Acronym Glossary

Acronym/Term	Definition
AA-AAS	Alternate Assessments based on Alternate Achievement Standards
AA-MAS	Alternate Assessments based on Modified Achievement Standards
APR	Annual Performance Report
ARR	Alternate risk ratio
ASD	Autism Spectrum Disorder
AYP	Adequate yearly progress
BOE	Board of Education
B-1	Part B SPP Indicator B-1 (Graduation) measures the percent of students with an IEP graduating from high school with a regular diploma.
B-2	Part B SPP Indicator B-2 (Dropout) measures the percent of students with an IEP dropping out of high school.
B-3	Part B SPP Indicator B-3 (Statewide Assessment) measures adequate yearly progress (B-3A), participation rates (B-3B), and the proficiency rates (B-3C) of students.
B-4A	Part B SPP Indicator B-4A (Suspension & Expulsion) measures the rate of suspensions and expulsions of students with an IEP.
B-4B	Part B SPP Indicator B-4B (Suspensions and Expulsions by Race or Ethnicity) measures the rate of suspensions and expulsions of students with an IEP by race or ethnicity.
B-5	Part B SPP Indicator B-5 (Educational Environments) measures the percent of students with an IEP inside the regular class (A) greater than 80 percent of the day; (B) less than 40 percent of the day; and (C) in separate facilities.
B-6	Part B SPP Indicator B-6 (Preschool Educational Environments) measures the percent of children ages 3 to 5 years with an IEP attending (A) a regular early childhood program the majority of the day; and (B) separate special education class or school.
B-7	Part B SPP Indicator B-7 (Preschool Outcomes) measures (A) positive social-emotional skills; (B) acquisition and use of knowledge and skills; (C) use of appropriate behaviors.
B-8	Part B SPP Indicator B-8 (Facilitated Parent Involvement) measures how parents of children with an IEP who report that schools facilitate parent involvement at the (A) preschool and (B) school age levels.
B-9	Part B SPP Indicator B-9 (Disproportionate Representation in Special Education) measures the disproportionate representation of racial and ethnic groups in special education that is the result of inappropriate identification.
B-10	Part B SPP Indicator B-10 (Disproportionate Representation – Eligibility Categories) measures the disproportionate representation of racial and ethnic groups in specific disability categories that is the result of inappropriate identification.
B-11	Part B SPP Indicator B-11 (Child Find) measures the percent of children with parental consent to evaluate, who were evaluated, and whose eligibility was determined within 30 school days or an agreed-upon extension.
B-12	Part B SPP Indicator B-12 (Early Childhood Transition) measures the percent of children referred by Part C prior to age 3, found eligible for Part B, having an IEP developed and implemented by their third birthday.

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B-13	Part B SPP Indicator B-13 (Secondary Transition) measures the percent of youth aged 16 and above with an IEP with coordinated, measurable, annual goals and transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals.
B-14	Part B SPP Indicator B-14 (Postsecondary Outcomes) measures the percent of youth with an IEP that were (A) enrolled in higher education, (B) enrolled in higher education or competitively employed, (C) enrolled in higher education/postsecondary training or employed within one year of leaving high school.
C-1	Part C SPP Indicator C-1 (Timely Service Delivery) measures the percent of infants and toddlers with Individual Family Service Plans (IFSPs) who receive the early intervention services on their IFSPs in a timely manner.
C-2	Part C SPP Indicator C-2 (Settings in Natural Environments) measures the percent of infants and toddlers with an IFSP receiving early intervention services primarily in the home or community-based setting.
C-3	Part C SPP Indicator C-3 (Child Outcomes) measures the percent of infants and toddlers with IFSPs who demonstrate improved: (A) positive social-emotional skills; (B) acquisition and use of knowledge and skills; (C) use appropriate behaviors to meet their needs.
C-4	Part C SPP Indicator C-4 (Family Outcomes) measures the percent of families reporting early intervention services helped the family (A) know their rights, (B) communicate their child's needs, and (C) help their child develop and learn.
C-5	Part C SPP Indicator C-5 (Child Find – Birth to One) measures the percent of infants and toddlers birth to one year with an IFSP compared to national data.
C-6	Part C SPP Indicator C-6 (Child Find – Birth to Three) measures the percent of infants and toddlers birth to three years with an IFSP compared to national data.
C-7	Part C SPP Indicator C-7 (Timeliness of IFSPs) measures the percent of eligible infants and toddlers with an IFSP for whom an evaluation and assessment and an initial IFSP meeting were conducted within the 45-day timeline.
C-8	Part C SPP Indicator C-8 (Early Childhood Transition) measures the percent of all children existing Part C who received timely transition planning by their third birthday including: (A) IFSPs with transition steps and services, (B) notification to the LEA/SEA, (C) transition conference, if potentially Part B eligible.
CAP	Corrective Action Plan
CCEIS	Comprehensive Coordinated Early Intervening Services
CEIS	Coordinated Early Intervening Services
CEPI	Center for Educational Performance and Information
CFR	Code of Federal Regulations
CI	Cognitive Impairment
CLCAP	Child-level Corrective Action Plan
Complaint CAP	State Complaint Corrective Action Plan
Complaint SLCAP	State Complaint Student-level Corrective Action Plan
CRR	Child Record Review
DC	Data Collection
District	All-inclusive term referring to ISDs, LEAs, and PSAs.
DBO	District Business Official: this individual at the district works primarily with the finance activities in Catamaran such as Maintenance of Effort (MOE).
Early On®	Early On specializes in evaluating and treating children that are not developing at the same rate as other children. This can include physical, mental, communication, adaptive, social or emotional development.
ECD/FE	Early Childhood Development and Family Education is the office that serves Part C of IDEA at the MDE.
EEM	Educational Entity Master
EI	Emotional Impairment

