

Policy Review

Press Policy 6:135

District 304 Policy: [6:135](#) – Accelerated Placement Program

- Policy Updated in May 2023
- Reflects changes in the Illinois School Code regarding *Automatic Accelerated Placement*
- The law calls for the opportunity for student placement at the high school level in “the next most rigorous course” based on state-administered standardized test scores

Intent of the Law

- Ensure that all students have the opportunity to enroll and participate in rigorous and high-quality course work

- Reduce barriers to enrollment in rigorous and high-quality course work

Grades 9-12 Automatic Acceleration

ELA

Math

Science



**Illinois
State Board of
Education**

The most recent state assessment results should be used to determine whether a student meets or exceeds state standards. These may include:

- [Illinois Assessment of Readiness](#) (IAR) scores for Level 4: Met Expectations and Level 5: Exceeded Expectations are designated as “meeting or exceeding state standards” for grades 6-8.
- [Illinois Science Assessment](#) (ISA) scores of Level 3: Proficient and Level 4: Exemplary are designated as “meeting or exceeding state standards” for grade 5, 8, and 11.
- Scores of 8-10 grade students at or above the [college readiness benchmarks](#) set forth by the College Board on the PSAT 8/9 and PSAT 10.
- Scores of 11th-grade students at or above a score identified as within [Level 3: Meets State Standards](#) on the SAT.
- The results from a locally selected, nationally normed assessment may be used instead of the state assessment for other high school grades if those results are the most recent.

Key Changes:

The automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student meets or exceeds State standards in English language arts, mathematics, or science on a State assessment administered under 105 ILCS 5/2-3.64a-5, as follows:

- A student who meets or exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced coursework in English, social studies, humanities, or related subjects.
- A student who meets or exceeds State standards in mathematics shall be automatically enrolled into the next most rigorous level of advanced coursework in mathematics.
- A student who meets or exceeds State standards in science shall be automatically enrolled into the next most rigorous level of advanced coursework in science.

GHS Course Recommendations and Placement:

All GHS students should take courses that offer the appropriate degree of challenge. GHS courses are “open enrollment”, meaning that any student meeting either the published prerequisites or meeting or exceeding state standards in math, science, or English language arts can accelerate into a course in related content areas. This includes GHS courses at all challenge levels (standard, Honors, Advanced Placement, and Dual Credit). Moving up to the next-most rigorous course is not limited to students who have already been identified as gifted and talented, but rather is open to all students who demonstrate high ability and who may benefit.

Logistical Flaws and Complications

- Lack of clarity regarding 'next most rigorous' and definition of other key terms
- Misalignment with modern high school course structures and offerings
- Misalignment between assessment dates and course selection timelines
- Focus on hard numbers (that often don't make sense)
- Exclusion of professional expertise
- Lack of consideration for balance of student strengths, weaknesses, and areas of interest-whole child viewpoint

Incremental Approach in Geneva 304

- Teacher Education and Goal of Expanded Access
- Auto-population in Teacher portal based on test-scores
- Communication with families via Course Catalog, Course Selection Process, and Home Access Center
- Engagement with teachers and counselors

Implementation in Geneva 304:

- During the course selection process, no courses are pre-selected for students. Parents determine which courses a student takes and should base these decisions on multiple factors, including:
- Course Recommendations: Each January, parents will be notified of recommendations for the following school year in English, Math, Science, Social Studies, and World Language courses via Home Access Center. Recommendations are based on student performance and demonstration of effective effort, including factors such as:
 - o Achievement in the current course to Standardized test scores
 - o Ability to think critically about the subject matter and apply knowledge, theories, concepts, and skills.
 - o Level of organizational, time management, self-direction, and study skills
 - o Ability to self-advocate and seek assistance when needed, particularly when they encounter academic challenges.
- Recent performance in prerequisite courses
- Alignment with the student's postsecondary education or career goals
- Level of student interest in the subject matter
- Student commitments outside of school hours (extracurriculars, employment, etc.)
- The most recent standardized state test scores that are available as of course selection time. These scores are available to parents in Home Access Center. To determine if a student has met or exceeded state standards, consult the chart below.

Implementation in 304:

Student's <u>current</u> year in school (as of January)	Core Subject	Most recent available test results to help inform next year's course selection	Benchmark score for MEETS standards	Benchmark est. score for EXCEEDS standards
8 th grade	English	IAR ELA score from 7 th grade	750	785
	Math	IAR Math score from 7 th grade	750	786
	Science	IAR ELA & Math scores from 7 th grade	750 ELA & 750 Math	785 ELA & 786 Math
	Social Studies	IAR ELA score from 7 th grade	750	785
Freshman	English	IAR ELA score from 8 th grade	750	794
	Math	IAR Math score from 8 th grade	750	801
	Science	IAR ELA & Math scores from 8 th grade	750 ELA & 750 Math	794 ELA & 801 Math
	Social Studies	IAR ELA score from 8 th grade	750	794
Sophomore	English	PSAT 9 ERW score	410	570
	Math	PSAT 9 Math score	450	560
	Science	PSAT 9 ERW & Math scores	410 ERW & 450 Math	570 ERW & 560 Math
	Social Studies	PSAT 9 ERW score	410	570
Junior	English	PSAT 10 ERW score	430	600
	Math	PSAT 10 Math score	480	590
	Science	PSAT 10 ERW & Math scores	430 ERW & 480 Math	600 ERW & 590 Math
	Social Studies	PSAT 10 ERW score	430	600

