

Frequently Used Acronyms and Terms Glossary

Updated October 2020

Academic Progress – In a general sense, [academic progress](#) is an increase in students’ learning. More specifically, for the purposes of ESSA accountability, academic progress refers to students increasing their learning relative to grade level standards. This is measured using statewide tests in math and reading, and those subjects are used as a sample of students’ progress overall.

Access to Career and Technical Education for Students with a Disability ([ACTE-SPED](#)) – ACTE-SPED is designed for students who require curriculum modifications and special equipment to participate in state-approved Career and Technical Education (CTE) work-based learning (WBL) program.

Achievement Test – An achievement test is an instrument designed to efficiently measure the amount of academic knowledge and/or skill a student has acquired from instruction. Such tests provide information that can be compared to either a norm group or a measure of performance.

ADM Web Edit ([ADMWE](#)) – Charter schools in their fourth or later year submit their ADM estimates to the Minnesota Department of Education (MDE) via ADM WE. For charter schools in their first three years MDE collects the ADM estimates via a paper report and supporting student roster or MARSS submission.

Aggression – The total or combined performance of all students for reporting purposes.

Alignment – The similarity or match between or among content standards, curriculum, instruction, and assessments in terms of knowledge and skill expectations.

Alternate Assessment – The term used for tests that gather information on the standards-based performance and progress of students whose disabilities preclude their valid and reliable participation in general assessments. Alternate assessments measure the performance of a relatively small population of students who are unable to participate in the general assessment system, with or without accommodations, as determined by the IEP Team.

Alternative Delivery of Specialized Instructional Services ([ADSIS](#)) – An application process for districts and charter schools to apply for state special education aid. The purpose of ADSIS is to provide instruction to assist students who need additional academic or behavioral support to succeed in the general education environment. The goal is to reduce the number of inappropriate referrals to special education by providing supports early to struggling students. Districts are expected to align the ADSIS program within their existing continuum of supports, collect data as specified in the application, and submit evaluation information to MDE each year to determine program impact.

American Indian Education Aid (AIEA) – Districts, charter and tribal schools that have 20 or more American Indian students are eligible to participate in the American Indian Education Aid program. This program uses a per-pupil funding formula to generate aid, with 20 American Indian students generating a base amount of \$20,000, and each American Indian student beyond that generating \$358. The purpose of this program is to increase academic achievement, decrease the drop-out rate, and improve the school climate of American Indian students in an equitable and culturally responsive manner.

American Indian Parent Advisory Committee (AIPAC) – District, charter and tribal schools that have 10 or more American Indian students are required under [Minnesota Statutes, section 124D.78, subdivision 1](#) to have an American Indian Parent Advisory Committee (AIPAC). These committees serve in an advisory role and help ensure that American Indian students are receiving culturally relevant and equitable educational opportunities. These committees are critical to the achievement and success of American Indian students statewide, and they offer a valuable opportunity to strengthen district and parent partnerships.

Americans with Disabilities Act (ADA) – Gives civil rights protections to individuals with disabilities. It guarantees equal opportunity for individuals with disabilities in employment, public accommodations, transportation, state and local government services, and telecommunications. [42 U.S.C. § 12101](#), et seq. See also, [Section 504 of the Rehabilitation Act](#) and the Individuals with Disabilities Education Act.

Annual Immunization Status Report (AISR) – School administrators and health personnel submit their annual reports summarizing the immunization status of all enrolled students. The School Immunization Law (Minnesota Statutes, section 121A.15) requires school administrators to submit their AISR each year to the [Minnesota Department of Health](#) by December 1.

Approved Authorizing Plans (AAP) – Authorizer responsibilities include approving, monitoring, evaluating, renewing charter schools, and, if necessary, closing charter schools when contract terms are not met. An authorizer's AAP outlines their plans to carry out these responsibilities.

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) – A secure large-scale English language proficiency assessment given to Kindergarten through 12th graders who have been identified as [English learners](#) (ELs). It assesses the four language domains of listening, speaking, reading, and writing. It is given annually in [WIDA](#) Consortium member states (which includes Minnesota) to monitor students' progress in acquiring academic English ([WIDA website](#)).

Assessment – The process of collecting information about individuals, groups, or systems that relies upon a number of instruments, one of which may be a test. Assessment is not limited to the administration of tests, but may also include observation and reviews of education records.

Assistive Technology Device (AT) – Any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The term does not include a medical device that is surgically implanted, or the replacement of such device. [34 C.F.R § 300.5](#) and [Minn. Stat. § 125A.57](#).

Assistive Technology Service – Any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device. It includes evaluation, purchasing, training and other services related to the acquisition and use of such devices. [34 C.F.R. § 300.6](#)

Attention Deficit (Hyperactivity) Disorder (ADHD or ADD) – Conditions with the principal characteristics of inattention, hyperactivity, and impulsivity. It becomes apparent in some children in the preschool and early school years and can continue into adulthood. These symptoms appear early in a child's life. Because many normal children may have these symptoms, but at a low level, or the symptoms may be caused by another disorder, it is important that the child receive a thorough examination and appropriate diagnosis by a well-qualified professional. [34 C.F.R. § 300.8\(c\) \(9\)](#) and [Minn. R. 3525.1335](#).

Authorizer – is a public oversight entity approved by the state to authorize one or more charter schools. An authorizer's fundamental role is to hold a school accountable for the terms of its performance contract – the "charter." The primary purpose of Minnesota charter schools is to improve all pupil learning and all student achievement. [Minn. Stat. § 124E.101, subd. 1](#). Through effective financial, operational and governance oversight, authorizers hold charter schools accountable for realizing this purpose.

Autism Spectrum Disorders (ASD) – Means a range of pervasive developmental disorders, with onset in childhood, that adversely affect a pupil's functioning and result in the need for special education instruction and related services. ASD is a disability category characterized by an uneven developmental profile and a pattern of qualitative impairments in several areas of development, including social interaction, communication, or the presence of restricted, repetitive, and stereotyped patterns of behavior, interests and activities. These core features may present themselves in a wide variety of combinations that range from mild to severe, and the number of behavioral indicators present may vary. ASD may include Autistic Disorder, Childhood Autism, Atypical Autism, Pervasive Developmental Disorder Not Otherwise Specified, Asperger's Disorder, or other related pervasive developmental disorders. [Minn. R. 3525.1325](#). See also [34 C.F.R. § 300.8\(c\) \(1\) \(i\)](#).

Average Daily Attendance (ADA) – The average number of students in attendance on any given day during the school year. Percent attendance is computed by dividing ADA by [ADM](#).

Average Daily Membership (ADM) – Represents the portion of the year that a student is enrolled in a school. After each year-end [MARSS](#) submission a new District/School ADM Report is posted by MDE, replacing the prior report. These reports are posted to the [Minnesota Funding Reports \(MFR\) webpage](#). They summarize ADM data by school, grade and type of student (e.g., resident, open enrolled, shared-time) for school districts and charter schools. These data are used in many of the state funding programs.

Bias (test bias) – When used in a statistical context, is a systematic error in a test score. In discussing test fairness, bias is created by not allowing certain groups into the sample, not designing the test to allow all groups to participate equitably, selecting discriminatory material, testing content that has not been taught, etc. Bias usually favors one group of test takers over another, resulting in discrimination.

Board of School Administrators (BOSA) – BOSA's purpose is (a) to establish and maintain high standards for a quality administrator licensing system for Minnesota public schools, and (b) to ensure that the highest quality administrators serve the needs of Minnesota citizens. The Board of School Administrator duties are described in [Minnesota Statutes, section 122A.14](#).

Board of Teaching (BOT) – On January 1, 2018, the Board of Teaching and Minnesota Department of Education’s Educator Licensing division merged to form the Professional Educator Licensing and Standards Board (PELSB), a new state agency overseeing teacher licensing. Please see [PELSB](#) for additional information.

Career and College Readiness (CCR) – All Minnesota students need to be prepared to move successfully from middle school to high school and into an increasingly wide array of postsecondary options. MDE’s Career and College Readiness division provides and supports the development of quality tools and strategies, centralize and disseminate resources, and develop and promote models that successfully implement multiple pathways to postsecondary training or college.

Career and Technical Education (CTE) – A sequence of courses that integrates core academic knowledge with technical and occupational knowledge and skills to provide students a pathway to postsecondary education and careers. CTE teaches transferable workplace skills in applied learning contexts to provide opportunities to explore career options, and gives students the technology and skills needed for success. MDE approves Career and Technical Education Programs that meet teacher licensing and other criteria.

Career and Technical Education License (CTE License) – Can be issued as a Tier 1, Tier 2, or a Tier 3 license in a specific Career and Technical Education Licensure field. A CTE license requires an individual to hold one of the following credentials in a relevant content area: 1.) An associate’s degree, OR 2.) A professional certification, OR 3.) Five years of relevant work experience. The length and renewal requirements of a CTE license align with the applicable tier in which the license is issued. Visit the PELSB [Apply for a License webpage](#) for information on how to apply for a CTE license.

