

Iowa City Community School District
Guidelines for Whole Grade Acceleration

The Iowa City Community School District provides an enriched curriculum for all students in grades K-6 with opportunities for extension rather than acceleration for most students. Acceleration of one grade level should be considered for only extremely talented students. It should be noted that grade acceleration affects the student's academic future in all subsequent grades and is not action to be taken lightly.

The profile of a strong acceleration candidate would include the following characteristics:

- Iowa State Assessment of Student Progress (ISASP) Core Composite or Complete Composite score at or above the 97 national percentile rank (NPR) for grades 3-6
- A Cognitive Abilities Test (CogAT) standard age Composite score at or above the 97th percentile
- *enVisionmath* Topic assessment scores at or above 95%
- FAST scores at the highest current grade level proficiency
- Scores that are consistently well above the class average on daily work and assessments
- Interest in and successful completion of enrichment/differentiation opportunities provided
- Social maturity
- Emotional maturity
- Exemplary work and study habits
- Motivation to do challenging work

If acceleration in grades K through 6 is being considered, the following sequence of student review must be followed **before** a district assessment is requested.

Step 1: The student's teacher(s) reviews and documents the student's work. Data indicating a possible need for either differentiation or acceleration will include the following:

- ISASP NPR scores for all subtests, and Core and Complete Composite scores
- Previous end-of-year assessment scores, if applicable
- Grade assessments in reading, writing and math, if applicable
- *enVisionmath 2.0* Topics Assessment scores
- *enVisionmath 2.0* Benchmark/Cumulative Assessment Scores
- Examples of enrichment and differentiation opportunities already provided
- Observations about student's work habits, persistence, motivation, organizational skills
- Any other data the teacher has collected

Step 2: The principal reviews the data collected by the classroom teacher. Other discrete data may also be reviewed, including:

- Cognitive Abilities Test (CogAT) subtest and composite scores, if available
- ISASP data from previous year(s)
- Participation by the student in national or state level programs for exemplary students
- Current teacher recommendation, taking into account such factors as overall classroom performance, work habits, and social maturity
- Information and data from previous grade level teacher(s)

Step 3: Upon review of all available data, if the principal determines that acceleration may be appropriate, s/he will then contact the ELP coordinator to begin the assessment process.

- The parents will be asked to complete a Parent Information Form.
- An assessment of the student's achievement by the MARS staff and/or the math coordinator will be conducted. A score of at least 95% proficiency on the End-of-Year math assessment is recommended for acceleration.
- The building Instructional Coach (or designee) will conduct Reading and writing assessments. A score at or above 90% is recommended for acceleration.

- The ELP coordinator or the building ELP teacher will administer the CogAT.
- A meeting will be held at which time the classroom teacher, MARS staff, Instructional Coach, ELP representative, and principal share information with the parents.
- The principal will make the decision regarding acceleration based on information provided by the assessment, the classroom teacher, and the parents. If parents disagree with the decision, they will be informed of the district's promotion procedure.

The deadline for consideration of acceleration in the current school year is October 1. Consideration for acceleration for the following school year should occur between April 1 and May 1.

The final decision regarding whole grade acceleration rests with the building principal. If acceleration is approved, parent(s) and principal will sign an agreement related to the acceleration. The acceleration will be monitored at the first five and ten week intervals before it becomes a permanent placement for the student.