

513R Student Promotion, Retention, and Program Design

Purpose

- The purpose of this regulation is to provide a student access to appropriate content when ready ahead of peers.

Acceleration Guidelines ~~Guidelines for Implementing Whole-Grade Acceleration in Grades K-5:~~

- ~~Whole-grade~~ Acceleration acknowledges that a student has already achieved at the requisite level to qualify for a higher grade placement overall or in a specific subject.
- ~~Whole-grade~~ Acceleration is seen as an intervention within the Multi-Tiered Systems of Support (MTSS) framework to be considered when the current grade level curriculum is a significant mismatch between the student's academic needs, motivation, and readiness.
- ~~Acceleration~~ decisions must involve a comprehensive team (Acceleration Team) discussion guided by an objective and timely process. The Acceleration Team will consist of the building principal, acceleration specialist, the student's classroom teacher, counselor, school psychologist and other personnel as deemed necessary by the individual student's needs (i.e. Special Education Case Manager, English Language (EL) Coordinator, Immersion Program Coordinator, Families in Transition (Homeless) representative, a representative from the Office of Education Equity, American Indian Education representative, social-emotional learning specialist, content specialist).
- The ~~gifted education/differentiation~~ acceleration specialist will maintain communication with the team during the evaluation period.
- The assignment of the student is the legal prerogative of the superintendent or ~~his/her~~ designee.

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Whole Grade Acceleration Procedure: (K-8)

1. The acceleration referral is made to the building principal by the parent/guardian or staff member based on the student's current academic performance using the district's referral form (Acceleration Request form). Written approval is obtained from the parent/guardian for an assessment process to begin regarding potential acceleration by completing and signing the Acceleration Request Form. The process may be initiated at any time, but should be no later than April 15th for the following fall acceleration.
2. After the acceleration specialist has been notified by the building principal, ~~t~~The ~~gifted education/differentiation~~ acceleration specialist gathers existing student data including at least two documented strategies to meet the student's advanced academic ~~acceleration~~ needs, including curriculum compacting and extension/enrichment activities. previous test scores, work samples, teacher rating scales and a summary of classroom achievement.

~~3. The Acceleration Team, consisting of the building principal, gifted education/differentiation specialist, the student's classroom teacher and other personnel as deemed necessary by the principal, will review the existing data.~~

~~4. If acceleration is a consideration, written approval is obtained from the parent/guardian for an assessment process to begin regarding potential acceleration.~~

~~5.4. District personnel (gifted education/differentiation/acceleration specialist or school psychologist) will administer appropriate assessments which are included on the Iowa Acceleration Scale (IAS), which includes collection of parent information and perspective. If a student's home language is not English, an assessment will be made available in the home language.~~

- ~~6. Critical items to consider for successful grade acceleration include:~~
- ~~o The student's ability as measured by assessments chosen from IAS.~~
 - ~~o Whether the student would be accelerated into the same grade, or higher than a sibling, or whether the student presently has a sibling in the same grade.~~
 - ~~o The student's desire to be grade accelerated.~~

~~7.5. Following testing, the Acceleration Team will meet to discuss the results, keeping in mind research regarding critical items and criteria for successful grade acceleration as outlined in the assessment. Criteria for grade acceleration may include:~~

- ~~o Student scores consistently are 95% or higher on curriculum-based assessments.~~
- ~~o Student achievement skill of approximately two years above grade level in core subject areas as measured by local and/or state assessments.~~
- ~~o A full-scale ability score of 130 +/- the standard error of measurement.~~
- ~~o Information from the IAS.~~

~~8. 6. The Acceleration Team will make one or more of the following recommendations: Results of testing and Acceleration Team discussion will result in one or more of the following:~~

- ~~o The students will continue in regular programs with no changes.~~
- ~~o Enrichment. The students will receive curriculum-based services or extensions in one or more subjects to be determined by classroom teacher and gifted education/differentiation specialist.~~
- ~~o Acceleration. The student will accelerate in a specific subject.~~
- ~~o Acceleration. The student will accelerate one grade level.~~

~~9.1. 7. If grade acceleration is recommended a Written Acceleration Plan that includes class placement, standardized assessments, plan for class placement and transitions will be developed. The transition plan should address minor gaps that~~

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may occur. Accelerated students should be expected to achieve at a performance level comparable with their performance at their previous grade.

o Assessment:

i. A whole-grade accelerated student is required to take all standardized assessments for the grade in which they enroll.

