



ACE PROGRAM

Accelerated Curriculum Enrichment

ENRICHMENT FOR ALL!

An ongoing Bensenville School District 2 initiative for the past several years has been to increase enrichment for all. The District's goal is to meet the needs of all students that make their way into the classroom. The teacher's job is to differentiate for students' achievement abilities, learning styles, social and emotional needs, and other educational factors. Many professional developments and structures have been put into place to support teachers and students, including; additional instructional time, coaches, and resources.

What does classroom enrichment involve?

Enrichment activities in the classroom can take numerous forms, and do not necessarily always involve prescribed lessons from the curriculum. Enrichment encourages students to take a more expansive or in-depth look at a concept or topic, perhaps by further research, approaching it with a different lens or perspective, or connecting the subject to a more meaningful or rewarding facet of the real world. Whatever the activity may involve, the notion or goal is typically the same: encourage further exploration, intrinsic curiosity, and lifelong learning.

Key components of enrichment

- Teachers use appropriate data and assessment information as guidelines to identify important aspects of enrichment such as reading level, mathematical competency, etc. These data points allow teachers to provide materials that will truly elevate or enhance the learning without introducing a discouraging level of difficulty.
- Enrichment must be individualized and match a learner's capabilities. Assessments to gauge Lexile (reading) levels or math grade-level proficiency allow teachers to see exactly how to group students effectively for enrichment activities. Pairing or grouping students based on these data points allows students to have the option to work collaboratively among learners with similar interests and abilities.
- Enrichment activities should account for student choice. This means that, while each option for enrichment should revolve around a similar learning goal, the method by which students arrive at that objective can be vastly different depending on their interests or selections.

- Enrichment should connect to prior knowledge and/or account for cross-curricular connections.

ACE PROGRAM FOR IDENTIFIED STUDENTS

Mission Statement

To provide flexible and innovative teaching and learning environments where students have the opportunity to delve deeper into the content of the curriculum, experience different processes of learning, and facilitate exploration and discovery at appropriate levels.

ACE Students Defined in District 2

Students who give consistent evidence through multiple measures of data that will need additional services and activities within the school day.

Data used for Identification

- **At the end of Second Grade and Fifth Grade, all students will be assessed using CoGAt.** CogAT is a cognitive test that consists of a verbal battery, quantitative battery, and nonverbal battery. Each battery is a separate section of the test containing three different types of questions that cover unique cognitive abilities.
- **MAP Growth testing is a data piece used to assess students on their achievement in their current grade level.** MAP is an achievement assessment that measures what students know and how they are growing academically. It helps teachers develop strategies for equitable instruction that maximizes every learner's potential.
- **In Grades 3-8, the Illinois Assessment of Readiness (IAR) is given in both English/Language Arts (ELA) and Math.** IAR is the state assessment and accountability measure for Illinois students enrolled in a public school district. District 2 uses this in ACE identification for Grades 6-8.
- **Student characteristics also contribute to a Quantitative Score.** A check list has been provided to quantify teacher observations of academically talented characteristics of students. Sometimes a teacher recommendation can be biased; hence the reason why there is limited weight given to teacher observation.

The ACE Committee composed of teachers, instructional coaches, and administrators has researched surrounding districts, as well as national enrichment programs and identification matrices, to create both ELA and Math matrices for District 2 that are based on local district data.

Elementary Identification Process

For both ELA and Math, an Elementary ACE Matrix is used. In the Spring of Second Grade, CoGAt and MAP scores will be utilized, and all second-grade students will be run through the matrix for both ELA and Math.

If a student meets the minimum score requirement, they will be recommended for the ACE Program in ELA, Math, or both. A parent can then choose if their student will participate in the program. Students will only be moved into ACE at the start of the school year. After this initial identification, a student will remain in ACE.

Middle School Identification Process

If an ACE student is successful in the Elementary ACE program, they will remain in ACE.

Sometimes a student will show major growth later in Grade 2-5, and a team of teachers will want to see if they qualify for ACE. The Middle School Matrices are only to be used to identify new ACE students that have not been in the program prior to middle school. Now that we have collected more data and another CoGAt score in fifth grade, the Middle School Matrices for ELA and Math will look different than the Elementary Matrices due to different data pieces. Students will only be moved into ACE at the start of the school year.

ACE RESOURCES

Identification Matrices

- GRADES 2-5: [ELA Matrix](#) | [Math Matrix](#)
- GRADES 6-8: [ELA Matrix](#) | [Math Matrix](#)

Tip Sheets

- GRADES 2-5: [How to Understand the ELA Matrices](#) | [How to Understand the Math Matrices](#)
- GRADES 6-8: [How to Understand the ELA Matrices](#) | [How to Understand the Math Matrices](#)