



2009 District Application for an Exception to the 1% Cap

Michigan Department of Education
Office of Educational Assessment and Accountability

Contact Paul Bielawski at 517-373-1342 if you have questions or for more information.

2009 District Application for an Exception to the 1% Cap on Students Proficient Using Alternate Achievement Standards (Grades 3-8 and 11)

Background: All of the current MI-Access assessments (Participation, Supported Independence, and Functional Independence) are based on alternate achievement standards and therefore fall under the 1% cap regulation. The 1% cap is computed by taking no more than one percent of the district headcount enrollment (Fall 2008 for grades 3-8 and Spring 2009 for grade 11) at the grade levels where students are assessed in the state assessment system. This means the calculation of the number of student scores that are proficient (in each local school district) is not rounded upward. The federal rules require that school districts apply for state approval of an exception in cases where the district wishes to exceed the 1% cap at the district level. School districts and PSAs that had an approved application for exception to the 1% cap for the 2006 or 2007 Report Card cycle do NOT need to submit an application again for the 2008 Report card. However, those who did not submit an application or were denied for the 2007 Report Card cycle and feel they qualify for an exception to the 1% cap MUST do so for the 2008 Report Card cycle.

If you are applying for an exception to the 1% cap and your district has a number of students who were administered the MI-Access Functional Independence assessments and had their scores suppressed, you will ALSO need to complete the 2009 District Application to Request Reallocation of Functional Independence Suppressed Scores form along with this application for an exception to the 1% cap.

Directions: ONLY a local or intermediate school district or PSA may use this form to apply for an exception from the federal rules which permit up to 1% of enrolled students in each grade assessed, who participated in alternate assessment and surpassed or attained the performance standard on MI-Access Functional Independence, Supported Independence, and Participation to be counted as "proficient" for Adequate Yearly Progress (AYP). INDIVIDUAL SCHOOLS SHOULD NOT SUBMIT THIS APPLICATION. INDIVIDUAL SCHOOL SUBMISSIONS WILL NOT BE REVIEWED. All applications MUST be mailed to Rosamaria Tovar at MDE/OEAA, P.O. Box 30008, Lansing, MI 48909, to send overnight, send to Rosamaria Tovar at MDE/OEAA, 608 W. Allegan, 2nd Floor, Lansing MI 48933.

Due Dates: The deadline for submitting this form is July 13, 2009, which is the same due date used for submitting appeals for the High School Report Cards. NO APPLICATIONS WILL BE ACCEPTED AFTER THE DUE DATE.

Authority: Submission of this form is voluntary. The data collection is authorized by federal regulation contained in volume 34, section 200.13(c)(3)(i) of the Code of Federal Regulations.

Table with 2 columns and 6 rows: School District Name, School District Code, Contact Person, Address, E-Mail Address.

Certification

By checking this box I certify the information contained in this application is true and correct, to the best of my knowledge.

Print Name and title of Authorized Official

Signature of Authorized Official

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Directions

Please answer questions 1-7 in order to provide background information related to the participation of students in the MI-Access assessments. This background information will provide helpful data when the MDE reviews your district's application for sufficient evidence that your district qualifies for an exception to the NCLB 1% cap regulation.

1. **Explanation of circumstances leading to more than 1% of enrolled students being administered the MI-Access assessments. Please describe any center, regional, or special programs that lead to students coming from other districts to attend programs in the district. *Please be specific.***

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2. Data showing incidence rate of students who were administered the MI-Access assessments.

Suggestions of evidence include 1) the number of students at the grades assessed, where the exception is requested for each special education category, and 2) data that explains why the district has programs or facilities attracting more students who were administered MI-Access assessments and so forth.

NOTE: If no information is provided, the application will not be reviewed.

Example Data for Question 2.

Number of Students Administered Each MI-Access Assessment
John Doe Middle School

MI-Access English Language Arts

		Disability Category																																												
		CI			SLD			EI			OHI			HI			VI			AI			PI			SXI			TBI			SLI														
		FI	SI	P	FI	SI	P	FI	SI	P	FI	SI	P	FI	SI	P	FI	SI	P	FI	SI	P	FI	SI	P	FI	SI	P	FI	SI	P	FI	SI	P												
Grade																																														
3																																														
4																																														
5																																														
6	7	3	1	2																									2																	
7		2	1	1																									1																	
8	5	2	1	2																									1	1																
11																																														

FI – Functional Independence
 SI – Supported Independence
 P – Participation

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- 3. Please describe 1) the guidelines used by IEP teams to determine when a child should be administered the MI-Access assessments, which are based on alternate achievement standards and 2) how IEP Teams were trained to apply the guidelines.**

- 4. Describe how parents are informed that their child will be assessed based on alternate achievement standards, including information about the implications of participation in the alternate assessment if the district has identified consequences for students based on assessment results (e.g., passing an assessment is a requirement for graduation).**

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5. Documentation that describes how students administered the MI -Access assessments are included, to the extent possible, in the general curriculum and assessments aligned with that curriculum.

6. Describe efforts taken by the district to develop, disseminate information on, and promote use of appropriate instructional *and* assessment accommodations.

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7. Describe efforts taken to ensure teachers and other staff know how to administer assessments, including appropriate use of accommodations, such as professional development or guidance documents used.

A large, empty rectangular box with a thin black border, intended for the user to provide a detailed description of the efforts taken to ensure teachers and staff know how to administer assessments and use accommodations.