~~o A subject-accelerated student is required to take all standardized assessments for the grade in which they are enrolled rather than an individual subject placement. (For example, a 6th grade student that has been subject accelerated in ELA to grade 7 would still take the 6th grade reading standardized assessment). If placement in the advanced grade is necessary within the school year, it should occur at a natural transition time. Best time to accelerate is a year before a transition year (Example: from 3-5, as to not miss 5th grade transition year to middle school expectations, and responsibilities.)~~

~~o Evidence suggests the earlier acceleration happens, the easier for the child to adjust (reforming Gifted Ed – Karen Rogers)~~

o Transition Period:

i. A transition period is recommended. During this transition period, the acceleration specialist will coordinate supportive check ins that may include the acceleration specialist/ content area teacher, or counselor as needed. The length of the transition period will be determined by the acceleration team, up to a length of six weeks. At the end of the transition period, the specialist, teacher, and counselor will inform the Acceleration Team of student transition progress that includes information from the classroom teacher, parent and student in the areas of academic and social emotional adjustment. The Acceleration Team will decide whether the transition period was successful and should be deemed permanent or whether the team should reconvene to revise the plan to better meet the student's needs.

~~o The transition plan should address minor gaps that may occur. Accelerated students should be expected to achieve at a performance level comparable with their performance at their previous grade.~~

~~o A supported six week transition period is recommended.~~

~~10. 8. If acceleration is not recommended the following will be considered.~~

~~o Recommendations for the current grade level will be developed as necessary.~~

~~o Classroom teacher and acceleration gifted education/differentiation specialist will monitor student progress.~~

~~o 9. Parents may appeal the committee's decision by writing a letter of request for further consideration to the superintendent or designee. If the need for further consideration is determined, the Acceleration Team will be reconvened and provided any additional information.~~

~~o Parents may appeal the committee's decision by writing a letter of request for further consideration to the superintendent or his/her designee.~~

Subject Acceleration Procedure (K-12)

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Note for Credit Bearing Courses: The goal of acceleration is appropriate placement. If a student accelerates beyond a course required for graduation, that graduation requirement will be considered met. The student will receive credit for the course, a grade of "P" and no GPA points. A student may attempt to accelerate beyond a course only once. Students who choose subject acceleration are then fully enrolled in the next course and expected to meet expectations. The grade impacts the GPA. In high school, there are many different ways for students to be challenged in specific subjects. Enriching and accelerated courses include honors, AP, CITS, and CTE. PSEO is also available for students who meet guidelines. We encourage you to explore these options for your high school age student. For more information, please visit <https://www.isd709.org/departments/curriculum-and-instruction/index>

1. The acceleration referral is made to the building principal/counselor by the parent/guardian, student, or staff member based on the student's current academic performance using the district's referral form (Acceleration Request form). Written approval is obtained from the parent/guardian for an assessment process to begin regarding potential acceleration by completing and signing the Acceleration Request Form. The process may be initiated at any time. If acceleration is recommended, the timing of the acceleration will be determined by the Acceleration Team.
2. After the acceleration specialist has been notified by the building principal, the specialist gathers existing student data including at least two documented strategies to meet student's acceleration needs, previous test scores, work samples, teacher rating scales and a summary of classroom achievement.
3. The Acceleration Team will review the existing data.
4. Subjects Eligible for Acceleration. The following subjects are eligible for acceleration consideration. Placement is dependent upon schedule and availability and class size.
 - a. English Language Arts (must be in English)
 - b. Math
 - c. World Language (must be in target language)
 - d. MusicFor students who have had an exceptional learning experience outside of ISD709, please refer to policy 620, credit for learning, for additional opportunities.
5. A student wishing to accelerate may be asked to take a placement assessment that may be written or performance based depending upon the subject. District personnel (acceleration specialist or content specialist) will administer appropriate assessments. The assessment may include a written and/or performance assessment. If a student's home language is not English, an assessment will be made available in the home language.
6. The Acceleration Team will make one or more of the following recommendations:
 - a. The student will continue in the regular class with no changes.
 - b. The student will continue in the regular class with further opportunities for curriculum compacting and/or extension/enrichment.
 - c. Placement. The student will be placed in the appropriate course.
 - d. Acceleration. The student will accelerate in a specific subject.