Sample Screenshot:

ID#2602011: Current Sophomore

This example has a subject recommendation that **was not changed** by a teacher: Math

And an example of subject recommendations that **were changed** by a teacher: English, Science

Most recent PSAT/SAT:

PSAT9 - STATE - SPRING - Spring PSAT9 Assessment Data						
Test Date	Building	Age	Grade	PSAT Results		
				MATH	EB Reading & Writing	Composite
04/12/2023	7 - Geneva Community High School	15	09	500	450	950

Meets Expectations for both SAT Math & EBRW:

P/SAT EBRW: Risk = Grade 09 < 410, Grade 10 < 440, Grade 11 < 540 (isbe)

P/SAT Math: Risk = Grade 09 < 450, Grade 10 < 480, Grade 11 < 540 (isbe)

History of course recommendations for 2025 school year:

Automatic recommendations made in Math, English, Science and Social Studies.

	Rec_Type	Rec_SY	Stu_ID	Rec_Desc	Rec_Course	Curr_Teacher	Curr_Desc	Curr_Course	DateAdded
1	Auto	2025	2602011	Algebra II Honors Block	MA1221B	ALYNCH	Geometry	MA14111	2023-11-09
2	Teacher	2025	2602011	Spanish IV Honors Block	SP3121B	JEGAN	Spanish III Honors	SP21211	2024-01-09
3	Auto	2025	2602011	AP English Lit & Comp Block	EN3131B	JJUDSON	English II	EN21111	2023-11-09
4	Teacher	2025	2602011	English III Block	EN3111B	JJUDSON	English II	EN21111	2024-01-09
5	Auto	2025	2602011	AP US Government & Politics	HI31312	KSTEELY	US History	HI21111	2023-11-09
6	Teacher	2025	2602011	AP US Government & Politics	HI31312	KSTEELY	US History	HI21111	2024-01-09
7	Auto	2025	2602011	AP Physics I Block	SC3131B	RRICKLI	Chemistry	SC21111	2023-11-09
8	Teacher	2025	2602011	Physics Block	SC2211B	RRICKLI	Chemistry	SC21111	2024-01-09

Student requests – In this case, the student has not requested any changes. If they had, the CHANGE_UID field would reflect their student ID#:

	Rec_SY	Stu_ID	Rec_Course	CHANGE_DATE_TIME	CHANGE_UID
1	2025	2602011	EN3111B	2023-12-20 13:18:59.000	jalicz
2	2025	2602011	HI31312	2023-12-20 13:18:59.000	jalicz
3	2025	2602011	MA1221B	2023-12-20 13:18:59.000	jalicz
4	2025	2602011	SC2211B	2023-12-20 13:18:59.000	jalicz
5	2025	2602011	SP3121B	2023-12-20 13:19:00.000	jalicz

Sample Screenshot:

Student HAC View:

Classwork		Schedule		Requests	
Course Status Key: Required Locked Incomplete Prerequisite Alternate Request					
Course Requests - 2024-2025 - Geneva Community High School - Grade 11					
Department	Course				
Art (ART)					
Business (BUS)					
English (ENG)	English III Block (EN3111B) (Teacher Recommendation)				
Family and Consumer Science (FACS)					
Fox Valley Career Center (FVCC)					
Math (MATH)	Algebra II Honors Block (MA1221B) (Teacher Recommendation)				
Misc Courses (MISC)					
Music (MUSIC)					
Physical Education (PE)					
Science (SCI)	Physics Block (SC2211B) (Teacher Recommendation)				
Social Studies (SS)	AP US Government & Politics (HI31312) (Teacher Recommendation)				
Special Education (SPED)					
Technology Education (TECH)					
Wellness (WELL)					
World Language (LANG)	Spanish IV Honors Block (SP3121B) (Teacher Recommendation)				

Proposed Change:

HB4265 ACCELERATED PLACEMENT-AUTO ENROLL

Primary Sponsor: Representative Lance Yednock (D)

REMOVES MANDATE - A school district accelerated placement policy may (instead of shall) allow for the automatic enrollment, in the following school term, of a student into the next most rigorous level of advanced coursework offered by the high school if the student exceeds (instead of meets or exceeds) State standards in English language arts, mathematics, or science on a State assessment administered under the School Code. Effective immediately.