Carryover Limit and Waiver – LEAs with a Title I, Part A allocation of \$50,000.00 or more cannot carry over to the following fiscal year more than 15% of the allocation without a waiver which can only be granted once every three years.

[Catalog of Federal Domestic Assistance \(CFDA\)](#) is a federal government-wide compendium of federal programs, projects, services, and activities available to state and local governments of the United States; domestic, public, quasi-public, and private profit and nonprofit organizations and institutions; specialized groups; and individuals.

Central Contractor Registration (CCR) – A U.S. Government supplier database. This registration is completed on the System for Award Management ([SAM](#)) website. This number is only needed when a charter school does business directly with the federal government. It is not needed as part of the application process on [SERVS Financial](#).

Certificate of Eligibility (COE) – The official record to document eligibility in the migrant education program ([MEP](#)).

Charter Schools – In Minnesota, charter schools are tuition free and are governed by [Minnesota Statutes, Chapter 124E](#). Charter schools offer a unique educational program for students and families seeking an alternative to traditional public schools. They must welcome and be open to all students. Charter schools are operated and governed by licensed teachers, parents and community members. They are chartered by an approved authorizer that oversees their financials, operations and governance, allowing them to operate outside of the traditional system of public schools.

Child Find – Every school's continuous obligation to identify, locate, and evaluate all children with disabilities who are in need of special education and related services under IDEA. [34 C.F.R § 300.111](#) and [Minn. R. 3525.1100](#).

Child with a Disability – For purposes of this document, a child with a disability is a child who has been evaluated in accordance with IDEA regulations [34 C.F.R. §§ 300.301 through 300.311](#) and is determined to have a disability and require special education services under Minnesota law. See [Minn. Stat. § 125A.03](#) and [Minnesota Rules, Chapter 3525](#).

Code of Federal Regulations (CFR) – The codification of general and permanent rules published in the Federal Register by the Executive departments and agencies of the Federal Government produced by the Office of the Federal Register (OFR) and the Government Publishing Office. See the [e-CFR Data](#) website for current and updated versions of the CFR.

Cohort Graduation Rate – Starting in 2012, Minnesota began using the federally-required "adjusted cohort graduation rate" model. This model follows students in a group, or a "cohort," throughout high school and determines if they graduate within four, five, six or seven years. The four-year graduation rate shows the number of students graduating from high school within four years after entering grade nine. To determine this rate, we identify all students who entered ninth grade four years ago. The next step is to add in any students who moved into the school and subtract out any students who moved away. This adjusted number represents the total number of students who are eligible to graduate. The actual graduation rate is determined by dividing the total number of students who actually graduated by the number of those eligible to graduate.

The five-, six- and seven-year graduation rates show the number of students who graduated in four years added to the number of students who took additional time to earn sufficient credits or meet other graduation requirements and to receive a high school diploma from their district. These three extended year graduation rates are calculated in the same way as the four-year rate but instead determine the percentage of students graduating in five, six and seven years.

Community Service Fund is used to record all financial activities of the Community Service program. Community Education includes only those activities authorized in [Minnesota Statutes, section 124D.19](#). The focus of these activities is enrichment programs for any age level that are not part of the K-12 education program.

Compensatory Revenue is a component of general education revenue that must be used to meet the educational needs of pupils who enroll under-prepared to learn, and whose progress toward meeting state or local content or performance standards is below the level that is appropriate for learners their age.

Comprehensive Support and Improvement Schools (CSI) – Schools identified for comprehensive support receive ongoing onsite technical assistance from the Regional Centers of Excellence, coordinated with the school's district. This support is customized based on the school's context, student population, and specific needs. There are two ways for schools to be identified for comprehensive support.

Consistent Attendance – A student will be considered to be consistently attending school if they attend more than 90% of school days. [Consistent attendance](#) is the opposite of chronic absenteeism, which is defined as

missing at least 10% of school days (the equivalent of missing one day out of every two traditional school weeks).

Coordinated Early Intervening Services (CEIS) – A provision of the 2004 reauthorization of the IDEA. CEIS are services provided to students in kindergarten through grade 12 (with a particular emphasis on students in kindergarten through grade three) who are not currently identified as needing special education or related services, but who need additional academic and behavioral supports to succeed in a general education environment. The IDEA ([20 U.S.C. § 1413\(f\)\(2\)](#)) and its regulations (34 C.F.R. § 300.226(b)) identify the activities that may be included as CEIS: (1) professional development for teachers and other school staff to enable such personnel to deliver scientifically based academic and behavioral interventions, including scientifically based literacy instruction, and, where appropriate, instruction on the use of adaptive and instructional software; and (2) providing educational and behavioral evaluations, services and supports, including scientifically based literacy instruction.

***Coronavirus Aid, Relief, and Economic Security (CARES)** – The Coronavirus Aid, Relief, and Economic Security (CARES) Act, passed on March 27, 2020, provides over \$2 trillion in federal economic relief to protect the American people from the public health and economic impacts of COVID-19. The CARES Act provides assistance for American workers, families, and small businesses, and preserves jobs for American industries.

***Coronavirus Relief Fund (CRF)** – Section 5001 of the CARES Act established the \$150 billion Coronavirus Relief Fund (CRF), providing payments to State, Local, and Tribal governments navigating the impact of the COVID-19 outbreak. The CARES Act sets criteria that expenses must meet to be eligible for CRF funding.

Criterion-Referenced Tests (CRT) – Tests that measure specific skill development as compared to a predefined absolute level of mastery of that skill.

Curriculum-Based Assessments (CBA) – Assessments that mirror instructional materials and procedures related to the curriculum resulting in an ongoing process of monitoring progress in the curriculum and guiding adjustments in instruction, remediation, accommodations or modifications provided to the student.

Cyber-Linked Interactive Child Nutrition System (CLICS) is used to manage [School Nutrition Programs](#).

District Assessment Coordinator (DAC) – The charter school's/district's main contact for the administration of state assessments.

Deaf-Blind (DB) – Medically verified visual loss coupled with medically verified hearing loss that, together, interfere with acquiring information or interacting in the environment. Both conditions need to be present simultaneously, and the pupil must meet the criteria for both visually impaired and deaf and hard of hearing to be eligible for special education and services under this category. [34 C.F.R. § 300.8\(c\)\(2\)](#) and [Minn. R. 3525.1327](#).

Deaf and Hard of Hearing (DHH) – A diminished sensitivity to sound, or hearing loss that is expressed in terms of standard audio-logical measures. Hearing loss has the potential to affect educational, communicative, or social functioning that may result in the need for special education instruction and related services. [34 C.F.R. § 300.8\(c\)\(5\)](#) and [Minn. R. 3525.1331](#).

Developmental Adapted Physical Education (DAPE) – Specially designed physical education instruction and services for pupils with disabilities who have a substantial delay or disorder in physical development and are determined by the IEP team to be in need of DAPE. [Minn. R. 3525.1352, subp. 2B](#). Special education instruction for pupils age 3 through 21 may include development of physical fitness, motor fitness, fundamental motor skills and patterns, skills in aquatics, dance, individual and group games, and sports. See [34 C.F.R. § 300.108](#) and [Minn. R. 3525.1352](#).

Developmental Cognitive Disability (DCD) – A condition resulting in significantly below average intellectual functioning and concurrent deficits in adaptive behavior that adversely affects educational performance and requires special education and related services. DCD does not include conditions primarily due to a sensory or physical impairment, traumatic brain injury, autism spectrum disorders, severe multiple impairments, cultural influences, or inconsistent educational programming. [34 C.F.R. § 300.8\(c\) \(6\)](#) and [Minn. R. 3525.1333](#).

Developmental Delay (DD) – In Minnesota, DD refers to a child with a disability for children aged three through six who is experiencing developmental delays, as defined by the state and as measured by appropriate diagnostic instruments and procedures, in two or more of the following areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development; and who, by reason thereof, needs special education and related services. [Minn. R. 3525.1351](#).

Disciplinary Incident Reporting System (DIRS) – Enables both MDE and school districts to comply with state and federal reporting requirements, including but not limited to: suspensions, expulsions, exclusions, referrals to law enforcement, school-related arrests, special education removals, physical assault of a district employee, and dangerous weapons. DIRS is a web-based, password-protected system where all public school districts must submit reportable incidents as identified in the [DIRS User Guide](#). Visit the MDE [Disciplinary Incident Reporting System](#) page for additional information.

Discretionary Variance – Minnesota Statutes, sections [14.055](#) and [14.056](#) permits agencies to consider petitions from individuals or entities for a variance from a rule adopted by an agency as it applies to the petitioner. An agency may grant the variance if the agency finds that: 1.) Application of the rule to the petitioner would result in hardship or injustice; 2.) Variance from the rule would be consistent with the public interest; and 3.) Variance from the rule would not prejudice the substantial legal or economic rights of any person or entity. Visit the [PELSB Permissions webpage](#) for information on how to apply for a discretionary variance.

