard 1.4 Systems for quality training and assessment
1) The EDUCATION ESTABLISHMENT has systems and procedures in place to plan for and provide quality training and assessment across all of its operations.
2) A procedure for conducting an internal compliance audit against the standards and the organisation's policies and procedures at least annually.
3) **Documents to evaluate:**
   a) The management systems and procedures
   b) The training outcomes
   c) The scope of registration
   d) The assessment outcomes
   e) Documents disseminating and confirming information about the internal audit e.g.
   f) Minutes of meetings, memos, written statements showing review by Chief Executive
   g) Chief Executive signed off self-assessment/internal audits
   h) Signed report from the Chief Executive indicating the internal audit recommendations

Standard 1.5 Systems for quality training and assessment
A Procedure to communicate policies and procedures to all stakeholders. The procedure should identify that the Education Establishment's policies and Procedures will be communicated via:
   1) Organisational manuals
   2) Handbooks
   3) Guidelines
   4) Enrolment forms
   5) Web-site
   6) All induction programs
   7) Learner guides
   8) Internal meetings
- Students must receive information about the Education Establishment's customer complaint processes and grievance proceedings including timelines, their rights and responsibilities as well as the offer for external mediation/conflict resolution.
- The Education Establishment must have in place a procedure to record customer complaints

Standard 1.6 Systems for quality training and assessment
1. The Education Establishment must have written agreements with each organisation / partner/contractor
   that provides training and/or assessment on behalf of the Education Establishment

2. The agreement must specify how each party to the agreement will discharge its responsibilities for compliance with the *Standards for EEQEO*
3. The Education Establishment must maintain a register of all agreements made under subsection

Standard 1.7 Systems for quality training and assessment
1) The Education Establishment must have a written plan for its business that is consistent with its scope of registration and scale of operations the plan should identify:
   a) Description of the business's operations and the context the business operates within, in relation to the scope of registration and scale of operation
   b) Description of customer needs, resources available and legal requirements
   c) Marketing promotion strategies which identify methods to promote the business
   d) Staffing priorities
   e) Operational plan which identifies the means of achieving business goals across industry sectors and relationships with client groups
   f) Timeframe for achieving goals
   g) Quality control mechanisms, risk management strategies
   h) Review and update process for the plan

Standard 1.8 Systems for quality training and assessment
1. Documented procedures for identifying and managing risks in relation to the compliance *Standards for EEQEO*
2. A procedure indicating quality improvement processes.
3. A system to correct and prevent any failure to comply with the *Standards for EEQEO* and the Education Establishment's quality system, policies or procedures.

Standard 1.9 Systems for quality training and assessment
1. The Education Establishment must collect and analyse stakeholder and client feedback and satisfaction data on the services it provides
2. The Education Establishment must demonstrate how this information is used to review its policies and procedures.

Standard 1.10 Systems for quality training and assessment
1. A procedure for acting on opportunities for improvement identified by any means
2. A procedure for continuous improvement of systems.

Standard 2 Compliance with National, State/Territory legislation and regulator Requirements
FOCUS: The EDUCATION ESTABLISHMENT ensures that compliance with National, State/Territory legislation and regulatory requirements relevant to its operations is integrated into its policies and procedures and that compliance is maintained.

Standard 2.1 Compliance with National, State/Territory legislation and regulatory requirements
1) Education Establishment policies and procedures that meet the relevant requirements of National or State/Territory legislation and show how staff and clients are provided with information about legislation that significantly affects them.
2) Client (Student / learner) information that explains
   a) Admission processes - enrolment and selection
   b) Appeals and grievance procedures
   c) Fees and charges
   d) Refund policy
   e) Privacy policy
   f) Access and equity
   g) Student/learner support services

Standard 2.2 Compliance with National, State/Territory legislation and regulator requirements

1) Rights and responsibilities of students
2) Delivery and assessment strategies and practices including timetables and assessment schedules
3) Occupational health and safety;
4) Workplace harassment, victimisation and bullying;
5) Anti-discrimination, including equal opportunity, racial vilification, disability, discrimination.
6) Induction/orientation procedures
7) Course information, including content and vocational outcomes
8) Provision for language, literacy and numeracy assessment;
9) Client support, including any external support the Education Establishment has arranged.
10) The Education Establishment's disciplinary procedures
11) The Education Establishment's Code of practice and contacts
12) RPL arrangements
13) Attendance and progress regulatory requirements relating to ESOS act
14) Method for client feedback to improve the information provided
15) Method to ensure client/learner understands and agree to abide by the policies and procedures