Acronym/Term	Definition
EOT&TA	*Early On®* Training and Technical Assistance provide technical assistance to the service areas that serve Part C of IDEA.
ESA	Educational Service Agency
ESSA	Every Student Succeeds Act. National education law, signed in 2015. Replaced No Child Left Behind (NCLB).
FAPE	Free appropriate public education is provided to eligible children according to federal statue and regulations, state statute, administrative rules, and department procedures.
FY	Fiscal Year
FFY	Federal Fiscal Year
GAD	Graduation and Dropout Application
GSM	General Supervision Monitoring
GSSG	General Supervision System Grant
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
ISD	Intermediate School District
ISD BO	Intermediate School District Business Official: this individual works primarily with the finance activities in Catamaran such as Maintenance of Effort (MOE).
LEA	Local Education Agency
LRE	Least restrictive environment
MARSE	Michigan Administrative Rules for Special Education
MDE	Michigan Department of Education
MEAP	Michigan Educational Assessment Program
MMC	Michigan Merit Curriculum
MOE	Maintenance of Effort
MSD	Michigan School for the Deaf is a public residential school in Flint for students who are Deaf or Hard of Hearing.
MSDS	Michigan Student Data System
MTAT	Monitoring and Technical Assistance Team
OGS	Office of Great Start in conjunction with the Office of Special Education, manages Part C services through its *Early On®* program.
OHI	Other Health Impairment
OSE	Office of Special Education is the office at the Michigan Department of Education that provides the general supervision, administration, and funding of special education programs and services for children and youth with disabilities ages 3-21.
OSEP	Office of Special Education Programs is the federal office dedicated to improving results for infants, toddlers, children and youth with disabilities ages birth through 21 by providing leadership and financial support to assist states and local districts.
PA	Program Accountability (Policy unit, State Complaints, etc.)
Part B	Part B of IDEA (ages 3 – 21)
Part C	Part C of IDEA (ages 0 – 3)
PLAAFP	Present Level of Academic Achievement and Functional Performance
PR	Progress Report: this is the interim report used in the corrective action plan that the district completes and submits to the MDE.
PSA	Public School Academy
RAP Team	Review and Analysis Process Team is a group of individuals gathered by the district to review and respond the finding of noncompliance by assisting the district in writing and submitting their corrective action plan.
REED	Review of Existing Evaluation Data

Acronym/Term	Definition
SA	Service Area is a regional area that provides *Early On* services of Part C of IDEA. Service areas are aligned with the ISDs.
SD	Significant Disproportionality
SD-Disc	Significant Disproportionality – Discipline
SD-EE	Significant Disproportionality – Educational Environments
SD-ID	Significant Disproportionality – Identification
SEAC	Special Education Advisory Committee is the IDEA state advisory panel to the State Board of Education and the Michigan Department of Education.
SIS	Student Information System
SLCAP	Student-level Corrective Action Plan
SLD	Specific Learning Disability
SLI	Speech and Language Impairment
SPP	State Performance Plan
SRM	Student Record Maintenance
SRR	Student Record Review
SY	School Year
TA Provider	Technical Assistance Provider will be assigned by the MDE when the district needs additional assistance with the implementation of their corrective action plan when the correction has gone past one year.
UIC	Unique Identification Code is the unique ten-digit code assigned to each student enrolled in Michigan schools. It provides a student with an exclusive, single identifier for their entire education in Michigan and improves the privacy and security of a student's data.
UNC	Uncorrected noncompliance is a status that a corrective action will go to after the correction of the noncompliance has exceeded one year. When a district goes to UNC they will be assigned a technical assistance provider.