THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board adopt a new Accelerated Placement Policy.

PURPOSE: This policy will ensure compliance with Public Act 100-0421 which requires the district to adopt a policy that provides students with the opportunity to participate in accelerated placements.

TEXT:

I. APPLICABILITY

This policy outlines the procedures for accelerated placements for early entrance to kindergarten, early entrance to first grade, single subject acceleration, and whole grade acceleration beginning with early entrance opportunities for the 2019-2020 school year and then with single subject and whole grade acceleration opportunities beginning in the 2020-2021 school year.

II. ACCELERATED PLACEMENT

Accelerated placement is the placement of a child in an educational setting with curriculum that is usually reserved for children who are older or in higher grades than the student. Accelerated placement is not limited to those students who have been identified as gifted and talented, but rather is open to all students who demonstrate high ability and who may benefit from accelerated placement.

III. CONSIDERATION OF EQUITY FOR ACCELERATION PLACEMENT

The district encourages all students who demonstrate high ability and who may benefit from accelerated placement to apply. The district will provide a fee waiver for the screening assessment to any family who qualifies.

IV. ASSESSMENT INSTRUMENTS

The district shall assess students for accelerated placement using a variety of measures that may include: (a) state assessment; (b) district assessment; (c) report cards; and (d) an acceleration scale.

   a. Illinois Assessment of Readiness (IAR) for Grades 3-8: The state mandated test for students in Grades 3-8 covering English language arts (ELA) and mathematics.

   b. Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP): NWEA MAP is an adaptive assessment used as a universal screener in Grades K-8 to identify students in need of academic supports in ELA and mathematics.

   c. Report Card Grades: Grade Point Average Calculation in final grades in math, science, reading and social science.

   d. Iowa Acceleration Scale: The IAS is an objective guide for considering an individual child for academic acceleration. The IAS requires assessment information (test and other data) and utilizes a child-study team format to come to agreement on a series of assessment questions related to the child’s motivation, school attendance, relationships with teachers and peers, and more.

      i. School Factors – The child-study team will evaluate the school factors to assess the student’s likelihood of success in an accelerated program.
ii. Screening – An independent academic assessment billed to the parent or legal guardian unless the student qualifies for a fee waiver.

V. GENERAL PROCESS FOR ACCELERATED PLACEMENT APPLICATIONS

The general process for accelerated placements will consist of a referral, an application, an assessment, and a decision. Parents or legal guardians seeking early entrance or accelerated placements must refer their children in accordance with the requirements and deadlines specified in the Accelerated Placement Guidelines. Parents or legal guardians may also apply for accelerated placement programs at a magnet or selective enrollment school.

Notification of the decision for accelerated placement will be made by the school to the parents or legal guardians in accordance with the Accelerated Placement Guidelines.

Students who qualify for early entrance and accelerated placement will receive those placements at their school along with a written transition plan to facilitate the accelerated placement.

VI. CRITERIA FOR QUALIFYING FOR DIFFERENT ACCELERATED PLACEMENTS

The Chicago Public Schools operates different accelerated placement options for its elementary school students at the students’ elementary school provided the students meet the criteria for qualifying:

a. Early Entrance – Generally, to enroll in kindergarten and first grade, a child must satisfy the age eligibility requirements specified in Board Rule 6-2. However, parents may seek early entrance into kindergarten or first grade for children who qualify.

1. Early Entrance to Kindergarten is the admission of a child to kindergarten who will not be five years old by September 1st of that school year but will reach the age of five years old on or before December 31st.

   As noted in the accelerated placement guidelines, a child will qualify for early entrance to kindergarten (1) upon satisfactory evidence that the child had a full year of preschool (2) scored in the top percentile of developmental survey and (3) successful completion of the academic and cognitive test.

2. Early Entrance to First Grade is the admission of a student to first grade who will not yet be six years old by September 1st of that school year but will reach the age of six years old on or before December 31st and who has not completed kindergarten at a public school.

   The child will qualify for early entrance to first grade upon satisfactory evidence that the child (1) attended a nonpublic preschool and continued their education at that school through kindergarten, (2) was taught in kindergarten by an appropriately certified teacher and (3) was assessed to be ready for first grade.

   Students who are younger than six upon starting first grade but who were admitted early entrance to kindergarten do not need to be reevaluated prior to admission to first grade.

b. Acceleration – While all schools are encouraged to use accelerated reading or math groupings within a grade level, parents or legal guardians may seek subject or whole grade acceleration at a higher grade level than is typical for the age of a student. Students who demonstrate high ability are assessed for accelerated placements based on the use of multiple valid, reliable indicators.

1. Single subject acceleration is the admission of assigning a student in 3rd through 7th grade to math or reading at a higher grade level than is typical given the student’s age for the purpose of providing access to appropriately challenging learning opportunities.