Disaggregate – To separate a whole into its parts. Under ESSA, this term means that test results are sorted into groups of students who are economically disadvantaged, are homeless, are in foster care, are from military families, are from racial and ethnic minority groups, have disabilities, or have limited English fluency.

District and School Site Verification System – a web-accessible collection tool that enables updates to the MDE–ORG master directory of organizational units, which controls the processing of data on other MDE major systems such as MARSS, STAR, UFARS, FNS, IDEAS, LEVIES and the Minnesota Report Card. It is essential that contact information be kept up to date. Districts are asked to update changes to contact information whenever necessary throughout the year.

DUNS – A unique nine-character I.D. number that is used to track how the federal grant is allocated [Dun & Bradstreet](#) (D&B) developed and regulate a system that assigns a unique numeric identifier, referred to as a “DUNS number” to a single business entity.

Early Childhood Family Education (ECFE) – ECFE is based on the idea that parents provide their child's first and most significant learning environment and parents are children's first and most enduring teachers. MDE's ECFE division works to support you as a parent/caregiver and to strengthen and empower families. The goal is to enhance the ability of all parents and other family members to provide the best possible environments for their child's learning and development.

Early Childhood Special Education (ECSE) – Specially designed instruction and related services, provided at no cost to the parents, to meet the unique cognitive, communicative, social and emotional, motor ability, sensory, physical, or behavioral and functional needs of a preschool-aged child with a disability, [34 C.F.R. § 300.39\(a\)](#), [Minn. Stat. § 125A.03](#) and [Minn. R. 3525.0210, subp. 42](#).

ECSE is also a Minnesota licensure category – a licensed teacher of early childhood special education is authorized to provide specifically designed instruction to children, birth through age six, who exhibit a broad range of developmental delays or disabilities or medical complications and to collaborate and consult with families, other classroom and special education teachers, and specialized service providers in designing and implementing IEP plans for students. [Minn. R. 8710.5500](#).

Early Intervention Services – Describes the programs and services provided to infants and toddlers under Part C of IDEA who are experiencing developmental delays or have a diagnosed physical or mental condition that has a high probability of resulting in developmental delay.

Ed-Fi – MDE is transitioning to a new way of collecting student data. The system uses [Ed-Fi](#) technology. Several student data collections will move to Ed-Fi effective FY 2020. All districts and charter schools will transition from MARSS A and B files to Ed-Fi in the next few years.

Education Department General Administrative Regulations (EDGAR) – Title 34 of code of federal regulations for grant programs financed with federal United States Department of Education funds. Please visit [Ed.gov Grants and Contracts](#) for information on Title 34.

Education Identity and Access Management (EDIAM) – This is the security system that MDE, PELSB and P20W use to manage access to secure applications and reports. Each charter school must have an Identified Official with Authority ([IOwA](#)) who can grant access on behalf of the school. The IOwA is responsible to remove access as employees leave the school.

Electronic Grant Management System (EGMS) is used for information on competitive as well as formula funding made available through MDE. Grant opportunities are summarized by title, program area, eligible applicants, and dollar amount. Documents available on the site include instructions on how to apply and eligibility criteria. Visit the [EGMS website](#) for a list of current grant opportunities.

Elementary and Secondary Education Act, (ESEA) – Reauthorized and amended by the [Every Student Succeeds Act](#) (ESSA). Programs under the ESEA promote student achievement through school and district reform, to

include a focus on accountability for results, an emphasis on scientific research and doing what works, expanded parental options, and expanded local control and flexibility.

***Elementary and Secondary School Emergency Relief (ESSER)** – ESSER funds are distributed as follows: 90% formula to districts based on their Title I, Part A allocations, 9.5% is state-directed grants and 0.5% for state administration. Allowable expenditures for the 90% include keeping students healthy and connected to learning and other local needs. Allowable expenditures for the 9.5% include summer school programming needs, mental health supports and supporting historically underserved populations. ESSER funds are included in the CARES Act.

***Emergency Economic Injury Disaster Loans (EIDL)** – EIDL proceeds can be used to cover a wide array of working capital and normal operating expenses, such as continuation to health care benefits, rent, utilities, and fixed debt payments. EIDL funds are included in the CARES Act.

***Emergency Economic Injury Grants (EEIG)** – These grants provided an emergency advance of up to \$10,000 to small businesses and private non-profits harmed by COVID-19 within three days of applying for an SBA Economic Injury Disaster Loan (EIDL). EEIG funds are included in the CARES Act.

Emotional/Behavioral Disorder (EBD) – An established pattern of one or more of the following emotional or behavioral responses: withdrawal or anxiety, depression, problems with mood, or feelings of self-worth; disordered thought processes with unusual behavior patterns and atypical communication styles; or aggression, hyperactivity, or impulsivity. The established pattern of emotional or behavioral responses must adversely affect educational or developmental performance, including intrapersonal, academic, vocational, or social skills; be significantly different from appropriate age, cultural, or ethnic norms; and be more than temporary, expected responses to stressful events in the environment. [34 C.F.R. § 300.81 \(4\) \(i\)](#) and [Minn. R. 3525.1329](#). Referred to as emotional disturbance in federal language.

English Learner (EL) – Previously referred to as Limited English Proficiency (LEP); English Language Learner (ELL); English as a Second Language (ESL). Students who are identified as English Learners (ELs) should be served in an instructional program designed for ELs, defined as either an English as a Second Language (ESL) or Bilingual Education (BE) program by Minnesota Statutes. Districts and charter schools have discretion in selecting appropriate language programs, but the program chosen should be considered sound by experts in the field. The program should be designed to meet varying needs across proficiency levels and address the [Minnesota English language development \(ELD\) standards](#). For example, students at the beginning levels of English proficiency need more intensive services than students at transitional levels of English proficiency and teachers of all content areas are responsible for the academic language of their subject area for English learners in their classes. The model implemented by the district or charter school should be clearly articulated and available to parents, staff, and students.

Errors of Measurement – The differences between observed scores and the theoretical true score, the amount of uncertainty in reporting scores, the degree of inherent imprecision based on test content, administration, scoring, or examinee conditions within the measurement process that produce errors in the interpretation of student achievement.

Extended School Year (ESY) – Refers to special education and related services, determined by the student's IEP team, that are provided to a child with a disability beyond the normal school year of the public agency and in

accordance with the child's IEP, at no cost to the parents of the child. [34 C.F.R. § 300.106](#), [Minn. Stat. § 125A.14](#) and [Minn. R. 3525.0755](#).

Extended Standards – Content standards that have been expanded while maintaining the essence of the standards, thereby ensuring that all students with significant cognitive disabilities have access to, and make progress in, the general curriculum.

Extended Time Revenue – This is additional general education revenue available to charter schools with a state-approved [extended day/year/week instructional](#) program.

Every Student Succeeds Act (ESSA) – On December 10, 2015, President Obama signed the Every Student Succeeds Act (ESSA), which replaced No Child Left Behind (NCLB) and changed many portions of the Elementary and Secondary Education Act (ESEA).

Family Educational Rights to Privacy Act (FERPA) – A Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students." See [20 U.S.C. § 1232g](#) and [34 C.F.R. Part 99](#).

Federal Fiscal Year (FFY) – Runs from October 1–September 30 numbered with the ending calendar year. For example, FFY 2014 or FFY 14 runs from October 1, 2013–September 30, 2014.

Federal Office of Management and Budget (OMB) – Source for general grants management requirements for federal awards.

FIN – Finance dimension of UFARS and its associated numbers.

Financial Reporting Form (FRF) –The financial reporting form used by MDE for competitive and targeted/single source grant recipients (grantees) to request grant disbursements.

Fiscal Year (FY) (also see [SFY – State Fiscal Year](#); [FFY – Federal Fiscal Year](#))

Food and Nutrition Services (FNS) – (Nutrition, Health and Youth Development) division of MDE. Food and Nutrition Services oversees federally funded meal programs for schools, child and adult care programs, afterschool meals, summer food service and special milk.

Food Service 02 Fund is used to record financial activities of a charter school's Federal School Nutrition program. Food service includes activities for the purpose of preparation and service of milk, meals and snacks in connection with the Federal School Nutrition Program.

Free and Appropriate Public Education (FAPE) – School districts must make available to each eligible student a free appropriate public education (FAPE), consisting of special education and related services that are provided in conformity with the student's individualized education program (IEP). [34 C.F.R. §§ 300.17](#) and [300.101](#).

Free and Reduced-price Lunch Status (FRPL or F&R) – Schools that participate in [School Nutrition Programs](#) accept applications for free and reduced-price school meal benefits at any time. Approval is based on comparison of the household's income to current U.S. Department of Agriculture (USDA) household income guidelines. These data are used to compute compensatory revenue. Schools send an Application for Educational Benefits form to all households of all enrolled students at the beginning of each school year. A letter accompanies the form and explains meal benefits and how to apply. Schools that do not participate in School Nutrition Programs or that participate in the Community Eligibility Provision or Provision 2 or 3 must use the Alternate Application for Educational Benefits form to determine if households meet the free or reduced-price criteria and are eligible to generate compensatory revenue for the school.