Standard 2.2 Compliance with National, State/Territory legislation and regulator -
Staff induction materials that explain:

a. Induction/orientation procedures
b. The rights and responsibilities of trainers,
c. assessors, client service staff and clients
d. Occupational health and safety;
e. Workplace harassment, victimisation and bullying;
f. Anti-discrimination, including equal opportunity, racial vilification, disability
g. discrimination.
h. The Education Establishment's Code of practice and contacts
i. The organisation's performance standards
j. Vocational education and training requirements
k. Apprenticeships and traineeships.
l. Training Packages
m. Competency-based training and assessment;
n. The organisation's training product information including content and vocational outcomes
o. The Education Establishment's disciplinary procedures
p. Regulatory information which significantly affects their position in the Education Establishment e.g. record keeping, financial processes, trainers and assessors.
q. Grievance procedures.
r. Organisational structure
s. Persons to contact - lines of communication
t. Ongoing development of staff
u. Position information kits to contain:
v. Job Specifications
w. Position description
x. Lines of communication
y. Job responsibilities
z. References to procedures
aa. References to policies
bb. References to manuals
cc. References to handbooks
dd. References to mentors

ee. Signed contract of employment
ff. Schedule for employment contract review
gg. Key performance indicators.
hh. Method for staff feedback

Standard 2.3 Compliance with National, State/Territory legislation and regulator requirements
1) **Copies of the following insurance**
   a) Public liability
   b) Workers' compensation insurance
   c) Professional indemnity
   d) Building and contents insurance where relevant
   e) Any other industry specific insurance required by legislation and/or licensing bodies

Further information

The EEIG EU Standards Certification Committee - The EEIG EU Standards Certification Scheme is overseen by the EEIG EU Standards Certification Committee, whose members are senior Academics and professionals. The members bring a broad spread of knowledge and expertise relating to educational Centres of all types throughout Europe. EEIG EU Standards Certification Panels, which are sub-groups of the committee, meet regularly to consider applications and returns. These decisions are reviewed at annual EEIG EU Standards Certification Committee meetings.

The assessing organisations - The organisations that assess Educational Centres for EEIG EU Standards Certification are Certified EEIG Quality Systems Assessors and Validators at the various EEIG National Offices. Certified EEIG Quality Systems Assessors and Validators can be registered after relevant training by EUROCOT – IIEM, the education & training commission of the EEIG. These assessors/validators assess each Educational Centre's application or return. The assessments are passed to the EEIG EU Standards Certification Secretariat at PO Box 40668, Larnaca 6306, Cyprus where they are processed, quality assured and scheduled to be presented to an EEIG EU Standards Certification Panel for final issue of Certification.

Keeping EEIG Certified status - Once a Centre has been awarded EEIG Certified status, it must prove that it continues to meet the requirements of the scheme by sending an EEIG EU Standards Certification return to the assessing organisation every two to three years, as required.

Changes to the EEIG EU Standards Certification standard - Over time, the requirements for the EEIG EU Standards Certification standard may change to make sure they remain up to date with developments in the sector and in line with current practice. When changes are made, all EEIG Certified Educational Centres will be given reasonable notice of the changes before they are expected to meet the revised requirements.

Changes to EEIG Certified status - If an Educational Centre stops meeting the EEIG EU Standards Certification requirements, the Centre's status may be reduced to 'provisional' or it may lose its EEIG EU Standards Certification status altogether. This decision would be taken by an EEIG EU Standards Certification Panel after discussing the matter with the Centre and the relevant assessing organisation.

If a Centre fails to provide their EEIG EU Standards Certification returns within the timescale allowed it may lose its EEIG EU Standards Certification status.

A Centre can ask to be removed from the EEIG EU Standards Certification scheme.

APPENDIX 1 – Staff Competency Training

Core Skill Sets

1. **Communication -** Centre Staffs show that they can communicate effectively when they:
   - Read, retain, and apply published ideas
   - Write clearly and accurately in a variety of contexts and formats
   - Speak clearly and coherently in both formal and informal settings
   - Demonstrate active listening skills and effective interpersonal communication
   - Employ the vocabulary of the subject being studied
   - Become proficient in a second language or in an alternative form of communication

2. **Information Competency -** Centre Staffs show that they have information competency skills when they:
   - Recognize the need for information and/or identify and clarify the question that needs to be answered
   - Differentiate between major and minor arguments or ideas
   - Find and interpret relevant information from text, tables, graphs, maps, media, personal communication, observation, and electronic databases
   - Evaluate authority, veracity and bias of information
   - Utilize the data gathered to draw conclusions or to create new sources of information that can be shared with others
   - Document their sources of information
   - Use technology to acquire and process information

