



Elmhurst Community Unit School District 205 - Double Promotion

This procedure is used when a request is made for a child attending one of the District 205 schools to be placed in one or more grade-levels above the next sequential grade, or “double promoted.”

Identification of Candidates

Children are located through parent referral, District 205 school staff, and/or other professionals.

Children in the District 205 schools are provided enrichment and acceleration activities within the regular school day to differentiate and appropriately challenge their giftedness. On occasion, a child is so advanced intellectually, physically, socially, and emotionally that a grade advancement/double promotion is requested by a parent and/or recommended by building staff.

Agency to Process Requests

Parents and staff should contact their home school’s building principal to request information/ consideration relative to double promotion.

Assessment

Once a child who attends one of District 205 schools has been identified as a potential candidate, the building principal explains the assessment process to the parent. Criteria for double promotion are clearly stated and adhered to. No exceptions are allowed.

The building principal acts as the “case manager.” following these steps:

1. Arrange for an initial meeting to determine if a more intense response to current classroom and/or REACH enrichment and accelerated activities is necessary. Participants share observations and review test data on reading, writing, and mathematics, as well as current programming to understand the child’s intellectual, achievement, and social/emotional development level and needs.

Participants include the principal, parent, classroom teacher, REACH teacher, and school psychologist. Other team members may include: past teacher, future teacher, counselor/social worker, speech/language therapist, REACH program coordinator.

If the team concludes that current programming meets the student’s needs, no additional steps are required at this time. The classroom teacher and REACH teacher continue to monitor the child’s progress to continue providing appropriate enrichment as needed.

If the team seeks more information, these next steps are followed:.

2. The team recommends a battery of assessments to be completed by the District 205 personnel.

The process concludes when any measure does not meet Double Promotion criteria.

- a. **Above Grade-Level Curriculum-based Assessments** (administered by District personnel)
The classroom and/or REACH teacher administers the appropriate reading and mathematics assessments for the time of year at the grade level to which the child may be joining (i.e., above grade level). For example, if a kindergarten student is being considered to join a first grade class at the start of the third trimester, the child would take the third trimester unit tests for first grade. These measures are used to determine current achievement as well as conceptual gaps the child has in relation to curriculum and for determining team support for further consideration of Double Promotion.



- b. At the team's request, a District 205 School Psychologist administers a cognitive assessment. **The child must meet, without exception, a Full Scale IQ of 135.** Only if the child meets the cognitive/ability score requirement is further academic and social emotional assessments conducted. Assessment include, but but are not limited tol, the following:

Ability Measures (Full Scale IQ of 135+) Administered by District Psychologist
Wechsler Intelligence Scale for Children, 5th Edition (WISC V)*
Woodcock-Johnson Tests of Cognitive Abilities, 4th Edition (WJ-IV Cog)
Kaufman Assessment Battery for Children, 2nd Edition (KABC-2)
Stanford-Binet Intelligence Scale - Fifth Edition