Full Time Equivalent (FTE) – a full-time staff member is 1.0 FTE.

General Education Revenue is a combination of several revenue components generated by public schools and available for use during the regular school year and summer for general and special school purposes.

General Fund is used to account for educational activities, charter school instructional and student support programs, expenditures for charter school administration, normal operations and maintenance, pupil transportation, capital expenditures, and legal expenditures not specifically designated to be accounted for in any other fund.

Gifted and Talented (GT) – [Gifted and talented](#) children and youth are those students with outstanding abilities, identified at preschool, elementary, and secondary levels. The potential of gifted students requires differentiated and challenging educational programs or services beyond those provided in the general school program. Students capable of high performance include those with demonstrated achievement or potential ability in one or more of these areas: general intellectual, specific academic subjects, creativity, leadership, and visual/performing arts.

***Governor's Emergency Education Relief (GEER)** – Priorities are set by the Governor's Office and include technology access and summer school programming. GEER funds are included in the CARES Act.

Graduation Requirements Records (GRR) – a secure Minnesota Department of Education (MDE) system, used to request reimbursement for administering college entrance exams to eligible students as required by [Minnesota Statutes, section 120B.30, subdivision 1e](#). Public school districts can request reimbursement for both ACT (ACT and ACT plus Writing) and SAT (SAT and SAT with Essay) for students eligible for a free or reduced-price meal and students unable to pay.

Health Insurance Portability and Accountability Act of 1996 (HIPAA) – has several parts. A major component within Title II, Subtitle F mandates measures to protect the security and privacy of personally identifiable health care information. See [42 U.S.C. § 300gg](#) and [29 U.S.C. § 1181](#) et seq. and [42 U.S.C. § 1320d](#) et seq.

Highly Qualified (HQ) – Under the 2001 No Child Left Behind Act (NCLB), teachers of core academic subject were required to demonstrate federal "highly qualified" status. In December 2015 the Every Student Succeeds Act (ESSA) replaced NCLB. ESSA no longer requires a federal "HQ" status. ESSA requires each state to define how a teacher can be identified as a qualified educator.

High Stakes Testing – A test for which important consequences are attached to the results for students, teachers, schools, districts and states. Consequences may include promotion, graduation, rewards or sanctions.

Identified Official with Authority (IOWA) – Only the IOWA (e.g. Superintendent, Executive Director, Director, or Board Chair) is allowed to authorize access to MDE secure website systems, [Education identity and Access Management \(EDIAM\) Security System](#), on behalf of their organization. By designating an IOWA for the organization, the IOWA is asserting that person is the identified official with legal authority to authorize persons to access MDE secure websites for the state or local educational agency that the school represents.

Inclusion – Under special education, inclusion is an approach that stresses educating students with disabilities, regardless of the type or severity of that disability, in the regular classrooms of their neighborhood schools and delivering special education and related services within the classroom to the extent possible.

Individualized Family Service Plan (IFSP) – A written plan for providing early intervention services eligible under Part C of [IDEA](#).

Individualized Education Program (IEP) – An IEP is a written statement for a child with a disability that is developed, reviewed and revised in a meeting in accordance with IDEA regulations. [34 C.F.R. §§ 300.320 – 324](#).

Individuals with Disabilities Education Act (IDEA) – The major federal law related to special education that provides funding to states and sets specific procedural requirements for the identification and education of students with disabilities. [20 U.S.C. § 1400](#) et seq.

Innovative Program Permission (IPP) – An Innovative Program Permission (IPP) allows a Tier 3 or Tier 4 licensed teacher to teach in multiple fields within an established innovative program. An IPP is similar to a permission formerly known as an experimental waiver. Visit the [PELSB Permissions webpage](#) for information on how to apply for an IPP. [Minn. R. 8710.0321](#).

Instructional Settings – Instructional settings describe, for reporting purposes, how students with disabilities are served in the least restrictive environment in accordance with the student's Individualized Education Programs (IEPs). [34 C.F.R. § 300.114](#). Specific Instructional Settings are defined in the MARSS Manual under [MARSS Data Elements](#).

Integrated Department of Education Aids System (IDEAS) – The Minnesota computerized system used to distribute and report on the state funds provided to Minnesota school districts, charter schools and cooperatives.

Interim Permission (IP) – Allows a non-licensed individual who is otherwise eligible for a Tier 1 license to fill a teaching position only in situations when a district has an emergency need, such as an unexpected resignation, leave of absence, death, or similar emergency. Visit the [PELSB Permissions webpage](#) for information and instructions concerning interim permissions. [Minn. R. 8710.0311, subp. 2\(D\)](#).

Intermediate District (ID) – In Minnesota, "Intermediate District" means a district with a cooperative program which has been established under Laws 1967, chapter 822, as amended; Laws 1969, chapter 775, as amended; and Laws 1969, chapter 1060, as amended, offering integrated services for secondary, postsecondary, and adult

students in the areas of vocational education, special education, and other authorized services. [Minn. Stat. § 136D.01](#).

International Baccalaureate (IB) – prepares students for rigorous academic work so they may succeed at postsecondary institutions around the world. The program encourages students to think from an international perspective, while first developing an understanding of their own cultural and national identity. Students learn a second language and develop the skills to live and work with others internationally—essential for life in the 21st century. There are three programs of international education that span the primary, middle and secondary school years.

Local Educational Agency (LEA) – (A public institution (often referred to as a school district) that has administrative control and direction of one or more public elementary or secondary schools. The term includes a public charter school that is established as an LEA under state law.

Learning English for Academic Proficiency and Success (LEAPS) – A broad set of changes to state laws affecting the education of English learners. The LEAPS Act broadly frames multilingualism as an asset, requires teachers and administrators to develop skills in educating multilingual students, recognizes the diversity of multilingual students, and requires that multilingual and multicultural stakeholder voices are recognized in schools and districts.

Lease Aid – [Minnesota Statutes, section 124E.22, paragraph \(a\)](#) reads in part: “When a charter school finds it economically advantageous to rent or lease a building or land for any instructional purposes and it determines that the total operating capital revenue under [Minnesota Statutes, section 126C.10, subdivision 13](#), is insufficient for this purpose, it may apply to the commissioner for building lease aid for this purpose.” Visit MDE’s [website](#) for more information.

Least Restrictive Environment (LRE) – An IDEA requirement that, to the maximum extent appropriate, school districts must educate students with disabilities in their least restrictive environment. Special classes, separate schooling, or other removal of children with disabilities from the general education environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily [34 C.F.R. § 300.114](#).

Licensure via Portfolio – Allows an applicant who has not completed teacher preparation or is unable to obtain a Tier 3 license through other requirements to apply for an initial Tier 3 license by submitting a pedagogy portfolio, content portfolio, and, if applicable, a core skills portfolio to PELSB to demonstrate the individual has met the standards aligned to a licensure area. Applicants who have completed teacher preparation in one more license areas may also apply to add licensure areas to current Tier 3 or Tier 4 licenses by submitting a content portfolio, and, if applicable, a core skills portfolio to PELSB to demonstrate the applicant has met the standards aligned to a licensure area. Visit the PELSB [Licensure via Portfolio](#) webpage for instructions and further information. [Minn. R. 8710.0330](#).

Linkage – The type of connection that is mandated by state law or voluntarily established between a charter school and a traditional LEA.

Maintenance of Effort (MOE) – The local educational agency (LEA) is required to maintain the amount of state and local funds expended compared to what was spent or required to be spent in the preceding fiscal year. Title I, Part A of ESEA requires that, using the measure most beneficial to the LEA, the combined per pupil or aggregate expenditures of state and local funds for the past fiscal year is at least 90% of the preceding year's actual or required expenditures. [20 U.S.C. 6321(a)] The IDEA requirements for MOE requires that federal funds "...may not be used to reduce the level of expenditures for the education of children with disabilities made by the Local Education Agency (LEA) from (state and) local funds below the level of those expenditures for the preceding fiscal year...." ([34 C.F.R. § 300.203](#)).

Matrix Sampling – A measurement technique organizing a large set of test items into a number of relatively short item subsets, each of which then is administered to a subsample of test takers, thereby avoiding the need to administer all items to all examinees.

MDE ID Management System (MIDMS) is the name of the MDE security system that authorizes use of its secured websites.

Migrant Education Program (MEP) – Minnesota receives a Title I–C grant to provide for about 10 MEPs each summer. MEPs ensure that the unique educational needs of migratory children, including preschoolers and those who have dropped out of school, are identified and addressed through coordination of appropriate services, joint planning among local, State, and Federal educational programs, the integration of services available. Such programs provide for advocacy and other outreach activities for migratory children and their families, including helping them gain access to other education, health, nutrition, and social services; professional development programs; family literacy programs; the integration of information technology into educational programs; and programs to facilitate the transition of secondary school students to postsecondary education or employment. The term “**migratory child**” means a child or youth who made a qualifying move in the preceding 36 months— (A) as a migratory agricultural worker or a migratory fisher; or (B) with, or to join, a parent or spouse who is a migratory agricultural worker or a migratory fisher.

