

Acronym	Meaning
ADD	Attention Deficit Disorder: A condition medically diagnosed where attention deficits affect student performance.
ADHD	Attention Deficit Hyperactivity Disorder: A condition medically diagnosed where attention deficits and high activity level affects student performance.
	Balanced Scorecard: A tool used for strategic planning by Fulton County Schools. It sets forth objectives, measures, and targets which become school and system strategic plans. It is a tool designed to enable schools to focus on long range goals rather than relying solely on short term measures.
AYP	Adequate Yearly Progress: Refers to the improvements made each year in local schools. The federal No Child Left Behind law requires each state to develop guidelines for determining if schools and systems make improvement.
CBT	Comprehensive Building Team: A group of three or more schoolbased professionals that support the SST Committee. The role of the CBT is to recommend students for further evaluation when the suggested educational strategies made in SST are not helping the student be successful in the classroom. The CBT Committee meets on an as needed basis.
COGAT	Cognitive Abilities Test: A test that measures a student's mental ability and capacity for reasoning. The test is divided into 3 parts that address various learning styles or abilities - verbal (vocabulary skills), quantitative (mathematical skills), and nonverbal (figural analysis). It is administered in three sessions. In grades K-2, the administrator verbally guides the students through the tests. In grades 3-5, students are given directions and then complete each section on their own.
CRCT	Criterion Referenced Competency Test: The CRCT is a test which measures knowledge of the Georgia curriculum. It is given to all students in grades 1-8. There are three levels.
	Level 1 – Does not meet expectations
	Level 2 – Meets expectations
	Level 3 – Exceeds expectations
CST	Curriculum Support Teacher: The CST serves as a resource to teachers and parents with regard to curriculum and instructional matters.
EBD	Emotional Behavioral Disorder: An emotional and behavioral disorder, which is considered an emotional disability, that adversely affects the educational performance of a student.
EIP	Early Intervention Program: A state funded program to provide additional support to students not working at grade level or at risk of not maintaining grade level.
ESOL	English Speakers of Other Languages

GKAP-R	Georgia Kindergarten Assessment Program: An assessment which provides cumulative evidence of a student's readiness for first grade. Thirty-two Georgia kindergarten Quality Core Curriculum (QCC) content standards are measured using performance-based assessment activities. Students are assessed in the domain areas of literacy, mathematics, and social/emotional development in a variety of one-on-one, small group, and large group instructional settings through the kindergarten year.
GQCC	Georgia Quality Core Curriculum: A uniformly sequenced core curriculum for grades kindergarten through grade 12 in the State of Georgia composed of content standards.
IEP	Individualized Education Plan: A written contract between Fulton County Schools and the student (at age 18) or his/her parents. It outlines appropriate services for a student with a disability.
IRR	Inter-Related Resource: A program which provides special education support as a resource at some time during the school day. Students served by IRR generally spend much of their academic day in a general education classroom.
IST	Instructional Support Teacher: The IST supports special education department needs (eligibility, IEP, instructional needs in the classroom, and organizational needs).
ITBS	Iowa Test of Basic Skills: An example of a norm-referenced test. Given to students in grades 3, 5, and 8.
LD	Learning Disabled
LSAC	Local School Advisory Council: An advisory group consisting of parents, teachers, business people, and the school principal, the purpose of which is to facilitate communications between school and community, encourage participation of parents and community in the life of the school, and to provide advice, recommendations, and assistance to the Board of Education and the principal of the school.
NCLB	No Child Left Behind: A federal law covering public schools that went into effect on July 1, 2002. The goal of No Child Left Behind is to have ALL children performing on grade level within 12 years.
PTA	Parent Teacher Association
QCC	Quality Core Curriculum: See Georgia Quality Core Curriculum
SIP	School Improvement Plan: A plan of action developed through a process by which Crabapple Crossing focuses on the specific needs of its students to determine instructional and other strategies, and to align strategies, staff development, stakeholder efforts, and financial resources in order to maximize results.
SST	Student Support Team: The Student Support Team is a group of three or more school based professionals who assist classroom teachers. The SST Committee supports students experiencing academic or behavioral difficulties in their classroom. The SST Committee is a standing committee that meets one day each week, throughout the school year.

STAT 9	Stanford 9: Another example of a norm-referenced test.
TAG	Talented and Gifted: The Talented and Gifted program at Crabapple Crossing Elementary is designed to provide services to students with unique learning characteristics, interests, and capabilities. Students receive instruction that incorporates the science and social studies curriculum along with Fulton County's objectives for gifted learners – advanced research, creative thinking and problem-solving, higher order and critical thinking skills, and advanced communication skills. Students must meet specific criteria in order to qualify for the TAG program.
TTCT	Torrance Test of Creative Thinking: The Torrance Test of Creative Thinking is a drawing test designed to measure a student's ability to create new ideas, use his imagination, and solve problems. The test is administered in one session and is divided into three activities. Each activity requires students to complete pictures so that they tell some type of story.

Norm-referenced tests (STAT-9 and ITBS) measure instructional standards commonly taught throughout the United States. These standards are not specific to Georgia which means that your child may not know or have been exposed to everything on the test. Performance is measured against other students nationally who take the same test.

Criterion-referenced tests measure standards outlined by a specific curriculum. The CRCT standards are aligned with the Georgia curriculum, which means students will be taught the curriculum covered by the CRCT.

Operation First/Second Grade – A joint initiative by the Fulton County Curriculum and Special Programs Departments to provide Professional Development for teachers of those grades in order to support students below or at risk of not maintaining grade level proficiency.

Integrated Theme Tests – End of theme language arts assessments. Given at least 3 times per year. Used to assess student progress in the language arts curriculum.

Math Cumulative Tests - End of semester math assessments. Given twice per year. Used to assess student progress of math curriculum.