

**INSTRUCTIONS FOR REQUESTING AN EXCEPTION TO THE 1.0 PERCENT CAP
ON PROGRESSING AND ATTAINING SCORES BASED ON ALTERNATE
ACHIEVEMENT STANDARDS TO BE INCLUDED IN THE CALCULATION OF
DISTRICT AYP FOR THE 2004-05 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 Department, 100 North First Street, Springfield, Illinois 62777, June 1, 2005. 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 2005-06 school year.