Minimum n – Under both NCLB and ESSA, “minimum n” is either the smallest number of students a state has determined can produce statistically reliable results for a subgroup, or the smallest number of students to be included in public reporting that will not violate the requirements of confidentiality for the students involved.

Minnesota Association of Administrators of State and Federal Education Programs (MAASFEP) – Organized in 1978 by a group of concerned educators to help improve their federal and state education programs in their schools and districts. The MAASFEP VISION is Exemplary ESSA programs, exceptional results. The MAASFEP MISSION is to provide professional development opportunities and facilitate communication for those designing, managing, and providing instructional services to improve effective implementation of the Every Student Succeeds Act (ESSA) in order to increase student achievement. The BOARD consists of representation from each of the Congressional Districts across the state. MAASFEP is affiliated with the NAFEP ([National Association of Federal Education Program Administrators](#))

Minnesota Association of Charter Schools (MACS) – A membership association that promotes innovation, quality, choice and accountability in public education by promoting charter schools in Minnesota.

Minnesota Association of Charter School Authorizers (MACSA) – A membership association whose mission is to increase the quality of charter school authorizing in the State of Minnesota by developing and identifying practices and policies that ensure effective oversight and evaluation of Minnesota charter schools.

Minnesota Association of School Administrators (MASA) – A private nonprofit member service organization representing more than 900 educational administrators throughout Minnesota. Our members include school superintendents, directors of special education, curriculum and technology leaders, central office administrators, and higher education administrators and professors. In addition to our active members, MASA also serves over 250 retirees.

Minnesota Association of Secondary School Principals (MASSP) – is a professional educational association of over 1,300 active and retired secondary and middle school administrators who seek to grow professionally and to affect positive change in our world today.

Minnesota Automated Reporting Student System (MARSS) – Minnesota’s individual student record system that collects enrollment and demographic data on each public school student. Data collected via MARSS is used for a variety of purposes including state and federal funding, accountability, and meeting federal reporting requirements.

Minnesota Common Course Catalogue (MCCC) – A course classification and data collection system intended to provide uniform information about courses that are taught by Minnesota teachers and completed by Minnesota students.

Minnesota Comprehensive Assessment (MCA) and alternate assessment **Minnesota Test of Academic Skills (MTAS)** – [State tests](#) that help districts measure student progress toward Minnesota’s academic standards and also meet the requirements of the Elementary and Secondary Education Act ([ESEA](#)). Students take one test in each subject. Most students take the MCA, but students who have an IEP, receive special education services and meet eligibility requirements may take the alternate assessment instead. The list below gives the tests available for each subject, with grades given in parentheses behind each test.

Reading: MCA (grades 3-8 and 10) or MTAS (grades 3-8 and 10)

Mathematics: MCA (grades 3-8 and 11) or MTAS (grades 3-8 and 11)

Science: MCA or MTAS (grades 5, 8, and high school)

Minnesota Continuous Improvement Process (MNCIMP) – MNCIMP was the online special education program and fiscal monitoring tool, currently under revision. Districts were monitored on a six-year cycle for program components and five-year cycle for fiscal components.

Minnesota Department of Education (MDE) – Provides an excellent education for Minnesota students by striving for excellence, equity, and opportunity. They focus on closing the achievement gap, supporting high-quality teaching, using innovative strategies to improve educational outcomes, and ensuring all students graduate from high school well-prepared for college, career and life. MDE develops, builds, and maintains collaborative relationships with schools, districts, and other stakeholders through a wide variety of advisory boards, councils and committees.

Minnesota Department of Education—Organization Reference Glossary ([MDE-ORG](#)) is a searchable database. It includes a variety of Minnesota school, district and education-related organization directories. Please make sure your school's information in MDE-ORG is always up-to-date.

Minnesota Department of Human Services ([DHS](#)) – Provides Minnesotans with a variety of services intended to help people live as independently as possible. DHS helps provide essential services to Minnesota's most vulnerable residents. Working with many others, including counties, tribes and nonprofits, DHS helps ensure that Minnesota seniors, people with disabilities, children and others meet their basic needs and have the opportunity to reach their full potential.

Minnesota Elementary School Principals Association ([MESPA](#)) – A collaborative, member-based association serving Minnesota elementary and middle level principals. MESPA has represented Minnesota principals since 1950 and is affiliated with the National Association of Elementary School Principals (NAESP) and its 20,000 members nationwide.

Minnesota's Federal Charter Schools Program Grant Project ([CSP](#)) – MDE received a grant from the U.S. Department of Education to increase charter school quality and authorizer accountability. The Charter Center's four objectives focus on increasing the number of high-quality and sustainable charter schools and by doing so, the number of students served and academic achievement for all students, with particular attention to those who are disadvantaged, underserved and/or at risk. There are two types of grants available to charter schools that meet eligibility requirements. The start-up grant is available to new charter schools for the planning, program design and initial implementation of the new charter school.

Minnesota Language Survey ([MNLS](#)) – Surveys used to ascertain the primary language of all enrolled students. Completion of the MNLS is the first step in identifying potential English Learners (EL).

Minnesota Management and Budget ([MMB](#)) – Serves the people of Minnesota by providing the state with leadership and guidance to support efficient and effective government, a world class workforce, and responsible financial management. [Read MMB's Mission, Vision, and Values document](#)

Minnesota Professional Educator Licensing and Standards Board ([PELSB](#)) – Created to oversee and implement teacher licensing for the state of Minnesota. PELSB Formed on January 1, 2018, after 2017 legislation combined the non-defunct Board of Teaching and the Minnesota Department of Education's Educator Licensing division. The agency oversees teaching licensing in Minnesota, including ensuring teachers adhere to the Code of Ethics for Minnesota teachers, reviewing and approving teacher preparation provides and programs, and managing the Staff Automated Report (STAR). The current authority and responsibilities of PELSB are delineated primarily in Minnesota Statutes, [sections 122A.05 – 122A.093](#), [122A.18](#), [214](#) and Minnesota Rule, [Chapters 8705](#) and [8710](#).

Modification – A change to the testing conditions, procedures, and/or formatting so that measurement of the intended construct is no longer valid and the score cannot be aggregated with scores from tests administered under standard conditions.

Multi-Tiered System of Supports ([MTSS](#)) – Standards-based core instruction and high-quality environments are guaranteed for all students with teams using a system of screening and progress monitoring for data-driven

decision-making to ensure that targeted supports for some students and intensive interventions for a few are successful in meeting their identified needs.

National Assessment of Education Progress (NAEP) – The only nationally representative and continuing assessment of what students know and can do in various subject areas. Students with disabilities participate according to [NAEP criteria](#).

New to the Profession – Based upon former NCLB non-regulatory guidance issued by the United States Department of Education, Minnesota considers teachers to be new to the profession until they have taught a minimum of one year. MDE identifies teachers who are new to the profession by using data reported by school districts via the Staff Automated Reporting System (STAR) each October 1. In addition, IDEA regulations identify a fully licensed general education teacher who subsequently becomes fully licensed as a special education teacher as a “new” special education teacher when first hired as a special education teacher. [34 C.F.R. § 300.18\(g\) \(2\)](#).

No Child Left Behind Act (NCLB) – Refers to a former reauthorization of the Elementary and Secondary Education Act. [20 U.S.C. § 6319](#) et seq. On December 10, 2015, President Obama signed into law the Every Student Succeeds Act (ESSA) which reauthorized ESEA and supplanted NCLB.

Non-Licensed Community Expert – A special permission that allowed a school district to hire an individual who was not a licensed teacher but had a specific area of expertise related to the teaching assignment. On July 1, 2018, Minnesota implemented a new licensure system. This system included four licensure tiers and two new permissions. This system ended the non-licensed community expert permission.

Non-Renewable License – This license was awarded to districts, allowing them to assign a fully licensed teacher to teach out-of-field in a subject for which they actively enrolled in a state approved preparation program. The license was valid for up to three years for only the district requesting the allowance. On July 1, 2018, Minnesota implemented a new licensure system. This system included four licensure tiers and two new permissions. This system ended the non-renewable license.

Norm-Referenced Tests (NRT) – A standardized test designed, validated and implemented to rank a student’s performance by comparing that performance to the performance of that student’s peers.

North Star System – Minnesota uses the [North Star system](#) to identify schools and districts for support. The broad idea of accountability includes three main areas: identifying schools for support, publicly reporting data, and recognizing schools for success. Each of these areas provides valuable information to families, communities, and educators. The information on this page focuses on identifying schools for support.

Office of Migrant Education (US Department of Education) (OME). This office administers grant programs that provide academic and supportive services to the children of families who migrate to find work in the agricultural and fishing industries.

Office of Special Education Programs (OSEP) – Section of the U. S. Department of Education that is responsible for the implementation of the IDEA. It carries out activities related to state eligibility for IDEA funds and monitoring state compliance with IDEA requirements.

