

ADMINISTRATIVE PROCEDURE

ELEMENTARY ACCELERATION PROCEDURE

Pre-Referral Informal Case Review

Upon receiving a written request from the teacher and/or parent(s) about potentially unique student enrichment needs, the principal will initiate an informal case review with all relevant parties to examine available data, discuss student learning, and review results of interventions already applied.

The following MUST be considered:

1. Classroom differentiation
2. Flexible instructional groups
3. Intervention/enrichment provided by other school staff
4. Completion of an Acceleration Referral to consider possible subject area or whole grade acceleration.

Documentation of an informal case review, acceleration meeting/plan, and/or any school interventions should be placed in the student file to insure that there is a full and accurate record of such discussions and interventions.

Acceleration Referral

A student's teacher and/or parents may submit an Acceleration Referral to the building principal. The Acceleration Referral must be completed prior to March 1st in order to provide the team an adequate amount of time to complete the referral process.

After the principal signs the referral, a copy should be placed in the student's file. The referral should be forwarded to the building psychologist for data gathering.

Data Gathering by District Psychologist

The psychologist will review the data available and will communicate with the principal if any additional data is needed. The principal will approve the collection of additional data and will communicate with staff regarding who will administer assessments and/or provide specific information.

Upon approval by the principal and receipt of written permission from the parents, the building psychologist will administer the cognitive and/or academic tests.

All curriculum-based assessment results and Iowa Acceleration Scale checklists will be returned to the district psychologist by teachers and other staff who have completed them.

The Acceleration Team will (1) complete the Iowa Acceleration Scale, (2) create and maintain a file with documents related to the acceleration referral and (3) notify the principal when these steps have been completed.

The principal will convene the Acceleration Team. The team may include: school psychologist, principal, current teacher, representative teacher from the grade level to which the student may be accelerated, enrichment aide, challenge teacher, RtI Coordinator, any additional service providers, and parents.

The Acceleration Team will examine the data and determine the appropriateness of whole grade or subject area acceleration for the student.

Minimum Criteria for Accelerated Placement in Morton CUSD 709 Schools:

Part One: Iowa Acceleration Scale

Ranking of “Excellent” or “Good”- Candidate for acceleration

1. Cognitive Ability (Iowa Scale IV) – Full Scale cognitive score of 130 or higher* (most current score within the last 24 months)

The Full Scale (composite) cognitive ability must be 130 or higher (i.e., at least two standard deviations above the norm for the test being used) on a nationally standardized test administered individually by a school/ licensed psychologist that includes both verbal and nonverbal subscales. The assessment must have been conducted within the last 18 months. If test results are available from more than one individual assessment (as described above), the most recent score should be used.

*If a child’s Full Scale (composite) cognitive score is below the level indicated, (but not lower than 115 Full Scale score, or one standard deviation above the mean) and/or if cognitive ability has been measured by a nonverbal instrument, all other criteria must be met.

2. Academic Aptitude (Iowa Scale V) – Above-level achievement test: 75th percentile nationally or higher (most current score within the last 12 months).

Academic aptitude is measured by comparing student's MAP RIT score to the above grade level RIT scores or an achievement test administered individually by a district psychologist that allows measurement of academic ability beyond the student's current grade level. The Iowa Acceleration Scale recommends a test that is at least two grade levels above the student's current grade.

Note: For reading or math, if the student scored in the 75th percentile or higher at least two grade levels above on the academic aptitude assessment (MAP), it is not necessary to also administer a grade-level nationally standardized achievement test in that subject area. In this case, to complete this section of the Iowa Acceleration Scale, it should be assumed that the child would score at the 95th percentile on a grade-level achievement test in that subject area.

Whole Grade Acceleration: Student must score in the 75th percentile or higher at two grade levels above in both reading and math on a nationally standardized aptitude test within the last 12 months.

Subject Acceleration:

- A. Student must score in the 75th percentile or above in the accelerated subject at two grade levels above on a nationally standardized aptitude test within the last 12 months
AND
 - B. If the accelerated subject is not reading, reading must consistently be at the 90th percentile or above on a nationally standardized aptitude test taken within the last 12 months.
3. Academic Achievement (Iowa Scale VI)- Grade-level achievement test, administered within the last twelve months.

