

GLOSSARY

Adequate Yearly Progress (AYP)

A component of the Accountability Profile based on a series of performance goals that every school, local education agency (LEA), and State must achieve within specified timeframes in order to meet the 100% proficiency goal established by the federal No Child Left Behind Act of 2001.

Consumers

Any person or group who might utilize supplemental educational services, or marketing material for supplemental educational services, including, but not limited to: school districts, intermediate school districts, parents, guardians, students, teachers, school administrators, the Michigan Department of Education, the United States Department of Education, and other State departments.

Differentiated Instruction

For the purposes of this application, this term means using a variety of strategies to design individual instructional programs which address the diagnosed needs of students with different learning styles and performance levels.

Eligibility

Refers to all students from low-income families who attend Title I schools in phase two (2) of School Improvement, Corrective Action, or in Restructuring. Services must be provided in accordance with established guidelines.

Ethics

The principles of conduct governing an individual or a group.

Grade Level Content Expectations (GLCE)

The curricular expectations as developed by the Michigan Department of Education in cooperation with representatives from intermediate school districts, local educational agencies, and organizations.

High School Course Content Expectations (HSCE)

Outlines what students should know and be able to do in English language arts, mathematics and science.

Individuals with Disabilities Education Act (IDEA)

A United States federal law that governs how states and public agencies provide early intervention, special education, and related services to children with disabilities. It addresses the educational needs of children with disabilities from birth to the age of 21.

Individualized Learning Goals

Specific achievement goals that must be developed for each student, in consultation with the district, parents and the student's provider, that include a timetable for improving achievement, and identify how the student's progress will be measured. For a student with special needs, the individualized learning goals must also be consistent with the student's individualized education plan.

Individualized Educational Plan (IEP)

The written document that describes the educational program that will be provided to a student with special needs. The IEP is a requirement of IDEA and must be designed to provide the child with a Free Appropriate Public Education (FAPE).

Local Educational Agency (LEA)

Local boards of education including Districts, Intermediate School Districts (ISDs), and Regional Educational Service Agencies (RESAs).

GLOSSARY (CONTINUED)

The No Child Left Behind Act of 2001 (NCLB)

A reauthorization of the Elementary and Secondary Education Act of 1965 - the principal federal law affecting education from kindergarten through high school. NCLB is designed to improve student achievement and close achievement gaps. States are required to develop challenging academic standards, to educate all students to 100 percent proficiency by 2014, and to create and implement a single, statewide accountability system.

Parent(s)/Legal Guardian(s)

The person or persons legally responsible for the guardianship of the student.

Qualified Instructors

The person or persons employed by a supplemental educational services provider to deliver instruction in reading, English language arts, and/or mathematics to eligible student(s) enrolled in the provider's program. Instructors may also be referred to as "tutors." An instructor must have a high school diploma; be trained in the instructional program and strategies used by the provider; be trained in monitoring and evaluating student achievement; and be the age of majority.

Section 504

Section 504 protects people with disabilities from discrimination based on their disability. A person is disabled within the meaning of Section 504 if he or she, has a mental or physical impairment that substantially limits one or more of such person's major life activities, has a record of such impairment or is regarded as having such an impairment.

Standards for Monitoring SES Providers

A set of criteria that supplemental educational services providers are required to meet in order to demonstrate that the services they provide to students are high-quality.

State Educational Agency (SEA)

Refers to the Michigan Department of Education. The State superintendent of schools implements the administrative functions on behalf of the Michigan State Board of Education.

Supplemental Educational Services (SES)

Additional academic instruction provided outside the regular school day that is designed to increase the academic achievement of low-income students (as defined by eligibility for free or reduced price meals) who attend qualifying schools.

Supplemental Educational Service Providers

Faith-based organizations, profit and non-profit businesses, LEAs, schools, Institutes of Higher Education (IHEs), community groups, and Regional Educational Service Agencies (RESAs) approved by the Superintendent to provide additional academic instruction designed to increase the academic achievement of eligible Title I students.

Supplemental Educational Services Providers Code of Ethics

The principles of conduct that are required to be followed by all supplemental educational services providers in Michigan.

Title I

The Federal Elementary and Secondary Education Act program that focuses on improving the academic achievement of the disadvantaged by ensuring that all students have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic standards and state academic assessments.