   Students will qualify for single subject acceleration for the next grade level upon meeting the pre-qualifications, school factors, and screening:
i. Pre-qualifications:
   a. In the previous year, student performs in the “Exceeds” test category on the IAR or state assessment in the subject in which acceleration is sought;
   b. Student performs in the 95-99 percentile for two (2) consecutive NWEA MAP or district assessment tests in the subject in which acceleration is sought; and
   c. Student achieves a 4.0 grade point average in the subject in which acceleration is sought.

ii. School factors: School personnel conducts a final assessment on school factors such as: (1) school and academic; and (2) interpersonal skills; and must score in the range designated in the accelerated placement guidelines.

iii. Screening: If a student meets the prequalification criteria and school factors criteria and parents wish to pursue single subject acceleration, student will be given an achievement test and must score at least one grade level above in the subject in which acceleration is sought.

2. Whole grade acceleration is the admission of assigning a student in 3rd through 6th grade to a higher grade level than is typical given the student’s age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.

Students will qualify for whole grade acceleration for the next grade level upon meeting the pre-qualifications, school factors, and screening:

i. Pre-qualifications:
   a. In the previous year, student performs in the “Exceeds” test category on the IAR or state assessment in both reading and math;
   b. Student performs in the 95-99 percentile for two (2) consecutive NWEA MAP or district assessment tests in both reading and math; and
   c. Student achieves between 3.7 and 4.0 grade point average in final grades in the core areas of reading, math, science, and social studies.

ii. School factors: School personnel conducts a final assessment on school factors such as: (1) school and academic; (2) developmental; (3) interpersonal skills; and (4) attitude and support, and must score in the range designated in the accelerated placement guidelines.

iii. Screening: If a student meets the prequalification and the school factors criteria and parents wish to pursue whole grade acceleration, student will be assessed using a battery of achievement tests and must score at least two grade levels above current grade level.

VII. CONTINUATION OF ACCELERATED PLACEMENT

Absent extenuating circumstances that may affect the best interest of the student, once a student is admitted into an accelerated placement, that student may remain in the accelerated placement until completion of elementary school; provided that remaining in the accelerated placement does not adversely affect the student’s social, emotional, and/or academic well-being.

VIII. AUTHORIZATION TO ISSUE PROCEDURES AND GUIDELINES

The CEO or designee is authorized to establish application procedures and requirements as necessary to effectively administer applications for accelerated placements and to establish an appeals process. The CEO or designee may also issue revised or updated procedures, rules and guidelines as necessary for effective implementation of the requirements of this policy.
<table>
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<tr>
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<td>105 ILCS 5/14A-32</td>
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RESOLUTION REGARDING ACCELERATED PLACEMENT POLICY IN RESPONSE TO COVID-19

WHEREAS, there is still an ongoing outbreak of respiratory illness caused by a novel Coronavirus Disease 2019 ("COVID-19") and infections are being reported internationally, including the United States and the City of Chicago and;

WHEREAS, in-person instruction was suspended for the 2019-2020 school year on March 17, 2020;

WHEREAS, the administration of assessments for the 2019-2020 school year was suspended on March 27, 2020;

WHEREAS, the District did not administer Spring Northwest Evaluation Association Measures of Academic Progress ("NWEA MAP") for the 2019-2020 school year;

WHEREAS, the District started the 2020-2021 school year with remote learning and began transitioning to hybrid instruction on January 11, 2021 for students in pre-kindergarten and cluster programs; on March 1, 2021 for students in kindergarten through fifth grade; and March 8, 2021 for students in sixth through eighth grade;

WHEREAS, due to varying student learning modalities and the difficulties in scheduling in person testing in 2021, the District did not administer Spring NWEA MAP for the 2020-2021 school year;

WHEREAS, the district-wide NWEA contract for MAP Growth 2-5 and 6+ expired at the end of the 2020-21 school year and was not extended;

WHEREAS, the District will not administer NWEA MAP for 2021-2022 school year, which is administered to students in grades 2 through 8 and is required as a pre-qualification for consideration for Single-Subject and Whole-Grade Acceleration as outlined in Board Policy 301.12;

WHEREAS, the District does not have NWEA MAP or other student district wide assessment data for 2019-2020 school year, 2020-2021 school year, and will not have district wide assessment data available for the 2021-2022 school year;

WHEREAS, the Section 14A-32 of the Illinois School Code requires in the Accelerated Placement Act, that all districts have an Accelerated Placement policy that uses an assessment process that includes multiple, reliable indicators;

WHEREAS, the Board of Education of the City of Chicago ("Board") believes that with the Accelerated Placement Policy already requiring two other reliable indicators unaffected by the contract expiration (Illinois Assessment of Readiness "IAR" and Grade Point Average "GPA") to be considered for Single-Subject and Whole-Grade Acceleration;

WHEREAS, for the year 2021-2022, third grade students will not have IAR scores returned by ISBE in time to apply for Whole-Grade and Single-Subject acceleration, and therefore would have GPA as the only pre-qualification;

WHEREAS, with only the GPA as a pre-qualification the district will not have multiple, reliable indicators for an assessment process.
NOW, THEREFORE, the Board hereby directs as follows:

1. All students applying for Whole-Grade and Single-Subject Acceleration in the 2021-2022 application cycle will have the NWEA MAP/district assessment test score pre-qualification requirement waived.

2. The district will use the IAR and GPA as the pre-qualification requirements for Whole-Grade and Single-Subject Acceleration.

3. All students applying for Whole-Grade and Single-Subject Acceleration in the 2021-2022 school year must currently be in grades 4-6.

4. This Resolution is effective immediately upon adoption.