

## **Mount Prospect School District 57 Accelerated Placement Guide**

The following document describes Mount Prospect School District 57's guide for determining eligibility for an accelerated placement. Accelerated placement places qualified students in an educational setting that includes curriculum that is usually reserved for children who are older or in higher grades than the student. An accelerated placement refers to the placement of a student in an academically appropriate instructional setting with appropriate level curriculum that may include, but is not limited to, a child entering kindergarten or first grade early, a child accelerating in a single subject, and a child accelerating through grades. Accelerated placement programming is not limited to those children who have been identified as gifted and talented, but is open to all children who demonstrate high ability and who may benefit from accelerated placement. The District reserves the right to make all student placement decisions, including the reversal of prior decisions, and to determine the weight given to any individual factor favoring or disfavoring accelerated placement of a particular student.

### **Definitions**

#### **Early Entrance to Kindergarten:**

Admission to kindergarten of a student who: (a) will not be five years of age on or before September 1 of that school term; or (b) is admitted prior to the dates established in the School Code upon an assessment of his or her readiness to attend school.

#### **Early Entrance to First Grade:**

Admission to first grade of a student who: (a) is assessed for readiness, attended a non-public preschool and continued his or her education at that school through kindergarten, was taught in kindergarten by an appropriately certified teacher, and will attain the age of six years on or before December 31; or (b) is admitted prior to the dates established in the School Code based upon an assessment of his or her readiness to attend school.

#### **Single Subject Acceleration:**

Practice of assigning a student to a higher subject level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas. It may be accomplished by either: (a) physically moving the student to a higher level class for instruction; or (b) using higher level curricular or study materials in the student's current classroom.

#### **Grade Acceleration:**

Practice of assigning a student to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in all subject areas. Commonly referred to as grade skipping, grade acceleration may be done at the beginning of or during the school term.

#### **Accelerated Math:**

Accelerated Math students in third, fourth, and fifth grades will be regrouped for class during the math content area and will move quickly with grade level and beyond grade level instructional materials. Teachers will extend, supplement, and go beyond the regular curriculum in greater

depth or breadth to support students' learning. Prior to third grade, differentiation primarily occurs within the classroom.

In middle school, students in the Accelerated Math class are using math materials one grade level above, and students in the Accelerated Plus Math class are using materials two grade levels above.

### **Enrichment Reading:**

The overall goal for fourth and fifth grade differentiated Reading and Language Arts instruction is to meet students' needs. Curriculum is aligned with Illinois Common Core Standards emphasizing literature, informational text, vocabulary instruction and development of foundational skills, designed to enhance classroom reading instruction. All students will be instructed in guided reading groups based on data and high achieving students have been specifically clustered in classrooms to ensure that each class has skill-matched peers. Students receiving differentiated reading opportunities with the enrichment teacher will receive both in-class and out-of-class instruction by the enrichment teacher, however core reading instruction for all students is provided by the classroom teacher. Differentiated reading instruction through the use of guided reading occurs in kindergarten through third grade as well, but does not generally include differentiated reading opportunities outside of the general education classroom by the enrichment teacher.

### **Accelerated English Language Arts (ELA):**

Beginning in sixth grade, students participating in the Accelerated English Language Arts class are using beyond-grade level materials to meet students' needs.

### **Referral Process**

#### **Early Entrance to Kindergarten and First Grade:**

Requests for consideration for early admission for kindergarten or first grade must be made in writing to the building principal prior to April 15 of the preceding school year by completing the [Early Entrance to Kindergarten or First Grade Request Form](#).

Individual referral requests may also come from a variety of individuals including licensed educational professionals and a parent/guardian. Referrals for possible early entrance to kindergarten or first grade may also come from a preschool educator, non-public kindergarten teacher, pediatrician, or psychologist who knows the student.

#### **Accelerated Math and Reading Enrichment/Accelerated English Language Arts:**

All students are considered for Accelerated Math at the end of second grade to begin the following school year, and are subsequently considered each data review period thereafter. Students are identified for Accelerated and Accelerated Plus Math at the end of fifth grade, to begin at the start of sixth grade.

All students are considered for Enrichment Reading at the end of third grade to begin the following school year, and are subsequently considered at each data review period hereafter. Students are identified for Accelerated English Language Arts at the end of fifth grade, to begin at the start of sixth grade.

Individual referral requests may also come from a variety of individuals including licensed educational professionals, parent/guardian, and student (with written consent of a parent/guardian). In the event of an individual referral for an accelerated placement, a parent/guardian must first engage in a conversation with the building principal regarding placement in the accelerated or enrichment course. The parent/guardian must arrange a phone conference or face-to-face meeting with the principal to discuss the student's current performance in comparison to the eligibility criteria. If, after a conversation with the principal, a parent/guardian believes the student has a unique situation where the eligibility criteria is not relevant, the parent should complete the District 57 *Enrichment/Accelerated Placement Request Form*. A teacher may also complete this form in the event of an individual referral request. A multi-disciplinary team will meet to consider the request and determine eligibility.

### **Grade Acceleration:**

A referral for consideration for grade acceleration must be made in writing to the building principal. Following a written request, the building principal will arrange a meeting with the parent/guardian to discuss the District procedure and to gather any supporting documentation the parents may have that speak to a need for grade acceleration. If, after a conversation with the principal, a parent/guardian believes the student should be considered for grade acceleration, the parent must complete the District 57 *Grade Acceleration Request Form*.

The minimum requirements that must be met in order to move forward with consideration of grade acceleration include:

1. The child's parents must request grade acceleration in writing to the building principal.
2. The rationale for grade acceleration must be determined to be sufficient by the principal for the case to continue.
3. The student must be enrolled in an age-based grade level class at the assigned school for at least 16 weeks.
4. The school has documented attempts to enrich the child's learning experience using an instructional planning form or similar document, to include a start and revision date and the outcomes of this enrichment.

