

Acceleration Policies in ICCSD

Sources of State Policy:

Belin-Blank Center, University of Iowa

http://www.accelerationinstitute.org/Resources/Policy/By_State/Show_Policy.aspx?StateID=19

Iowa Department of Education

<https://educateiowa.gov/>

**Policy in the state of Iowa allows local education agencies (LEAs) to make decisions about the extent of acceleration for their school districts.*

Acceleration in Elementary School

<p>Early Entrance to Kindergarten</p>	<p>Students in Iowa must be five years old on or before September 15 to enroll in kindergarten. Early entrance is not allowed. (Iowa Code 282.3)</p>
<p>Early Entrance to 1st grade</p>	<p>Students must generally be 6 years old on or before September 15 to enter 1st grade. However, students may accelerate to 1st grade in ICCSD provided that:</p> <ul style="list-style-type: none"> • They are admitted before December 31 • They attended school the year before or have demonstrated the ability to benefit from 1st grade work as deemed by the student's evidence from the acceleration process. <i>(ICCSD requires that students enroll in kindergarten and follow the district acceleration process.)</i> <p>(Iowa Code 282.3)</p>
<p>Whole-grade Acceleration</p> <p>Spring Nominations Only: April 1-April 30</p>	<ul style="list-style-type: none"> • Parent or teacher notifies the building principal of a desire to nominate the student for acceleration. • After review of the student's classroom performance and district assessment data, if the student is a viable candidate for consideration of acceleration, the building team (principal, IDS, classroom teacher, ELP teacher, supporting staff members) will follow the procedures of data collection and considerations using the <i>Iowa Acceleration Scale</i>. • The principal, guardian, classroom teacher, and any additional relevant staff members meet to review all of the data collected to determine which placement would best meet the long term needs of the student. Academic

	<p>abilities and social-emotional readiness will be considered.</p> <ul style="list-style-type: none"> ● Recommendations: <ul style="list-style-type: none"> ○ <u>Acceleration Recommended</u>: If acceleration is recommended, the review team’s written report will demonstrate that all potential consequences of the intervention have been explored and will provide adequate documentation of the benefits of the recommended placement. ○ <u>Acceleration Not Recommended</u>: If acceleration is not recommended, the written report will demonstrate that all potential consequences of the intervention have been explored, will provide documentation of why acceleration is not appropriate, and will recommend appropriate options to meet the needs of the student in the current placement. ● Three copies of the Final Acceleration Report will be needed: <ul style="list-style-type: none"> ○ Child’s cumulative folder ○ Copy for family ○ Copy to ELP Coordinator ● Following a recommendation for acceleration, a transition plan will be included in the final report, indicating the person(s) responsible for monitoring the student’s progress, as well as the frequency/method for checking in with the student.
<p>Math Only Acceleration Spring Nominations Only: April 1-April 30</p>	<ul style="list-style-type: none"> ● Parent or teacher notifies the building principal of a desire to nominate the student for math acceleration. ● After review of the student’s classroom performance and district assessment data, if the student is a viable candidate for consideration of acceleration, a member of the building team (principal, IDS, classroom teacher, ELP teacher, or supporting staff member) will collect data from or administer a grade-level standardized achievement test. ● The building team will review results from district assessments and compare results to above-grade level peers. ● The ELP teacher or district ELP Coordinator will administer the Quantitative section from the CogAT. ● If there are concerns about potential gaps in background knowledge, the student may be asked to take an end-of-year math assessment for the grade level that would be skipped. ● The principal, guardian, classroom teacher, and any additional relevant staff members meet to review all of the data collected to determine which placement would best meet the long term needs of the student. Academic

abilities and social-emotional readiness will be considered.

- Recommendations:
 - Acceleration Recommended: If acceleration is recommended, the review team's written report will demonstrate that all potential consequences of the intervention have been explored and will provide adequate documentation of the benefits of the recommended placement.
 - Acceleration Not Recommended: If acceleration is not recommended, the written report will demonstrate that all potential consequences of the intervention have been explored, will provide documentation of why acceleration is not appropriate, and will recommend appropriate options to meet the needs of the student in the current placement.
- Three copies of the Final Acceleration Report will be needed:
 - Child's cumulative folder
 - Copy for family
 - Copy to ELP Coordinator
- Following a recommendation for acceleration, a transition plan will be included in the final report, indicating the person(s) responsible for monitoring the student's progress, as well as the frequency/method for checking in with the student.