Official Grant Award Amendment (OGAA) – an amendment to the MDE competitive and single-source/targeted award document that includes by reference terms and conditions of approved application materials, including assurances, approved work plan and approved budget.

Official Grant Award Notification (OGAN) – the MDE competitive and single-source/targeted award document that includes by reference terms and conditions of approved application materials, including assurances, approved work plan and approved budget.

Oral/Aural – Teacher of oral/aural deaf education is a Minnesota teacher licensure separate from a teacher of deaf or hard of hearing who provides services for students only in oral/aural deaf education programs or itinerant services and only for students who do not require American Sign Language or other signed systems for their language of instruction. [Minn. R. 8710.5250](#) and [8710.5200](#).

Other Health Disabilities (OHD) – Having limited strength, endurance, vitality, or alertness, including a heightened or diminished alertness to environmental stimuli, with respect to the educational environment that is due to a broad range of medically diagnosed chronic or acute health conditions that adversely affect a pupil's educational performance. [34 C.F.R. § 300.8\(c\)\(9\)](#) and [Minn. R. 3525.1335, subp. 1](#).

Out-of-Field Permission (OFP) – Allow Tier 2, Tier 3, or Tier 4 licensed teachers to teach in a field that is not aligned with their primary licensure area. An OFP is similar to a permission formerly known as a personnel variance. Visit the [PELSB Permissions webpage](#) for information on how to apply for an OFP. [Minn. R. 8710.0320](#).

Out-of-Level Testing – Term applied to the administration of a test designed for a level above or below a student's present grade level to enable the student to be assessed at the level of instruction rather than the level of enrollment.

***Paycheck Protection Program (PPP)** – This program provides cash-flow assistance through 100% federally guaranteed loans to employers who maintain their payroll during the Coronavirus emergency. If employers maintain their payroll, the loans would be forgiven, which would help workers remain employed, as well as help affected small businesses and our economy snap-back quicker after the crisis. PPP funds are included in the CARES Act.

PAYS – The Minnesota computerized system used to distribute and report on the federal funds provided to Minnesota school districts, charter schools and cooperatives and for the school nutrition funds distributed to nonpublic schools.

Personal Variance – A special permission granted for fully licensed teachers to serve in positions for which they did not hold a license. Only the district requesting the permission could assign the teacher to an out-of-field subject. On July 1, 2018, Minnesota implemented a new licensure system. This system included four licensure tiers and two new permissions. This system ended the use of personal variances. Please see [Out-of-Field Permissions \(OFP\)](#) for information on the permission that replaced personal variances.

Personnel Activity Report (PAR) – is no longer specifically required but can still be used to meet requirements for [Work Activity Reports](#).

Physically Impaired (PI) – A medically diagnosed chronic, physical impairment, either congenital or acquired, that may adversely affect physical or academic functioning and result in the need for special education and related services. [34 C.F.R. § 300.8\(c\) \(8\)](#) and [Minn. R. 3525.1337](#).

Portfolio Assessment – An organized collection or documentation of student-generated or student-focused work typically depicting the range of individual student skills that is evaluated and graded according to an established set of criteria.

Positive Behavioral Interventions and Supports (PBIS) – A state-initiated project that provides districts and individual schools throughout Minnesota with the necessary training and technical support and evaluation to promote improvement in student behavior across the entire school, especially for students with challenging social behaviors. PBIS school teams establish clearly defined outcomes that relate to students' academic and social behavior, systems that support staff efforts, practices that support student success, and data to guide decision-making.

Postsecondary Enrollment Options (PSEO) – allows high school juniors and seniors, and some freshmen and sophomores, to earn college credit while still in high school through enrollment in and successful completion of college-level courses.

Pre-Professional Skills Test (PPST) – A basic skills examination covering reading, writing and mathematics that is required of all new teachers.

Professional Development and Evaluation (PDE) – Minnesota districts must create and implement principal development and evaluation systems that comply with requirements in Minnesota Statutes. While charter schools are required to evaluate their school leaders, charters are not required to follow the same parameters as school districts. See the [principal development, support and evaluation page](#) on the MDE website or e-mail mde.schoolsupport@state.mn.us for more information. Note that the website includes resources that do support the charter school leader context.

Professional Learning Community (PLC) – is the system that supports districts and schools, made up of learning teams and driven by a focus on learning, collaborative culture and collective responsibility and a results orientation.

Progress Towards English Language Proficiency – [English language proficiency](#) is the level of knowledge and skill with the English language required for academic success. Whenever a student increases their level of knowledge and skill, they are making progress toward English language proficiency. One key function of the Minnesota public school system is to help students make enough progress that they achieve English language proficiency within a reasonable period of time after entering Minnesota's public schools. Students who take the ACCESS test receive scale scores in four domains – reading, writing, listening, and speaking – as well as a composite scale score based on all four domains. Those scale scores are then used to determine the student's proficiency level on a scale from 1.0 to 6.0. English language proficiency is defined as a composite proficiency level of 4.5 and at least three out of four domains at or above 3.5. For the purposes of school accountability under the Every Student Succeeds Act (ESSA), Minnesota public schools serving English learners will be evaluated based on students' growth on the ACCESS test compared to the growth required to be on track to achieving English language proficiency.

Project-Based Learning (PBL) is an instructional program where students complete coursework for credit at an individual pace that is primarily student-led and may be completed on site, in the community, or online. Charter schools that wish to or are running a project-based program, even if it is completed in a seat-based setting, need to submit an application for approval to MDE.

Provision 2 and Provision 3 / Community Eligibility Provision are three School Nutrition special provision programs where meals are provided to all students at no charge and reimbursement is provided to schools based on claiming percentages. Schools with high free and reduced student numbers may consider participating in these programs.

Public Employees Retirement Association (PERA) – Established in 1931, PERA administers statewide retirement plans providing defined benefit plan (DBP) to participating public employees in the state of Minnesota.

Pupil Fair Dismissal Act – Minnesota law that protects students’ rights when removed from school for disciplinary reasons. [Minn. Stat. §§ 121A.40 to 121A.56](#).

Qualified Personnel – Under IDEA, “qualified personnel” means personnel who have met SEA-approved or SEA-recognized certification, licensing, registration or other comparable requirements that apply to the area in which the individuals are providing special education or related services.

Quality Compensation/Alternative Teacher Professional Pay System (Q Comp/ATPPS) – was enacted through a bipartisan agreement in the Minnesota Legislature in July 2005. It is a voluntary program that allows local districts and exclusive representatives of the teachers to design and collectively bargain a plan that meets the four components of the law. The four components under Q Comp include Career Ladder/Advancement Options, Job-embedded Professional Development, Teacher Evaluation, and Performance Pay and Alternative Salary Schedule.

Recently Arrived English Learner (RAEL) – A K-12 student who has been identified as an English learner in Minnesota and who has been enrolled in a school in one of the 50 states in the United States or the District of Columbia for less than 12 months at the time of testing. A student can only be identified as an RAEL one time.

Regional Centers of Excellence (RCE) – For districts or charters with schools identified under the accountability system, the RCEs provide on-the-ground assistance to create the capacity and conditions that support change and continuous improvement. The Centers partner with leadership teams to facilitate school improvement efforts focused on equity for underserved student groups.

Related Services – Transportation and such developmental, corrective and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech–language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training. [34 C.F.R. § 300.34\(a\)](#).

Reliability – The consistency of a test instrument or the extent to which it is possible to generalize a specific behavior observed at a specific time by a specific person to observations of similar behavior at different times or by different behaviors.

Response to Intervention (RTI) – A practice of providing high-quality instruction and intervention matched to student needs using data on the child's learning rate and level of performance to make important educational decisions about the necessity for more intense interventions or as part of evaluating eligibility for special education.

School Food Authority (SFA) – the LEA organization that operates a [School Nutrition Program](#) (SNP). Typically SFAs are districts, private schools or charter schools. Charter schools may initiate a Joint Agreement with a SFA to administer their SNPs. SFA's are also referred to as school nutrition program sponsors.

School Nutrition Programs (SNP) – are federally funded meal programs for schools and include breakfast, lunch, afterschool snacks, USDA foods and the fresh fruit and vegetable program. SNP is a section of the [Food and Nutrition Service \(FNS\) division](#) (Nutrition, Health and Youth Development) of MDE which provides technical assistance and monitoring of school meal programs in Minnesota for compliance with state and federal regulation.

Scientific Research-Based Instruction (SRBI) – Research and evidenced-based educational approaches such as Response to Intervention (RTI), School-Wide Positive Behavior Intervention and Supports (PBIS) and others.