### **Evaluation Process**

#### **Early Entrance to Kindergarten:**

When a request for consideration for early entrance to kindergarten is made, data regarding the student's ability will be gathered. This may include information submitted by the parent/guardian, and/or early literacy and early numeracy screening measures collected by the school team. A child must perform above the 90th percentile when compared to spring kindergarten norms to proceed to the next step (local norms will be used when available). If a child meets this criteria, the child's cognitive ability will be formally assessed by the school psychologist. It is recommended that the child demonstrate cognitive ability at least three (3) standard deviations above the national mean average. If the child displays such cognitive ability, the school psychologist will then assess the child's developmental competencies and academic skills using the Kindergarten Individual Development Survey (KIDS). Based on all of these results, the school psychologist will make a written recommendation regarding early admission to the director of student services and building principal. Finally, the decision to permit or deny early admittance will be made by consensus of the building principal, school psychologist, and director of student services, considering all relevant information including parent input.

**Early Entrance to First Grade:**

Students may be considered for early entrance to first grade in two ways. First, a child will be considered when the following criteria is met:

1. The child will turn six years of age between September 2 and December 31 of his or her first grade year.
2. The child attended a non-public preschool and continued his or her education through kindergarten at that same facility.
3. The child's kindergarten instruction was taught by an appropriately licensed teacher.
4. The child is determined by the District to have the required readiness skills for first grade.

Parent(s)/Guardian(s) must complete and submit the District 57 *First Grade Early Entrance Request Form*, along with documentation of the child's current progress reports/report cards, by April 15 of the preceding year. Based upon a review of the child's records and an interview with the child's kindergarten teacher, as needed, it will be determined if any further assessment is required. This assessment will be completed by the school team and will be individualized based upon the information needed to determine the child's readiness for first grade. Decisions regarding eligibility for early entrance into first grade will be made by the school principal and a district administrator. If a child is accepted for early entrance to first grade before finishing kindergarten, this acceptance is provisional and dependent upon an official report card indicating that the child successfully completed kindergarten. This report card must be provided to the school's principal by June 20.

A child may also be considered for early entrance to first grade upon assessment of his or her readiness to attend school. Data regarding the student's ability will be gathered. This may include information submitted by the parent/guardian, and/or curriculum based measures collected by the school team. A child must perform above the 90th percentile when compared to spring first grade norms to proceed to the next step (local norms will be used when available). If a child meets this criteria, the child's cognitive ability will be formally assessed by the school psychologist. It is recommended that the child demonstrate cognitive ability at least three (3) standard deviations above the national mean average. If the child displays such cognitive ability, the school psychologist will then assess the child's academic competencies using a standardized achievement test. It is recommended that a student perform at least three (3) standard deviations above the national mean average. If a student meets this criteria, the team will use the Iowa Acceleration Scale to review the child's developmental competencies, using the recommended scoring process developed by the Iowa Acceleration Scale. Based on all of these results, the school psychologist will make a written recommendation regarding early admission to the director of student services and building principal. Finally, the decision to permit or deny early admittance will be made by consensus of the building principal, school psychologist, and director of student services, considering all relevant information including parent input.

**Enrichment Reading and Accelerated Math (Third-Fifth Grade):**

Identification for Enrichment Reading and Accelerated Math is based on the two previous NWEA MAP assessments and the CogAT tests that students take in second grade. Student performance is converted into a z-score to determine how many standard deviations a student's performance is from the mean. The Enrichment team, consisting of a variety of team members such as the building principal, assistant superintendent for curriculum and instruction, and enrichment teachers, convene to review assessment results for all students and determine a

naturally occurring break from the mean to determine identification for Reading Enrichment or Accelerated Math. Typically, students who qualify have a z-score of 3 and above.

**Accelerated Math and English Language Arts (Sixth-Eighth Grade):**

Students who successfully complete Accelerated Math in fifth grade automatically move to Accelerated Plus Math in sixth grade. Additionally, students who have a z-score of 3 and above on three previous NWEA MAP assessment results will also be considered for Accelerated Plus Math. Students are also identified for Accelerated Math and English Language Arts based on the three previous NWEA MAP assessment results. Student performance is converted into a z-score to determine how many standard deviations a student's performance is from the mean. The Enrichment team, consisting of a variety of team members include middle school administrator, elementary principal, assistant superintendent for curriculum and instruction, and enrichment teachers, convene to review assessments results for all students and determine a naturally occurring break from the mean to determine identification. Typically, students who qualify have a z-score of 1.5 and above for reading and 0 and above for math.

**Grade Acceleration:**

If the minimum requirements outlined in the referral process section have been met, a meeting will be convened to determine whether grade acceleration is appropriate. Team members may include, but are not limited to, the child's parent(s)/guardian(s), two or more teachers (ideally current and receiving teacher when appropriate), a school psychologist, building administrator, and district administrator. The team will use the Iowa Acceleration Scale to review a variety of areas such as ability, aptitude, achievement, interpersonal factors, development factors, and other relevant factors to determine whether grade acceleration is appropriate, using the recommended scoring process developed by the Iowa Acceleration Scale.

**Eligibility Determination**

The Evaluation team will notify parents in writing when a student is eligible for an accelerated placement program. The written notification will provide an explanation of the type of acceleration the student will receive and other information, as relevant, such as any specific strategies required to support the student.

In the event that an individual referral is made and a student is not eligible for an accelerated placement, the Evaluation team will notify the parent/guardian of its decision in writing, as well as the reasons for its decision.