3. **Critical Thinking and Problem Solving -** Centre Staffs show that they have critical thinking and problem solving skills when they:
   - Evaluate their own beliefs, biases, and assumptions
   - Evaluate strengths, weakness, and fallacies of logic in arguments and information
   - Apply lessons from the past or learned knowledge and skills to new and varied situations
   - Apply the principles of scientific reasoning to solve problems
   - Perform basic computations or approach practical problems by choosing appropriately from a variety of mathematical techniques
   - Devise and defend a logical hypothesis to explain observed phenomenon
   - Recognize a problem and devise and implement a plan of action

4. **Creative Expression -** Centre Staffs demonstrate creative expression when they:
   - Generate new ideas, express themselves creatively, or solve complex problems in an original way
   - Collaborate to perform the work of others or to create original work
   - Apply feedback to improve their performance
   - Evaluate diverse artistic works in varied media

5. **Civic Responsibility -** Centre Staffs show an ability to assume civic responsibility when they:
   - Demonstrate a knowledge of current events and social issues
   - Work effectively as a leader and/or participant in group settings
   - Assume civic, political, or social responsibilities
   - Identify their personal convictions and explore options for putting these convictions into practice
   - Accept responsibility for their own actions
   - Demonstrate respect for a diversity of ideas and the rights of others
   - Exhibit personal, professional, and academic honesty
   - Display behavior consistent with the ethical standards within a discipline or profession

6. **Social Interaction and Life Skills -** Centre Staffs show that they have effective social interaction and life skills when they:
   - Work as an effective member of a team

- Demonstrate etiquette both in face-to-face and written interactions and communications
- Use language as appropriate to the situation
- Utilize conflict resolution skills when appropriate
- Demonstrate the ability to give and receive constructive feedback
- Apply time management skills to complete a task
- Develop stress management skills and/or other skills to maintain health and wellness

Competency Skill Sets Available through EUROCOTT

TD4A	Assessment – Plan, Conduct and Review
TD4B	Train small groups
TD4C	Plan and promote a training program
TD4D	Plan a series of training sessions
TD4E	Deliver training sessions
TD4F	Review training
TD5A	Analyse training requirements
TD5B	Design and establish the training system
TD5C	Design and establish the assessment system
TD5D	Manage the training and assessment system
TD6A	Evaluate the training and assessment system
TD6B	Develop assessment procedures
TD6C	Develop assessment tools
TD6D	Design training courses

APPENDIX 2 – Glossary

Academic Performance Index (API)
A statewide ranking of schools based on student test scores from the CAT/6, CST, and high school exit exam; it ranges from 200 to 1000. Most schools have an API, a state ranking (by elementary, middle, or high school), a ranking in comparison to 100 similar schools, and growth targets for the following year. (Ed-data)

accommodations
Changes in the way tests are designed or administered to respond to the special needs of students with disabilities and English learners (EL). (Ed Source)

accountability
The notion that people (e.g., students or teachers) or an organization (e.g., a school, school district, or state department of education) should be held responsible for improving student achievement and should be rewarded or sanctioned for their success or lack of success in doing so. (Ed Source)

achievement test
A test to measure a student's knowledge and skills. (Ed Source)

ACT
A set of college admissions tests. Most colleges now accept either the SAT or the ACT for admissions purposes. (Ed Source)

Adequate Yearly Progress (AYP)
An individual state's measure of yearly progress toward achieving state academic standards. Adequate yearly progress is the minimum level of improvement that states, school districts, and schools must achieve each year, according to federal No Child Left Behind (NCLB) legislation. This progress is determined by a collection of performance measures that a state, its school districts, and subpopulations of students within its schools are supposed to meet if the state receives Title I federal funding. In California, the measures include (1) specified percentages of students scoring "proficient" or "advanced" on California Standards Tests in English/language arts and math; (2)

participation of a least 95 percent of students on those tests; (3) specified API scores or gains; and (4) for high schools, a specified graduation rate or improvement in the rate. (Ed Source)

adoption
Refers to the chosen curriculum of a particular school.

advanced (see **proficiency**)

Advanced Placement (AP)
A series of voluntary exams based on college-level courses taken in high school. High school students who do well on one or more of these exams have the opportunity to earn credit, advanced placement, or both for college. (Ed Source)

Advancement Via Individual Determination (AVID)
A four-year elective college preparatory class designed to motivate students to attend college.

alignment
The degree to which assessments, curriculum, instruction, textbooks and other instructional materials, teacher preparation and professional development, and systems of accountability all reflect and reinforce the educational program's objectives and standards. (Ed Source)

alternative assessments
Ways other than standardized tests to get information about what students know and where they need help, such as oral reports, projects, performances, experiments, and class participation. (Ed Source)

Alternative Schools Accountability Model (ASAM)
An alternative way of measuring student performance in schools with mostly high-risk students—such as continuation schools or some county office of education schools—and schools with fewer than 11 valid test scores. (Ed Source)