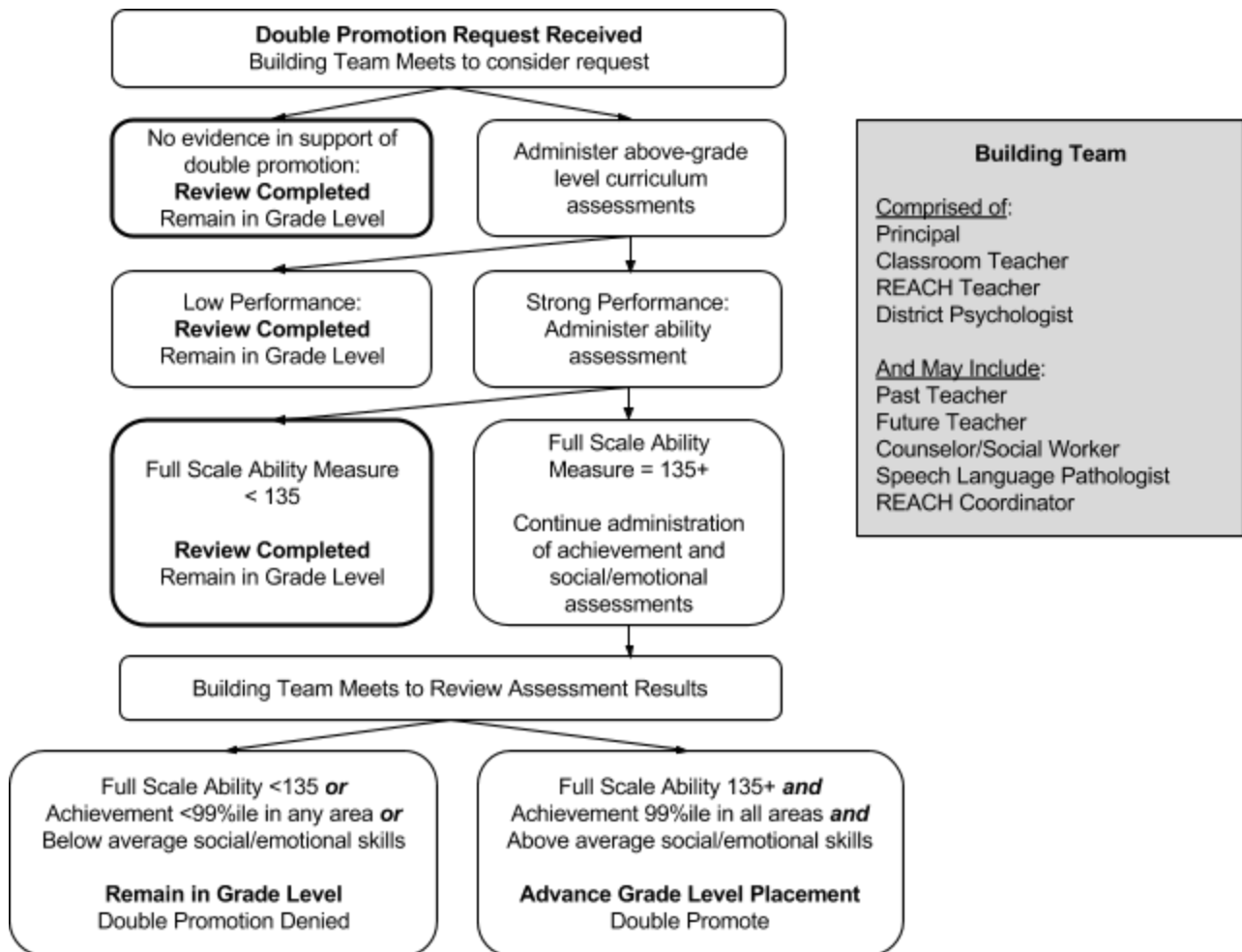
Achievement Measures (99%ile in all areas) Administered by District Psychologist
Woodcock-Johnson Tests of Achievement, Fourth Edition (WJ-IV)*
Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)
Kaufman Tests of Education Achievement (KTEA-3)

Social/Emotional Level (Above Average) Administered by District Social Worker/Counselor
Scales of Independent Behavior (SIB-R)*
Iowa Acceleration Scale (Sections VII - X)*
Vineland Adaptive Behavior Scale

*Assessments commonly used in District 205

3. Once data is collected, the Principal meets with the building team and parents to determine student eligibility for double promotion. Each professional reports assessment results and observations. *Criteria for Double Promotion are clearly stated and adhered to; no exceptions are allowed.*
4. If the student's performance meets district requirements and the various factors have been seriously considered with satisfaction, support for Double Promotion is warranted. In that case, parents make the ultimate decision. If the recommendation is for the child to remain in the current classroom or not to be promoted, the team and parents discuss options for enrichment and/or differentiation opportunities, as needed.
5. The principal verifies the decision in a letter to the parents and places a copy in the child's temporary folder.

Elmhurst CUSD 205 DOUBLE PROMOTION FLOWCHART



Curriculum Based Assessments

NWEA Measures of Academic Progress*
Literacy Assessment of Grade Level & Trimester Considered
Mathematics Assessment of Grade Level & Trimester Considered

Ability Measures

Wechsler Intelligence Scale for Children, 5th Edition (WISC-V)*
Woodcock-Johnson Tests of Cognitive Abilities, 4th Edition (WJ-IV Cog)
Kaufman Assessment Battery for Children, 2nd Edition (KABC-2)
Stanford-Binet Intelligence Scale, 5th Edition

Achievement Measures

Woodcock Johnson Tests of Achievement, 4th Edition (WJ-IV Ach)
Wechsler Individual Achievement Test, 3rd Edition (WIAT-III)
Kaufman Tests of Educational Achievement, 3rd Edition (KTEA-3)

Social / Emotional Measures

Scales of Independent Behavior, Revised*
Iowa Acceleration Scale, Sections VII-X
Vineland Adaptive Behavior Scale

*Assessments commonly used in the District 205