Acronyms and Definitions

APR – Annual Performance Report
An annual report to OSEP on the State's progress toward the indicator targets in the State's SPP.

AYR – Annual Yearly Progress
An annual report to the U.S. Department of Education

CAP
Conditional Assignment Permit

CAP
Corrective Action Plan

CEIS
Coordinated Early Intervening Services

CFR
Code of Federal Regulations

District Determinations-
The Oregon Department of Education (ODE) is required to annually review each district's performance in meeting the requirements of The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The district determination refers to one of four status categories. 34 CFR 300.603 outlines the Determinations states are required to apply, based on district performance. The four categories of Determinations that states must use are:
- ❑ Meets Requirements
- ❑ Needs Assistance
- ❑ Needs Intervention
- ❑ Needs Substantial Intervention

ECSE - Early Childhood Special Education
Services for preschoolers (age three until the age of eligibility for school) with a disability.

EGMS – Electronic Grant Managing System
ODE's centralized, uniform electronic grant system which allows districts to monitor their subgrants and submit claims electronically via the ODE District Site.

EI - Early Intervention
Services for infants and toddlers (birth until age three) with disabilities, a developmental delay or with a condition likely to result in a developmental delay.

ELL
English Language Learner

ESY
Extended School Year

FAPE – Free Appropriate Public Education
Special education and related services that are provided at public expense, under public supervision and direction without charge.

FFY
Federal Fiscal Year

GEPA – General Education Provisions Act
Applies to State-formula grant programs. A State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding.

IDEA – Individuals with Disabilities Education Act
The federal law governing special education and early intervention for children with disabilities.

IEP
Individualized Education Program

IFSP
Individualized Family Service Plan

KPI – Key Performance Indicator
Indicators established by OSEP or ODE as requiring yearly review and improvement. Key performance indicators have targets established by ODE and stakeholders.

LEA
Local Education Agency

LRE – Least Restrictive Environment
Requirements that each district and EI/ECSE program, to the maximum extent appropriate, educate children with disabilities, including those in public or private institutions or care facilities, with typical children.

MOE
Maintenance of Effort
A federal regulation (CFR 300.203) mandating that funds provided to a school district under Part B of IDEA must not be used to reduce the level of expenditures for the education of children with disabilities made by the school district from local funds below the level of those expenditures for the preceding fiscal year.

Notification of Findings
The ODE completes a verification of district submissions, and sends this letter to the district summarizing the review of the initial compliance and corrected noncompliance data.

OAR
Oregon Administrative Rules

ODE
Oregon Department of Education

ORS
Oregon Revised Statutes

OSBA – Oregon School Boards Association
Association serving school boards throughout Oregon with legislative, legal and fiscal matters.

OSEP – Office of Special Education Programs
The federal Office of Special Education Programs that is in the US Department of Education.

OSERS – Office of Special Education Rehabilitation Services
The federal Office of Special Education Rehabilitation Services that is in the US Department of Education.

OSL&P
Office of Student Learning & Partnerships

Part B
The section of IDEA that addresses the special education needs of children with disabilities age three through 21.

Part C
The section of IDEA that addresses the early intervention and special education needs of infants and toddlers (birth until age 3) with disabilities, a developmental delay or with a condition likely to result in a developmental delay.

PCR – Procedural Compliance Review
The process of reviewing student files to determine if a district or program is in compliance. The process includes file reviews and may include staff interviews or policy and procedure reviews. Procedural compliance file review data is entered into the SPR&I on-line database.

Programs
Oregon's Early Intervention/Early Childhood Special Education program, Youth Corrections, Long Term Care and Treatment, Hospital, and State Schools

SEA
State Education Agency

<u>SECC/SEDC</u>
Special Education Child Count/Special Education Data Collection

<u>SLD</u>
Specific Learning Disability

<u>SOP – Summary of Performance</u>
A report that summarizes the performance of a student upon completion of school with a diploma or aging out

<u>SPP – State Performance Plan</u>
A performance plan that evaluates the State's efforts to implement the requirements and purposes of Part B and Part C of IDEA and describes how the State will improve such implementation. The plan includes State established targets for indicators established by OSEP (the federal Office of Special Education Programs).

<u>SPR&I – System Performance Review and Improvement</u>
SPR&I is a part of Oregon's general supervision system of accountability and performance reporting. The system focuses on procedural compliance and key performance indicators identified through federal and state regulation. The SPR&I system provides ODE with a mechanism for reviewing district and program policies, procedures and systems to ensure the requirements set forth in IDEA are met.

<u>SPR&I Database</u>
System Performance Review and Improvement Database: As part of the SPR&I system, districts/programs engage in annual self-assessment through data collection, review, and analysis to inform meaningful improvement of special education programs. The Special Education SPR&I web accessible database is the vehicle used by districts/programs to accomplish this process. This secure site provides districts/programs with key performance indicator reports used in self-assessment. The database system also allows districts/programs to report all required compliance data to ODE, and provides a platform for submission of improvement plans and progress reports. Performance thresholds applied to district/program data assist the ODE in identifying those agencies in need of focused monitoring assistance.

<u>SSID</u>
Secure Student Identifier
A unique student identification number assigned to each child when they enter the public school system. Programs and schools must submit a request through the ODE web site to obtain a number for each newly enrolled child. This includes EI/ECSE and Head Start Oregon Prekindergarten programs.