Annual Measurable Objective (AMO)
The annual target for the percentage of students whose test scores must be proficient or above in English/language arts and mathematics. Meeting the AMO is the first

step toward demonstrating adequate yearly progress under the federal law No Child Left Behind (NCLB). (Ed-data)

assessment
Teacher-made tests, standardized tests, or tests from textbook companies that are used to evaluate student performance.

at-risk student
Students may be labeled at risk if they are not succeeding in school based on information gathered from test scores, attendance, or discipline problems.

average class size
The number of students in classes divided by the number of classes. Because some teachers, such as reading specialists, have assignments outside the regular classroom, the average class size is usually larger than the pupil-teacher ratio. (Ed Source)

average daily attendance (ADA)
The total number of days of student attendance divided by the total number of days in the regular school year. A student attending every school day would equal one ADA. Generally, ADA is lower than enrollment due to such factors as transiency, dropouts, and illness. A school district's revenue limit income is based on its ADA. (Ed-data)

basic (see also **proficiency**)

basic aid
The minimum general-purpose aid that is guaranteed by the state's Constitution for each school district in California. A basic aid district is one in which local property taxes equal or exceed the district's revenue limit. These districts may keep the money from local property taxes and still receive constitutionally guaranteed state funding. (Ed Source)

benchmarks
A detailed description of a specific level of student achievement expected of students at particular ages, grades, or developmental levels; academic goals set for each grade level. (Ed Source)

bilingual education
An in-school program for students whose first language is not English or who have limited

English skills. Bilingual education provides English language development plus subject area instruction in the student's native language. The goal is for the child to gain knowledge and be literate in two languages. (Ed Source)

block scheduling
Instead of traditional 40- to 50-minute periods, block scheduling allows for periods of an hour or more so that teachers can accomplish more during a class session. It also allows for teamwork across subject areas in some schools. For example, a math and science teacher may teach a physics lesson that includes both math and physics concepts.

bond measure
A method of borrowing used by school districts to pay for construction or renovation projects. A bond measure requires a 55 percent majority to pass. The principal and interest are repaid by local property owners through an increase in property taxes. (See also **parcel tax.**) (Ed Source)

California Achievement Test (CAT/6)
A standardized, nationally normed test of basic skills that replaced the SAT-9 in 2003 as a state-required test for grades two through 11. Results are used to compare the scores of individual students and schools with others in the area, across the state, and throughout the United States. The API is calculated using this exam instead of the SAT-9. (See **nationally normed assessment.**) (Ed-data)

California Alternate Performance Assessment (CAPA)
This is an alternative assessment for children with disabilities who cannot take part in general statewide assessment programs; it is part of California's Standardized Testing and Reporting (STAR) Program.

California Basic Educational Data System (CBEDS)
Statistical information about schools, teachers, and students that is collected from each public school in the fall. (Ed-data)

California Basic Education Skills Test (CBEST)
This test measures basic educational skills and must be passed before a person can become a teacher or administrator in California. (Ed Source)

California Content Standards
The official definitions from the state Board of Education of what children need to know and learn at a particular grade level.

California Education Code (Ed Code)
A collection of all the laws directly related to California K-12 public schools. Ed Code sections are created or changed by the governor and legislature when they make laws. (Ed Source)

California English Language Development Test (CELDT)
A test for students whose primary language is not English (as reported by their parents). The test is administered 30 days after initial enrollment and then annually until it is determined that the student has mastered English. At that point the student is classified as Fluent English Proficient (FEP).

California High School Exit Exam (CAHSEE)
A state exam that California public high school students, beginning with the class of 2006, must pass in order to graduate. Its purpose is to test whether students have mastered the academic skills necessary to succeed in the adult world. It is a pass-fail exam divided into two sections: English/language arts (reading and writing) and mathematics. Sophomores, juniors, and seniors can take the test. Once students pass a section of the test, they do not have to take that section again. (Ed Source)

California Standards Tests (CST)
Tests in English/language arts, mathematics, science, history/social science, and other topics comprising items that were developed specifically to assess students' performance on California's content standards. The CST is part of the STAR testing program. Students at different grade levels take different tests, depending on the courses they are taking.