Academic achievement is measured by results on a nationally standardized achievement test (Wechsler Individual Achievement Test, Woodcock-Johnson Tests of Achievement, ISAT) for the grade level at which the child is currently placed. The test must have been taken within the last 12 months.

4. Behavior Checklists

The following four Iowa Acceleration Scale checklists should be completed by the student's current teacher(s), and the results should be considered in determining the student's eligibility for an accelerated placement.

A. School and Academic Factors (Iowa Scale VII)

B. Developmental Factors (Iowa Scale VIII)

Note: Developmental factors should be considered in relationship to the child's cognitive abilities. Students with exceptional cognitive abilities may score at lower levels on this section; however, their high cognitive ability and achievement will serve as a balance on the final tally of points for the Iowa Scale.

C. Interpersonal Skills (Iowa Scale IX)

D. Attitude and Support (Iowa Scale X)

Part Two: Additional Data Considerations for Morton CUSD 709 Students:

Curriculum-Based Assessments: Curriculum-based assessments in reading and math (for whole grade acceleration) or in the specific subject area (for subject area acceleration) should be completed in addition to the standardized assessments required for the Iowa Acceleration Scale. For example, using the Fountas and Pinnell Reading Assessment and/or above-level Aimsweb assessment, the student must score at least one year above current grade level.

Report Card Performance: The student must maintain an average of 93% or above in all subject areas combined.

Classroom Performance Comparison: At a minimum, the student should be in the top 10 percent of students at his/her school's grade level. It is recommended that the student be in the top 5 percent.

Enrichment/Differentiation: Students recommended for acceleration should typically require enrichment/differentiation beyond grade-level enrichment/differentiation opportunities.

Recommendation for Accelerated Placement:

If the Acceleration Evaluation Team makes a decision in favor of whole grade or subject area acceleration, the following steps should be followed, under the direction of the building principal/designee.

1. The Acceleration Evaluation Team should complete an Acceleration Plan, which includes signatures of parents and all other members of the committee.

2. The Acceleration Evaluation Team should coordinate the Acceleration Plan with any other services being received by the child, in consultation with the staff members who are providing those services.
3. The signed Acceleration Plan should be placed in the student's school file, and a copy should be given to the parents/guardians.
4. The building secretary should record the accelerated placement in the district's student database (i.e., PowerSchool).
5. The principal should assign a school staff member to monitor student transition and ongoing progress during the accelerated placement.

Accelerated Placement NOT Recommended

If the Acceleration Evaluation Team does not recommend either whole grade or subject area acceleration, the following steps should be followed, under the direction of the building principal/designee.

1. The Acceleration Team should document its findings, including the names of committee members and the reason(s) for not recommending accelerated placement at this time. Any member of the committee, including the parent/guardian, may include a statement of dissent.
2. This document should be placed in the student's school file, and a copy should be given to the parent/guardian.
3. Parents should be informed of their right to make a written appeal of the decision to the superintendent within 10 school days of their receipt of the Acceleration Evaluation Team's conference summary. Information provided to parents should include the mailing address of the superintendent and should identify any factors or documents the parents should include in their letter of appeal to the superintendent.
4. The Acceleration Evaluation Team should recommend alternative steps that might be taken within the school to address the student's enrichment needs.

Annual Review and Planning

Following successful completion of the transition period defined by the Acceleration Evaluation Team, a student's whole grade or subject area acceleration is considered permanent, based on the child's continued success in the accelerated placement. Success is determined by the student's ability to continually meet Iowa Acceleration Scale guidelines.

For students in subject area accelerated placements, the building principal/designee will conduct a planning conference during the second semester of the school year to identify, for the following school year, the classroom placement for subject area acceleration, and any specialized resources

that might be needed to insure the student's continued progress. If the student will be transitioning to the junior high, the principal/designee from the junior high should participate in the planning conference.

ADOPTED: October 29, 2015