

**ILLINOIS STATE BOARD OF EDUCATION**

Special Education Services Division  
100 North First Street, N-253  
Springfield, Illinois 62777-0001

**REQUEST FOR EXCEPTION TO THE 1.0 PERCENT CAP ON PROFICIENT AND ADVANCED SCORES BASED ON ALTERNATE ACHIEVEMENT STANDARDS TO BE INCLUDED IN THE CALCULATION OF DISTRICT AYP FOR THE 2011-2012 SCHOOL YEAR**

DISTRICT NAME AND NUMBER	REGION, COUNTY, DISTRICT, TYPE CODE
NAME OF DISTRICT SUPERINTENDENT/AUTHORIZED OFFICIAL	TELEPHONE (Include Area Code)
E-MAIL	FAX (Include Area Code)

1. The district's incidence of students with the most significant cognitive disabilities exceeds 1.0 percent of all students in the grades assessed. Complete the following chart indicating (for row a) the number of students at each assessed grade, and in total at those grades, who were enrolled in your district at the time of state testing in Spring 2012 and (for rows b and c) the number and overall percentage of students with the most significant cognitive disabilities who were enrolled in your district at that time.

STUDENTS ENROLLED AT THE TIME OF STATE TESTING	TESTED GRADE LEVEL							
	3	4	5	6	7	8	11	TOTAL
a. All students (Indicate a number in each column.)								
b. Students with the most significant cognitive disabilities (Indicate a number in each column.)								
c. Incidence of students with the most significant cognitive disabilities (Divide row b TOTAL by row a TOTAL to indicate a percentage in the TOTAL column for this row.)								

2. Explain why the incidence of students with the most significant cognitive disabilities in the combined grades assessed exceeds 1.0 percent of all students in those combined grades. (Attach documentation as needed.)

- School, community, or health programs that draw large numbers of families of students with the most significant cognitive disabilities to live in the district.
- Such a small overall student population that it takes only a very few students with the most significant cognitive disabilities to exceed 1.0 percent.
- Other (Provide this explanation below; attach a separate sheet, if necessary.)

3. **The district ensures that it is fully and effectively addressing the requirements of 34 CFR § 200.6.** Specifically, the superintendent assures that (a) the district implements clear and appropriate guidelines for IEP teams to apply in determining when a child's significant cognitive disability justifies assessment based on alternate academic achievement standards; (b) parents of such students are informed that their child's achievement will be based on alternate academic achievement standards; (c) such students are, to the extent possible, included in the general curriculum and in assessments aligned with that curriculum; (d) the district disseminates information and promotes the use of appropriate accommodations to increase the number of students with the most significant cognitive disabilities who are tested against grade-level academic achievement standards; (e) regular and special education teachers and other appropriate staff know how to administer assessments, including making appropriate use of accommodations, for students with the most significant cognitive disabilities; and (f) must provide for the participation of all students in the grades assessed.

\_\_\_\_\_ Date of Submission

\_\_\_\_\_ Signature of District Superintendent or Authorized Official



**Conditional Approval  
Granted**

Yes  No

\_\_\_\_\_ Date

\_\_\_\_\_ ISBE Authorized Signature

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**INSTRUCTIONS FOR REQUESTING AN EXCEPTION TO THE 1.0 PERCENT CAP ON PROFICIENT AND  
ADVANCED SCORES BASED ON ALTERNATE ACHIEVEMENT STANDARDS TO BE INCLUDED IN THE  
CALCULATION OF DISTRICT AYP FOR THE 2011-12 SCHOOL YEAR**

Authorization to Grant Exceptions

If the conditions for the waiver are approved, then progressing and attaining scores earned by students taking the IAA will be counted as proficient in making determinations for district and state AYP.

Effective January 8, 2004, 34 Code of Federal Regulations (CFR) 200.13 requires state education agencies to use the scores of all students with disabilities, including those with the most significant cognitive disabilities, in calculating adequate yearly progress (AYP) for schools, local education agencies (LEAs), and the state. States may include the proficient and advanced scores of students with the most significant cognitive disabilities based on alternate academic achievement standards, provided that the number of those students who score at the proficient or advanced level on those alternate achievement standards at the LEA level and at the state level does not exceed 1.0 percent of all students in the grades assessed in reading/language arts and in mathematics. The Illinois State Board of Education may grant an exception to a district, permitting it to exceed the 1.0 percent cap, only if it evaluates the district's request using the conditions outlined in paragraph (c)(2) of 34 CFR 200.13.

Instructions for Requesting an Exception

- (1) Complete the Request for Exception form and submit to the Illinois State Board of Education, Special Education Services Division, 100 North First Street, N-253, Springfield, Illinois 62777 by **May 18, 2012**. Call 217/782-5589 with questions.
  - (a) In addressing Condition 1 on the form, add the numbers across rows a and b and enter the sums in the TOTAL column. In the TOTAL column of row c, enter a percentage by dividing the total for row b by the total for row a.
  - (b) In addressing Condition 2 on the form, describe the factors that contribute to a high incidence of students with the most significant cognitive disabilities. Check one or more of the listed options. An explanation **MUST** be provided if the "Other" option is checked.
  - (c) In addressing Condition 3 on the form, note that the superintendent's signature on the form constitutes an assurance that the listed requirements are being addressed.
- (2) ISBE will review Request for Exception forms and provide approval or disapproval to district superintendents.
- (3) ISBE will review the process for requesting exceptions to see if any changes need to be made in the process for the 2011-12 school year.