California State University (CSU) system
A four-year state university system. California operates three separate public systems for postsecondary education: two-year community colleges, the four-year CSU

system, and the more selective University of California (UC) system. (Ed Source)

categorical aid
Funds from the state or federal government granted to qualifying schools or districts for specific children with special needs, certain programs such as class size reduction, or special purposes such as transportation. In general, schools or districts must spend the money for the specific purpose. All districts receive categorical aid in varying amounts. This aid is in addition to the funding schools received for their general education program. (Ed Source)

certificated/credentialed employees
School employees who are required by the state to hold teaching credentials, including full-time, part-time, substitute, or temporary teachers and most administrators. A teacher who has not yet acquired a credential but has an emergency permit or a waiver to teach in the classroom is included in the count. The requirements for a fully credentialed teacher include having a bachelor's degree, completing additional required coursework, and passing the **CBEST**. (Ed-data and Ed Source)

certificate/credential
A state-issued license certifying that the teacher has completed the necessary basic training courses and passed the teacher exam.

charter schools
Publicly funded schools that are exempt from many state laws and regulations for school districts. They are run by groups of teachers, parents, and/or foundations. (Ed-data and SARC glossary)

class size reduction
A state-funded program for kindergarten through third grade classes to ensure that there are no more than 20 students per teacher. A separate program supports some smaller classes for core subjects in ninth grade. (Ed-data)

classified employees
School employees who are not required to hold teaching credentials, such as bus drivers, secretaries, custodians, instructional aides,

and some management personnel. (Ed-data, Ed Source)

closed campus
This usually indicates that the school has one point of entry and a sign-in procedure as safety measures. It also refers to a high school that does not allow students to leave the campus for lunch or does not allow students to come and go without permission during the school day.

cluster
To place small groups of students together for instruction, especially GATE student.

community college
A two-year college, also referred to as a junior college. Anyone who is 18 years old or holds a high school diploma (or equivalent) is eligible to attend a community college. Students can transfer from community colleges to either the CSU or UC systems. (Ed Source)

community-based learning
Students, faculty, administrators, and community members working together to create new learning opportunities within local communities but generally outside traditional learning institutions.

comparable growth
Subgroups of students in a school must improve their scores on standardized tests. They are expected to achieve 80 percent of the predominant student group's target, which is known as comparable growth.

conflict management
A strategy that schools use to prevent and address behavior problems by using peer counselors, mediators, or a school curriculum or program. It usually includes a set of expectations for behavior.

Consolidated Application (Con App)
The application districts can use to apply for more than 20 state and federal categorical programs, including the federal Title I program and the state School Improvement Program (SIP). Most if not all districts use the Con App to secure funding from at least some of the programs on the application. (Ed Source)

content standards
Standards that describe what students should know and be able to do in core academic subjects at each grade level. (Ed Source)

cooperative learning
A teaching method in which students of differing abilities work together on an assignment. Each student has a specific responsibility within the group. Students complete assignments together and receive a common grade.

core academics
The required subjects in middle and high schools—usually English (literature), history (social studies), math, and science.

criterion-referenced test
A test that measures how well a student has learned a specific body of knowledge and skills. The goal is typically to have every student attain a passing mark, not to compare students to each other. (See **norm-referenced assessment**). (Ed Source)

Cross-cultural Language and Development (CLAD)
A test that teachers must pass to gain credentials that qualify them to teach English to English learners. The BCLAD is a CLAD for bilingual teachers.

curriculum
The courses of study offered by a school or district. California has developed a set of standards that are intended to guide curriculum and instruction. The final decisions about school curriculum are the responsibility of the local school board. (Ed Source)

differentiated instruction
This is also referred to as "individualized" or "customized" instruction. The curriculum offers several different learning experiences within one lesson to meet students' varied needs or learning styles. For example, different teaching methods for students with learning disabilities.

disaggregated data
The presentation of data broken into segments of the student population instead of the entire enrollment. Typical segments include students who are economically disadvantaged, from racial or ethnic minority groups, have disabilities, or have limited English fluency. Disaggregated data allows parents and teachers to see how each student group is performing in a school. (Ed Source)

dropout
A grade seven through twelve student who left school prior to completing the school year and had not returned by Information Day (a day in October when students throughout the state and are counted and enrollment is determined). This does not include students who receive a General Education Development (GED) or California High School Proficiency Examination (CHSPE) certificate, transfer to another high school or to a college, move out of the United States, are suspended or sick that day, or enrolled late. (Ed Source)

emergency permit
In California, a one-year permit issued to people entering the teaching profession who have not completed some of the legal requirements for a credential. Generally the intent is that the person will enroll in and complete an approved teacher preparation program. (Ed Source)

English as a Second Language
Classes or support programs for students whose native language is not English.

English Language Advisory Committee (ELAC)
Variations include "English Language Advisory Council," and "English Language Learner Advisory Committee/Council." The group consists of parents and school staff who work together to address the academic needs of students still learning English.