7. If acceleration is recommended, a Written Acceleration Plan that includes class placement, standardized assessments, and transitions will be developed. The transition plan should address minor gaps that may occur. Accelerated students should be expected to achieve at a performance level comparable with their performance at their previous grade.

a. Assessment:

i. A subject-accelerated student is required to take all standardized assessments for the grade in which they are enrolled rather than an individual subject placement. (For example, a 6th grade student that has been subject accelerated in ELA to grade 7 would still take the 6th grade reading standardized assessment).

b. Transition Period:

. A transition period is recommended. During this transition period, the acceleration specialist will coordinate supportive check ins that may include the acceleration specialist/ content area teacher, or counselor as needed. The length of the transition period will be determined by the acceleration team, up to a length of six weeks. At the end of the transition period, the specialist, teacher, and counselor will inform the Acceleration Team of student transition progress that includes information from the classroom teacher, parent and student in the areas of academic and social emotional adjustment. The Acceleration Team will decide whether the transition period was successful and should be deemed permanent or whether the team should reconvene to revise the plan to better meet the student's needs.

c. Transportation:

. Transportation is not provided to courses that are located at a site other than the student's home school. In some instances, a course may be available in an online format to help minimize this barrier.

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Elementary Retention:

1. Students who do not achieve at a level deemed acceptable by local and state standards may be retained at their current grade level. Efforts will be made to alter the student's program to better suit each student's needs.
2. Retention will be considered when professional staff, in cooperation with the parents, have determined that it is in the best interest of the student. Many factors will be considered prior to making such a decision. Some of the factors to be included are scholastic ability and achievement, physical development, maturity, cultural norms, emotional factors, as well as attendance and age. It is also recommended that the Light Retention Scale be utilized as another tool to assist in the decision. Retention shall not be based on a single factor.
3. Conferences/discussions between school personnel and parents concerning retention should be initiated by the winter conferences and earlier if the situation warrants it.
4. Retention is a decision that must be made between school personnel and the parent (guardian). If school personnel and parents (guardian) disagree over the issue of promotion and/or retention, a conciliation meeting will be held in an attempt to resolve the differences. The Director of Curriculum or designee will conduct the conciliation meeting as soon as possible after it is obvious that the school and parents (guardians) cannot agree. The school of the parent (guardian) may initiate the conciliation meeting by contacting the Director of Curriculum or designee.

Early Admission to Kindergarten Testing Criteria:

1. Your child must score at or above the 90th percentile on the Wechsler Preschool and Primary Scale of Intelligence, Third Edition. Performance at or above the 90th percentile is a generally identified and agreed upon marker designating high ability in a given area.
2. Your child must demonstrate the ability to read 100 words from a list provided; as well as read fluently and comprehend a story appropriate for mid-level kindergarten. He/She must also achieve 80% accuracy on a letter identification sound-symbol relationship measure.
3. There must be evidence that your child has successfully completed two years in preschool. This addresses the area of social development. Your child's preschool teacher will be asked to complete the ABAS-II (Adaptive Behavior Assessment System) rating form.

Adopted: [5/16/2017 ISD 709](#)
Revised: [3/20/2018 ISD 709](#)

Acceleration Request Form
(Please submit to the student's principal)

Student Information

Student's Name: _____ Date of Birth: _____

School: _____ Current Grade: _____

Parent/Guardian Information

Name of person requesting this acceleration:

Relationship to student:

Phone and/or Email:

Acceleration Request

Type of Acceleration:

- Single Subject (K-12) Please indicate subject/course

- Whole Grade (K-8)

Name of teacher for current grade or course:

Please state rationale for this request including any interventions that have already been implemented to meet the student's advanced academic needs:

Please note, this form will initiate the process of collecting preliminary information about the student. It does not mean acceleration will necessarily occur.

I have read the procedures for acceleration and understand the process that will be followed to determine if acceleration is appropriate for this student. I grant permission for the necessary assessments needed to determine if acceleration is appropriate.

Parent/Guardian Signature _____ Date

Grade Acceleration Request Form

Student's Name: _____ Date: _____

Date of Birth: _____ School: _____

Current Grade: _____ Current Teacher: _____

Name of person requesting grade acceleration: _____

Relationship to student: _____

To be filled out by parent/guardian:

I would like to request that _____ be considered for grade acceleration.

Please state rationale for this request: _____

Please feel free to include a letter of request with this form with additional anecdotal information to enable the Acceleration Committee develop a clear understanding of the student that will aid in determining appropriate placement.

Please note this form will start the process of collecting preliminary information about the student. It does not mean acceleration will necessarily occur.

I have read the procedures for whole grade acceleration and understand the process that will be followed to determine if grade acceleration is appropriate for this student. I grant permission for the necessary assessments needed to determine if grade acceleration is appropriate.

Parent/Guardian Signature _____ Date _____