



Bay-Arenac ISD Cut Score Recommendation

The recommendation of the BAISD Curriculum Council and Personal Curriculum Team is a district-wide standard of a minimum 60% average on 100% of the high school content expectations as identified for each course by the Michigan Department of Education. The alternate cut score for special education students is a 60% average on a minimum of 60% of identified high school content expectations as determined by the personal curriculum team.

Procedure for identifying a “PC” course content and calculating proficiency levels for a special education student:

- (1) Identify the total number of content expectations (CE’s) of the course to be addressed by the PC as determined by the PC team. (Algebra I = 59 CE’s)
- (2) Identify the minimum number of CE’s by multiplying the total content by 60%. (Algebra I: $59 \text{ CE's} \times 60\% = 37 \text{ CE's minimum}$)
- (3) Select at least the minimum number of CE’s for the individual student’s PC as determined by the PC team. This new list of content expectations becomes the student’s new course. In order to receive credit, the student must achieve a minimum average of 60% on the CE’s identified in the PC.

Please note:

One does not necessarily need to go by the minimum percentage of CE’s (i.e., the PC team may identify 75% of the CE’s as needed after referring to the EDP and IEP information). In order to maintain the rigor of the MMC, as many content expectations as practicable should be identified for each individual special education student, with the minimum being 60% of the total.

The list of individual content expectations identified may be different for each special education student.

(k) If the parent or legal guardian of a pupil requests as part of the pupil's personal curriculum, a modification of the Michigan merit standard requirements that would not otherwise be allowed under this section, and demonstrates that the modification is necessary because the pupil is a child with a disability. The school district or public school academy may allow that additional modification to the extent necessary because of the pupil's disability, if the group under subdivision (a) determines that the modification is consistent with both the pupil's Educational Development Plan under subsection (11) and the pupil's Individualized Education Program. If the Superintendent of Public Instruction has reason to believe that a school district or a public school academy is allowing modifications inconsistent with the requirements of this subdivision, the Superintendent of Public Instruction shall monitor the school district or public school academy to ensure that the school district's or public school academy's policies, procedures, and practices are in compliance with the requirements for additional modifications under this subdivision. As used in this subdivision, "child with a disability" means that term as defined in 20 USC 1401.