English learner
A student who is not proficient enough in the English language to succeed in the school's regular instructional programs and who qualifies for extra help. (Formerly referred to as Limited English Proficient/LEP.) (Ed Source/Ed-data)

enrichment
Additional courses outside those required for graduation.

family math
A University of California at Berkeley program

that teaches families how to enjoy doing math together. Parents and children attend workshops or use the Family Math book to learn how to use everyday materials to do fun math activities.

Fluent English Proficient (FEP)
A designation that means that a student is no longer considered as part of the school's English learner population. It refers to students who have learned English. (Ed Source)

Formative assessment
Any form of assessment used by an educator to evaluate students' knowledge and understanding of particular content and then to adjust instructional practices accordingly toward improving student achievement in that area. (Ed Source)

Free/reduced-price meals
A federal program that provides food for students from low-income families. (Ed-data)

general fund
Accounting term used by the state and school districts to differentiate general revenues and expenditures from funds for specific uses, such as a Cafeteria Fund. (Ed-data)

Gifted and Talented Education (GATE)
A program that offers supplemental, differentiated, challenging curriculum and instruction for students identified as being intellectually gifted or talented. (Ed Source)

Governor's Performance Awards
A competitive program that grants awards to public schools in California that meet or exceed their Academic Performance Index performance growth target each year. The financial awards were discontinued in 2002–2003 due to lack of state funding. (Ed Source)

highly qualified teacher
According to NCLB, a teacher who has obtained full state teacher certification or has passed the state teacher licensing examination and holds a license to teach in the state; holds a minimum of a bachelor's degree; and has demonstrated subject area competence in each of the academic subjects in which the teacher teaches. (Ed Source)

High Priority Schools Grant Program (HPSGP)
A program created to provide funds for schools in the lower half of the state rankings (Deciles 1-5) based on the API. It focuses on schools with APIs that fall in the bottom ten percent of all schools and replaces the II/USP. Schools volunteer to be in this program. (Ed Source)

II/USP (Immediate Intervention/Underperforming Schools Program)
The Immediate Intervention/Underperforming Schools Program was designed to encourage a schoolwide improvement program in schools with very low test scores and to provide assistance and intervention. Schools in the lowest five deciles of API scores were eligible if they did not meet their API targets. It was replaced in 2002 with HPSGP, a similar program. (Ed-data)

immersion education
A program that teaches children to speak, read, and write in a second language by surrounding them with conversation and instruction in that language. Note that English immersion may differ from other immersion programs.

inclusion
The practice of placing students with disabilities in regular classrooms. Also known as **mainstreaming.** (Ed Source)

independent study
Specially designed instruction in courses taught through a variety of delivery methods that complement traditional high school curricula and provide an accredited diploma.

Individual Education Program (IEP)
A written plan created for a student with learning disabilities by the student's teachers, parents or guardians, the school administrator, and other interested parties. The plan is tailored to the student's specific needs and abilities, and outlines goals for the student to reach. The IEP should be reviewed at least once a year.

instructional minutes
Refers to the amount of time the state

requires teachers to spend providing instruction in each subject area.

integrated curriculum
Refers to the practice of using a single theme to teach a variety of subjects. It also refers to a interdisciplinary curriculum, which combines several school subjects into one project.

International Baccalaureate (IB)
A rigorous college preparation course of study that leads to examinations for highly motivated high school students. Students can earn college credit from many universities if their exam scores are high enough. (Ed Source)

intervention
The term refers to funds that schools get for students who are not learning at grade level. They can be used to fund before-school or afterschool programs or to pay for materials and instructors.

job shadowing
A program that takes students into the workplace to learn about careers through one-day orientations or more extensive internships to see how the skills learned in school relate to the workplace.

language arts
Another term for English curriculum. The focus is on reading, speaking, listening, and writing skills.

magnet school
A school that focuses on a particular discipline, such as science, mathematics, arts, or computer science. It is designed to recruit students from other parts of the school district.

mainstreaming
The practice of placing students with disabilities in regular classrooms; also known as **inclusion.** (Ed Source)

manipulatives
Three-dimensional teaching aids and visuals that teachers use to help students with math concepts. Typical tools include counting beads or bars, base ten blocks, shapes, fraction parts, and rulers.

minimum day
A shortened school day that allows teachers to meet and work together.

modernization
The installation of new plumbing, air conditioning, floors, cabinets, carpeting, etc. on school grounds.

multiple-subject credential
A credential required to teach in elementary and middle-school classrooms. It qualifies a teacher to teach multiple subjects in a self-contained class.

National Blue Ribbon Award
This award honors public and private K–12 schools that are academically superior or that demonstrate dramatic gains in student achievement.