Section 504 – Section 504 of the Rehabilitation Act of 1973, as amended, is a federal civil rights statute that assures individuals will not be discriminated against based on their disability. All school districts, because they receive federal funding, are responsible for implementation of this law, and must ensure Section 504 eligible students have access to a free appropriate public education (FAPE). Under Section 504, FAPE is defined as regular or special education and related aids and services designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met. [29 U.S.C. § 701](#), et seq. Any learner that (1) has a physical or mental impairment that substantially limits one or more major life activities; or (2) has a record of such an impairment; or (3) is regarded as having such an impairment, is protected by this law and may be entitled to a 504 plan. 34 C.F.R. Part 104.

Severely Multiply Impaired (SMI) – A pupil who has severe learning and developmental problems resulting from two or more disability conditions determined by an evaluation. [34 C.F.R. § 300.8\(c\) \(7\) and Minn. R. 3525.1339](#).

SFIN – [SERVS Financial](#) (an acronym of an acronym – see SERVS)

Site Verification Coordinator – This is the person granted authority by the school's IOWA to maintain the school's [MDE–Org Reference](#) information, e.g., school principal, emails, contacts, etc.

Social Emotional Learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that supports their success in school and in life. SEL develops cognitive social competencies, such as self-awareness, self-management and social awareness, according to the Collaborative for Academic, Social and Emotional

Learning (CASEL). Developing such competencies in students fosters positive social skills, reduces conduct problems, diminishes emotional stress and improves academic performance.

Special Education (SPED) – Specially designed instruction, provided at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings; and instruction in physical education. Special education may also include speech-language pathology services, or any other related service, if the service is considered special education rather than a related service under state standards including travel, training and vocational education. 34C.F.R. § 300.39(a), [Minn. Stat. § 125A.03](#), and [Minn. R. 3525.0210, subp. 42](#).

Special Education Advisory Panel (SEAP) – A panel comprised of twenty appointed members. A majority of the members must be individuals with disabilities or parents of children with disabilities. The members shall be representative of the state population and composed of individuals involved in, or concerned with the education of children with disabilities.

Special Education Data Reporting Application (SEDRA) – The means by which districts, charter schools and other eligible entities report their special education expenditures for use in the calculation of state and federal special education aids.

Special Permissions System (SPS) – This was a BOT online system that allowed districts and charter schools to apply for permissions. On July 1, 2018 the permissions existing under BOT ended and SPS ceased operations. PELSB is currently in the process of developing a new online licensing system which will include a section for applying for the current permissions (Out-of-Field Permissions and Innovative Program Permissions). Visit the [PELSB Permissions webpage](#) for information and updates.

Specific Learning Disability (SLD) – A disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, and spell or to do mathematical calculations. This includes conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia and developmental aphasia. [34 C.F.R. § 300.8\(c\) \(10\)](#) and [Minn. R. 3525.1341](#).

Speech or Language Impairments (SPL or SLP) – A fluency disorder which means the intrusion or repetition of sounds, syllables and words; prolongations of sounds; avoidance of words; silent blocks; or inappropriate inhalation, exhalation or phonation patterns. These patterns may also be accompanied by facial and body movements associated with the effort to speak. Fluency patterns that are attributed only to dialectical, cultural or ethnic differences or to the influence of a foreign language must not be identified as a disorder. [34 C.F.R. § 300.8\(c\)\(11\)](#) and [Minn. R. 3525.1343](#).

Staff Automated Reporting (STAR) – This report is a web-based system used by public school districts, charter schools and cooperatives to report employment and assignment information for licensed and non-licensed staff. The data collected in the report is used in a variety of ways by both the public and state agencies. The report also assists districts and charter schools in confirming their licensed staff are in compliance with educator licensing laws. Please visit the [STAR website](#) for further information.

Standards – There are multiple definitions of the term [standards](#). As used under the NCLB law and regulations, there were two types of standards:

- Academic content standards – the basis of the general education curriculum covering what all students are expected to know and be able to do. These standards apply to all types of assessment for NCLB including alternate assessments.
- Academic achievement standards – the degree of proficiency students demonstrate about what they know and are able to do in each of the content areas.
 - There were three subtypes of academic achievement standards:
 - Grade level achievement standards;
 - Alternate achievement standards for students with the most significant cognitive disabilities (performance criteria for a small percentage of students); and
 - Modified achievement standards (performance criteria for an additional group of students who can make progress toward grade level achievement standards but may not reach them in the same timeframe as other students).

Standards-Based Assessments – Assessments constructed to measure how well students have mastered specific content standards or skills.

Standardized Test – A test administered with the same directions and under the same conditions (time limits, etc.) and scored in the same manner for all students to ensure the comparability of scores. Standardization allows reliable and valid comparison to be made among students taking the test. The two major types of standardized tests are norm-referenced and criterion-referenced.

State Education Agency (SEA) – The component of state government that is primarily responsible for the state supervision of public elementary and secondary schools. In Minnesota, the SEA is the Minnesota Department of Education.

State Educational Record View and Submission (SERVS) – was designed to simplify, consolidate and automate data collection processes. SERVS Financial helps districts, schools and other eligible entities apply for funding opportunities, submit reimbursement requests and track budgets.

State Fiscal Year (SFY) – runs from July 1–June 30 of each year, numbered with the ending calendar year. For example, SFY 2015 or SFY 15 refers to July 1, 2014–June 30, 2015.

Statewide Integrated Financial Tools (SWIFT) – All the administrative functions across state agencies, including financial, procurement, reporting, human resources, and payroll.

Statewide System of Support (SSOS) – Works exclusively with schools identified under ESSA for comprehensive support and improvement or for targeted support and improvement. The vision for this system of support is to establish a consistent, cohesive regional infrastructure for effectively and efficiently providing equitable access for school improvement support throughout the state.

Statutory Operating Debt (SOD) – According to [Minnesota Statutes, section 123B.81, subdivision 2](#), SOD exists if the amount of the operating debt is more than 2.5% of the most recent fiscal year’s expenditure amount for the funds considered under subdivision 1, the net negative undesignated fund balance is defined as “statutory operating debt” for the purposes of this section and [section 124B.83](#). By January 31 of the following year of SOD,

the school board is required to create and implement a Special Operating Plan which is formally approved through a board resolution and submitted to the MDE commissioner for approval.

Strengthening Career and Technical Education for the 21st Century Act, also known as Perkins V – Perkins V provides the charge and funding to support high-quality Career and Technical Education (CTE) Programs that meet both student and employer needs. Minnesota utilizes the consortium model of secondary and postsecondary partnerships to facilitate allocation of Carl D. Perkins V federal grant funds. In order to access Perkins grant funds, local school districts must have [approved CTE programs](#) taught by appropriately-licensed CTE teachers. Districts that accept these federal dollars must report enrollment and student proficiency for CTE courses and programs to the department.

Student (Child) with a Disability – A student identified under federal and state special education law as deaf or hard-of-hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the commissioner. [Minn. Stat. § 125A.03](#) and [34 C.F.R. § 104.3\(j\)](#).

Student Support Data Collection (SSDC) – System designed to simplify, consolidate and automate data collection processes for specific programming requirements. The SSDC is secure and password-protected.

Students with Limited or Interrupted Formal Education (SLIFE) – An English learner with an interrupted formal education meets three of the following five requirements: (1) comes from a home where the language usually spoken is other than English, or usually speaks a language other than English; (2) enters school in the United States after grade six; (3) has at least two years less schooling than the English learner's peers; (4) functions at least two years below expected grade level in reading and mathematics; and (5) may be preliterate in the English learner's native language.

Subrecipient – a non-Federal entity that receives a sub award or grant from MDE to carry out part of a Federal or State program

System for Award Management (SAM) – is an official website of the U.S. government. The site can be used for free to register to do business with the U.S. government; update or renew your entity registration; check status of an entity registration; and search for entity registration and exclusion records.

Targeted Support and Improvement Schools (TSI) – schools identified for targeted support receive most of their support from their local school district. They are also able to participate in specialized professional development and networking opportunities provided by the Regional Centers of Excellence. There are three ways for schools to be identified for targeted support.

Teacher Development and Evaluation (TDE) – Minnesota districts and charters must create and implement teacher development and evaluation systems that comply with requirements in Minnesota Statutes. See the educator evaluation page on the MDE website or e-mail mde.schoolsupport@state.mn.us for more information.

Teacher Discipline Inquiry System (TDIS) – State law requires a school board or other school hiring authority to contact PELSB before hiring a new teacher to determine whether the Board has taken disciplinary action against an individual. TDIS is a user-based online search application created for this purpose. School boards or other appointing authorities should designate an employee who can access TDIS. The system can be accessed through the [PELSB Ethics webpage](#).

Teachers Retirement Association (TRA) – A Minnesota statewide public pension fund that provides pension coverage to Minnesota educators for decades, with a mission to help members and their beneficiaries plan for an independent and financially secure retirement.

Test WES – Districts and charter schools perform a variety of activities in [Test WES](#) before statewide testing begins and after it ends. Tasks in Test WES include working with precode files, providing information for Pretest Editing, performing essential Posttest Edits for Posttest Editing, and submitting Test Security Notifications.

