

## **505.2R1-Acceleration Process- Whole Grade and/or Subject Washington Community School District**

Academic acceleration is a high- stakes decision. All acceleration decisions whether for one subject or for a whole grade, require that the protocols and guidelines below be carefully followed. Final recommendations must include participation by all stakeholders: the student's current building principal, ELP teacher, classroom teacher(s), parents, and student.

### **Prior to Considering Acceleration**

The District should attempt to meet the student's needs by differentiating the subject curriculum within the classroom or grade- level setting.

- Using parallel content or more difficult problems within the topic for enrichment
- Regrouping students within the grade level to efficiently meet the needs of high performing students..
- Learning Supports Team makes recommendations on Tier 2 strategies that will be implemented for the student. Reassessment should be completed after strategies have been implemented for 6 weeks.

If acceleration for a single subject or whole grade is being considered, the following nomination and screening procedure must be followed. If whole grade acceleration is being considered after screening requirements are met then the Iowa Acceleration Scale provided by the Belin Blank Center must be used.

### **Step 1: Nomination**

A parent, guardian or teacher can recommend that a student be accelerated in a specific course or grade level. To initiate the process, the District Acceleration Request Form must be completed and submitted to the building ELP teacher. The form will specify the reasons for the request.

### **[505.2E1 DISTRICT ACCELERATION REQUEST FORM](#)**

Requests for the following year must be submitted by March 1. Only in extraordinary or unusual circumstances will grade level or subject area requests be considered for mid-year transition.

### **Step 2: Screening**

The student must meet established cut-off scores in the following district administered standardized assessments: ISASP, aReading or Early Reading, aMath or Early Math, CogAt, and grade level academic standards. In extraordinary or unusual circumstances, the Naglieri Non Verbal Abilities test may be used. The ELP teacher will collect this data. If the student does not meet the minimum criteria for consideration, the building principal and ELP teacher will notify the parent.

The minimum screening criteria will be as follows:

1. ISASP: 95th percentile
2. aReading, aMath, Early Reading or Early Math: Performance must be considered to be in the advanced range over 2 consecutive testing periods.
3. CogAt (quantitative, verbal, nonverbal and composite):SAS (Standard Age Score) of 125 on any subtest and/or age or grade percentile of 95%
4. Naglieri Non Verbal Abilities: NAI ( Naglieri Ability Index) score of 125
5. Grade Level Academic Standards: Advanced proficiency on all available grade level/ subject area standards in the grade level that will be bypassed as a result of acceleration.

### **Step 3: Data Collection**

If a student meets the above criteria to accelerate in a specific subject, the student will be given an above grade level assessment (district- developed summative assessment of priority standards) in the grade level that will be bypassed as a result of acceleration. The student must score at 50% or higher to be eligible for subject acceleration. A meeting with all team members needs to be held to review data and determine placement.

#### [505.2E2 ACCELERATION DATA PROFILE FORM](#)

If the student is being considered for whole grade acceleration, the Iowa Acceleration Scale (for grades K-8) will be completed by the team which could include, ELP teacher, Principal, current teacher(s), future teacher(s), parents and students. This process may take up to 4 weeks.

### **Step 4: Data Review and Placement**

A team consisting of principal, parent(s), classroom teacher(s), ELP teacher, counselor and other stakeholders will review all student performance data which may include the Iowa Acceleration Scale, when considering whole grade acceleration. The student may also be present.

The team will reach a consensus among contributing entities to determine a recommendation regarding acceleration. If acceleration is recommended, follow up meetings will take place once per month for 3 months with the school counselor, ELP teacher and parent(s) and then as needed. These conferences will monitor social emotional connection/ adaptation to new peers, as well as academic progress.

If acceleration is not recommended, a description of potential next steps designed to meet the child's needs should be developed at this time.

If parents/ guardians disagree with the recommendation, they may appeal the decision to the curriculum director or superintendent after 90 days. New information must be presented in order to initiate the appeal process.