NCLB (No Child Left Behind)
Signed into law by President Bush in 2002, No Child Left Behind sets performance guidelines for all schools and also stipulates what must be included in accountability reports to parents. It mandates annual student testing, includes guidelines for underperforming schools, and requires states to train all teachers and assistants to be "highly qualified".

norm-referenced assessment
An assessment in which an individual or group's performance is compared with a larger group. Usually the larger group is representative of a cross-section of all US students. (Ed Source)

Open Court Reading Series
A program that provides systematic, explicit instruction to help students learn the structure of words and how to sound them out. Fluent reading and comprehension by the end of first grade is a program goal.

parcel tax
In California, an assessment on each parcel of property that must be approved by two-thirds of the votes in a school district. The proceeds are generally used for educational programs, not for construction or renovation, which is normally financed through a general obligation **bond measure**. (Ed Source)

Parent Teacher Association (PTA)
A national organization of parents, teachers, and other interested persons that has chapters in schools. They rely entirely on voluntary participation and offer assistance to schools in many different areas.

Peer Assistance and Review Program (PAR)
A program that encourages designated consulting teachers to assist other teachers who need help in developing their subject matter knowledge, teaching strategies, or both. They also help teachers to meet the standards for proficient teaching.

peer resource program
A program that trains students to provide their peers with counseling, education, and support on issues such as prejudice, drugs, violence, child abuse, dropping out, AIDS, and peer pressure. Students are also trained to provide tutoring and conflict mediation.

percentile ranks
One way to compare a given child, class, school, or district to a national norm. (Ed Source)

phonics
An instructional strategy used to teach reading. It helps beginning readers by teaching them letter-sound relationships and having them sound out words.

physical education (PE)
Activities focused on developing physical and motor fitness; fundamental motor skills and patterns; and skills in aquatics, dance, individual and group games, and sports (including intramural and lifetime sports). The term includes special PE, adaptive PE, movement education, and motor development.

portable
A term commonly used to describe single-unit, relocatable buildings. A portable building can be moved from one site when it is no longer needed and used again in another location.

portfolio
A collection of various samples of a student's work throughout the school year that can include writing samples, examples of math

problems, and results of science experiments. (Ed Source)

primary language
A student's first language or the language spoken at home.

professional development
Programs that allow teachers or administrators to acquire the knowledge and skills they need to perform their jobs successfully. (Ed Source)

proficiency
Mastery or ability to do something at grade level. California students receive scores on the California Standards Tests (CST) that range from "far below basic" to "advanced." The state goal is for all students to score at "proficient" or "advanced." (Ed Source)

Program Improvement (PI)
A multistep plan to improve the performance of students in schools that did not make adequate yearly progress under No Child Left Behind for two years in a row. Only schools that receive federal Title I funds may be entered in Program Improvement. The steps in PI can include a revised school plan, professional development, tutoring for some students, transfer to another school with free transportation, and, at the end of five years, significant restructuring. (Ed-data)

pull-out programs
Students receive instruction in small groups outside of the classroom.

pupil-teacher ratio
The total student enrollment divided by the number of full-time equivalent teachers. The pupil-teacher ratio is the most common statistic for comparing data across states; it is usually smaller than average class size because some teachers work outside the classroom. (Ed-data)

Regional Occupational Programs (ROP)
State funded programs for job training, jobs-related counseling, and skills upgrades for students ages 16 to 18. Students often take ROP classes in high school to start learning a trade.

resource specialists
Specially credentialed teachers who work with

special education students by assisting them in regular classes or pulling them out of class for extra help.

resource teacher
A teacher who instructs children with various learning differences. Most often these teachers use small group and individual instruction. Children are assigned to resource teachers after undergoing testing and receiving an IEP.

rubric
Refers to a grading or scoring system. A rubric is a scoring tool that lists the criteria to be met in a piece of work. A rubric also describes levels of quality for each of the criteria. These levels of performance may be written as different ratings (e.g., Excellent, Good, Needs Improvement) or as numerical scores (e.g., 4, 3, 2, 1).

Safe harbor
An alternate method for a school to meet AMO if it shows progress in moving students from scoring at the "below proficient" level to the "proficient" level or above on STAR, CAHSEE, and/or CAPA. The state, school districts, and schools may still make AYP if each subgroup that fails to reach its proficiency performance targets reduces its percentage of students not meeting standards by 10 percent of the previous year's percentage, plus the subgroup must meet the attendance rate or graduation rate targets. (Dataquest)

SAT (Standardized Achievement Test)
Also known as the SAT Reasoning Test (formerly called Scholastic Aptitude Test), this test is widely used as a college entrance examination. Scores can be compared to state and national averages of seniors graduating from any public or private school. (Ed-data)

SAT II
This was formerly know as the Achievement Tests and was renamed the SAT II: Subject Tests. They are administered by the College Board and widely used as a college entrance exam. Students may take the test more than once, but only the highest score is reported at the year of graduation.