Tier 1 License – This license requires an individual to hold a minimum of a regionally bachelor’s degree and have a job offer from a Minnesota public school. The Tier 1 license is valid for one school year and expires on June 30 of the expiration year. A Tier 1 license may be renewed up to three times. Visit the [PELSB Permissions webpage](#) or [Apply for a License webpage](#) for information on how to apply for a Tier 1 license. [Minn. Stat. § 122A.181](#).

Tier 2 License – This license requires an individual to hold a minimum of a regionally-accredited bachelor’s degree and have a job offer from a Minnesota public school. Additionally, an individual must demonstrate: 1.) Enrollment in a Minnesota-approved teacher preparation program; OR 2.) Has a master’s degree in the specified content area; OR 3.) Has completed two of the applicable coursework requirements under [Minnesota Statutes, section 122A.182, subdivision 2](#). The Tier 2 license is valid for two school years and expires on June 30 of the expiration year. A Tier 2 license may be renewed up to three times. Visit the [PELSB Permissions webpage](#) or [Apply for a License webpage](#) for information on how to apply for a Tier 2 license. [Minn. Stat. § 122A.182](#).

Tier 3 License – This license requires an individual to hold a minimum of a regionally-accredited bachelor’s degree and have passed the MTLE content and pedagogy exams in the applicable licensure field. Additionally, an individual must demonstrate meeting one of the applicable coursework requirements under [Minnesota Statutes, section 122A.183, subdivision 2](#). The Tier 3 license is valid for three years and expires on June 30 of the expiration year. A Tier 3 license may be renewed an unlimited number of times, pending renewal requirements. Requirements include 75 clock hours, including current mandatory requirements. Visit the PELSB [Apply for a License webpage](#) for information on how to apply for a Tier 3 license. [Minn. Stat. § 122A.183](#).

Tier 4 License – This license requires an individual to hold a minimum of a regionally-accredited bachelor’s degree, have passed the MTLE content and pedagogy exams in the applicable licensure field, show proficiency in basic skills testing, evidence completion of a teacher preparation program, and have at least three years of teaching experience in a Minnesota school. The Tier 4 license is valid for five years and expires on June 30 of the expiration year. A Tier 4 license may be renewed an unlimited number of times, pending renewal requirements. Requirements include 125 clock hours, including mandatory requirements. Visit the PELSB [Apply for a License webpage](#) for information on how to apply for a Tier 4 license. [Minn. Stat. § 122A.184](#).

Title I Schools – [Title I](#), Part A of the Elementary and Secondary Act (ESEA) provides financial assistance to local educational agencies (LEAs) and schools to ensure that all children meet challenging academic standards. The

amount and distribution of Title I, Part A funding is based on the number and percentage of students from low-income families. To improve the achievement of students not meeting or at risk of not meeting state academic standards, schools receiving Title I, Part A have two program options:

- **Targeted Assistance Services (TAS)** use Title I funds to provide assistance to students specifically identified as not meeting standards and evaluates their progress.
- **Schoolwide Program (SWP)** uses Title I funds to implement comprehensive reform strategies which address school needs identified through an initial comprehensive needs assessment and, in subsequent years, an annual evaluation. The purpose is to upgrade the school's entire educational program for the benefit of all students including those not meeting academic standards.

Total Special Education System (TSES) – a reference and corresponding template for documenting special education policies, procedures and programs. The purpose of the template is to provide a format that references the required elements for compliance with district responsibilities for total special education systems as required by [Minnesota Rule 3525.1100](#).

Transition Services – A coordinated set of activities for a child with a disability that are designed to be within a results-oriented process and focused on improving the academic and functional achievement of the child with a disability in order to facilitate the child's movement from school to post-school activities. This includes multiple areas and is based on the individual child's needs, strengths, preferences and interests. It includes instruction, related services, community experiences, employment and other post-school adult living objectives and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. [34 C.F.R. § 300.43](#).

In Minnesota, during grade nine, the program must address the student's need for transition from secondary services to postsecondary education and training, employment, community participation, recreation and leisure and home living. [Minnesota Statutes §125A.08](#). The district shall conduct an evaluation of secondary transition needs and plan appropriate services to meet the pupil's needs. [Minnesota Rules 3525.2900, Subp. 4 \(A\)](#). Thereafter, the IEP must include: appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and transition services (including courses of study) needed to assist the child in reaching those goals. [34 C.F.R. § 300.320\(a\)\(7\) \(b\)](#).

Traumatic Brain Injury (TBI) – An acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment, or both, that may adversely affect a pupil's educational performance and may result in the need for special education and related services. [34 C.F.R. § 300.8\(c\) \(12\)](#) and [Minn. R. 3525.1348](#).

Tribal Nations Education Committee (TNEC) – The Tribal Nations Education Committee is a group of tribally appointed representatives from each of the 11 Tribal Nations of Minnesota, Duluth, and the Minneapolis-Saint Paul metropolitan area who advocate for positive change in American Indian Education. This committee was established through tribal directive, and the Commissioner of Education must consult with the TNEC on American Indian education programs, policy, and all matters related to educating Minnesota's American Indian students.

Uniform Financial Accounting and Reporting Standards (UFARS) – Minnesota’s legally prescribed set of accounting standards for all school districts.

Uniform Grant Guidance (UGG) – officially the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards and is the common name for the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit requirements for Federal Awards. The UGG [2 CFR § 200](#) streamlines and consolidates government requirements for receiving and using federal awards so as to reduce administrative burden and improve outcomes.

United States Department of Education (ED) – Also referred to as ED. ED's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

Validity – The extent to which a test measures what it was designed to measure. Multiple types of validity exist. Common types of validity include the following:

- Construct validity: The extent to which the characteristic to be measured relates to test scores measuring the behavior in situations in which the construct is thought to be an important variable.
- Content validity: The extent to which the stimulus materials or situations composing the test call for a range of responses that represent the entire domain of skills, understandings or behaviors that the test is intended to measure.
- Convergent validity: The extent to which the assessment results positively correlate with the results of other measures designed to assess the same or similar constructs.
- Criterion-related validity: The extent to which test scores of a group or subgroup are compared to other criterion measures (ratings, classifications, other tests) assigned to the examinees.
- Face validity: Concept based on a judgment concerning how relevant the test items appear to be, it relates more to what a test appears to measure than to what the test actually measures.

Vendor Number – Every company or organization, including a charter school receiving payments from the state, is considered a vendor. The first step to authorize the State of Minnesota to make electronic funds transfer (EFT) payments to a charter school’s bank account is to register for a vendor number. In order to receive or view payments, every vendor must register online with the State of Minnesota’s administrative agency, known as Minnesota Management and Budget ([MMB](#)).

Visually Impaired (VI) – A medically verified visual impairment accompanied by limitations in sight that interfere with acquiring information or interaction with the environment to the extent that special education instruction and related services may be needed. [34 C.F.R. § 300.8\(c\) \(13\) and Minn. R. 3525.1345](#).

Waiver – Also known as innovative waiver or board waiver – A waiver was a special permission granted to a district or charter school to allow fully licensed teachers to teach out of their subject area to accommodate experimental (innovative) programs or for an assignment for which there is no appropriate licensure available. A waiver was commonly used in an alternative setting such as, but not limited to, a care and treatment center, alternative learning center or charter school. On July 1, 2018, Minnesota implemented a new licensure system. This system included four licensure tiers and two new permissions. This system ended the use of waivers. Please see Innovative Program Permission ([IPP](#)) for information on the permission that has replaced waivers.

WIDA – (Used to stand for World-Class Instructional Design and Assessment but is now known by its acronym), advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional development for educators (accessed 6/13/2019 from the [WIDA website](#)). Minnesota is a member of the WIDA Consortium and uses WIDA’s [ACCESS for ELLs](#) assessment.

Work Activity Reports – Also known as time-and-effort records. Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed by an employee. OMB’s Uniform Grant Guidance requires the report or record to include all work time for which the employee is compensated and identify what portion of the work performed benefits each funding source and cost objective which can be charged. The requirements do not specify the format or frequency of the work activity report. Personnel activity reports (PARS) are no longer specifically required but can be used to meet this requirement.

Work-based Learning – Work-based learning is an educational opportunity that allow students to gain career skills and knowledge through real-life work activities. Instruction occurs at the school and at a community-based setting with an employer. Examples include internships and youth apprenticeships. Students participating in more than 40 hours of work-based learning must be supervised by an appropriately licensed work-based learning coordinator who closely supervises the worksite activities and is responsible for all the paperwork associated with this experience (training plans, agreements, safety training, seminar class, performance evaluations, recordkeeping, site observation, etc.). Schools collect general education revenue for the credit hours that students spend in the program, including school hours that the students spend at a community-based worksite.

World’s Best Workforce ([WBWF](#)) – Under Minnesota Statutes, section 120B.11, school boards are to adopt a long-term, comprehensive strategic plan to support and improve teaching and learning. This plan addresses the following five goals: all children are ready for school; all third-graders can read at grade level; all racial and economic achievement gaps between students are closed; all students are ready for career and college; and all students graduate from high school.