School Accountability Report Card (SARC)
An annual disclosure report for parents and the public produced by a school that presents student achievement, test scores, teacher credentials, dropout rates, class sizes, resources, and more. The SARC is required by state and federal law.

School Improvement Program (SIP)
A state-funded program for elementary, intermediate, and secondary schools to improve instruction, services, school environment and organization at school sites according to plans developed by School Site Councils (see **School Site Council**).

School Site Council (SSC)
A group of teachers, parents, administrators, and interested community members who work together to develop and monitor a school's improvement plan. It is a legally required decision-making body for any school receiving federal funds (see **School Improvement Plan**).

scientifically based research
Research that involves the application of rigorous, systemic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs. (Ed Source)

sheltered English
An instructional approach in which classes are composed entirely of students learning English. Students are taught using methods that make academic instruction in English understandable. In some schools, students may be clustered in a mainstream classroom.

single-subject credential
A credential required to teach middle or high school in California. It authorizes a teacher to teach in a single subject area such as English or a foreign language.

socioeconomically disadvantaged
Students whose parents do not have a high school diploma or who participate in the federally funded free/reduced price meal program because of low family income. (Ed Source)

Spanish Assessment of Basic Education, Second Ed. (SABE/2)

A norm-referenced assessment required for all Spanish-speaking students in grades two through eleven who have been enrolled in California schools for less than one year. SABE/2 is part of the STAR program and the results are part of the school's API. It covers Spanish/language arts and mathematics. (Ed Source)

special day classes
Full-day classes for students with learning disabilities, speech and/or language impairments, serious emotional disturbances, cognitive delays, and a range of other impairments. Classes are taught by certified special education teachers. A student may be placed in a regular classroom as appropriate according to the student's IEP.

special education
Special instruction provided for students with educational or physical disabilities, tailored to each student's needs and learning style.

staff development days
Days set aside in the school calendar for teacher training. School is not generally held on these days.

standardized test
A test that is in the same format for all who take it. It often relies on multiple-choice questions and the testing conditions— including instructions, time limits, and scoring rubrics—are the same for all students, though sometimes accommodations on time limits and instructions are made for disabled students. (Ed Source)

Standardized Testing and Reporting (STAR) Program
The three tests that are required for grades two through 11.

1.   **California Standards Tests** (CSTs) based on California academic content standards in English/language arts and mathematics in all grades; science in grades five and nine through eleven; and history/social science in grades eight, ten, and eleven.

2.   The **CAT/6**, a standardized national test.

3.   **SABE/2**, a test for Spanish-speaking students who have been in a California school for a year or less. (Ed-data)

standards-referenced tests
Also known as standards-based assessments.

Student Study Team (also referred to as **Student Success Team**)
A team of educators that comes together at the request of a classroom teacher, parent, or counselor to design in-class intervention techniques to meet the needs of a particular student.

student teacher
A teacher in training who is in the last semester of a teacher education program. Student teachers work with a regular teacher who supervises their practice teaching.

Team teaching
A teaching method in which two or more teachers teach the same subjects or theme. The teachers may alternate teaching the entire group or divide the group into sections or classes that rotate between the teachers.

tenure
A system of due process and employment guarantee for teachers. After serving a two-year probationary period, teachers are assured continued employment in the school district unless carefully defined procedures for dismissal or layoff are successfully followed. (Ed Source)

thematic units
A unit of study that has lessons focused on a specific theme, sometimes covering all core subject areas. It is often used as an alternative approach to teaching history or social studies chronologically.

Title 1
A federal program that provides funds to improve the academic achievement for educationally disadvantaged students who score below the 50th percentile on standardized tests, including the children of migrant workers. (Ed Source)

tracking
A common instructional practice of organizing student in groups based on their academic

skills. Tracking allows a teacher to provide the same level of instruction to the entire group.

traditional calendar
School starts in September and ends in June for a total of 180 days of instruction.

whole language
A teaching method that focuses on reading for meaning in context.

Williams v. California
A lawsuit filed in 2000 that argued that the state has a constitutional duty to ensure basic educational equality and contended that California has failed in that duty by not providing thousands of students in public schools with "bare minimum necessities," defined as textbooks, trained teachers, and safe, clean, uncrowded facilities. The lawsuit further argued that low-income students and students of color are the most likely to bear the burden of inadequate resources. (Ed Source)

year-round education
A modified school calendar that gives students short breaks throughout the year, instead of a traditional three-month summer break. Year-round calendars vary, sometimes within the same school district. Some schools use the staggered schedule to relieve overcrowding, while others believe the three-month break allows students to forget much of the material covered in the previous year.