

SCHOOL COUNCIL POLICY

Pikeville Independent Schools

Pikeville High School

Policy Type (Check One)

☐ Council Operations

☒ School Operations

POLICY TOPIC DESCRIPTION

JUNIOR HIGH ACCELERATION POLICY

POLICY STATEMENT

Note: Placement in the gifted education program is NOT a prerequisite for consideration of acceleration as an educational intervention.

Referrals and Evaluation:

1. Anyone may refer a student for evaluation for possible accelerated placement.
 - a. **Referral for acceleration will NOT be accepted if** student is currently retained by parent request. (Possible exception: a student formally identified for the GT program. A GT student may be accelerated IF approved by the principal and GT coordinator as a GT service option.)
2. The school shall obtain written permission to evaluate from the student's parent(s) or legal guardian(s).

Appeals Process:

A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation committee to the local Superintendent within thirty days of being notified of the committee's decision. The Superintendent's decision shall be final.

Placement Options:

1. Subject-acceleration to the next grade level – This is for an individual subject(s). The student returns to the assigned grade level classroom for everything else.
 - a) This could include early entry into Honors, Advanced Placement or other high school courses.
 - b) The student must meet the same requirements as above-level grade students who take the same course.
 - c) Middle school accelerated students **must earn an 83% or higher for the average of their 1st and 2nd semester grades** to receive above level course credit and be allowed to advance to the next course in the content sequence.
 - d) High school courses completed in middle school will not count as one of the high school course credits required for graduation. State graduation requirements must be completed during high school years. (i.e. – 3 science courses must be taken during high school, even if a course was completed in junior high)
 - e) High school courses completed in middle school will not count toward the high school GPA or class rank. All GPA and class rankings begin with freshman year. **Junior High students do not receive weighted credit for honors courses.**

2. Radical (whole grade) acceleration –

Note: Radical acceleration will seldom occur at the Junior High level. Qualifying students will usually be identified in early elementary. If there's a need to evaluate, the Pikeville Elementary acceleration guidelines will be used.

Child Study Team:

1. Conduct a fair and thorough evaluation of the referred student.
 - a. Students considered for subject-acceleration shall be evaluated using a variety of data sources,

including:

1. Grade level standardized and state assessment scores
 2. Above-grade level assessments
 3. Diagnostic and specific content assessments
 4. Review of classroom performance and other pertinent data
 5. Consideration of regular classroom teacher, GT teacher, and parent recommendations
 6. Consideration of the student's maturity and desire for accelerated placement.
 7. Evidence collection shall be coordinated by the gifted education coordinator or designee.
 8. **See Appendices A&B** for specific Mathematics evaluation criteria.
2. Findings and the placement decision shall be shared with the parents/guardian.
- a. **Students who do NOT meet the criteria for subject acceleration** will be given the option to give up their elective and take the requested accelerated course in its place, unless the class is full. They would still take the on-level course as well. (i.e. – The student takes 7th grade math and takes 8th grade math in place of their elective.)
3. Administer appropriate State Assessments:
- a. If a student is subject-accelerated, the grade level test in that subject is taken. The student does **not** test at the accelerated level. (i.e. – A 7th grader accelerated into 8th for math will take only the 7th grade state math assessment) [*Exception: Student must take state-mandated End of Course exams.*]
4. Designate a school staff member to monitor the adjustment of the student to the accelerated setting.

Accelerated Placement – Transition Period/Permanent Placement:

1. There shall be a 30 day transition period for accelerated students.
 - a) At any time during the transition period, a parent or legal guardian may request in writing that the student be withdrawn from accelerated placement. In such cases, the principal shall remove the student without repercussions from the accelerated placement.
 - b) If the teacher feels the acceleration plan is not working, issues and documentation supporting the issues can be presented for review and consideration. The school may choose to revise or discontinue the accelerated placement if there is sufficient evidence to support the change.
 - c) If behavior issues interfere with instruction for other students in the class or if the child is unable to adjust to the new environment, the accelerated placement will be terminated. Recommendations for terminating placement shall be accompanied by documentation of the specific issues and strategies utilized to address the issue.
 - d) At the end of the transition period, if the accelerated placement appears to be appropriate and benefitting the child, the placement shall become permanent. The student's records shall be modified accordingly, and the accelerated placement shall become part of the student's permanent record to facilitate continuous progress through the curriculum.
 - e) The accelerated placement shall be reviewed annually. This will not require new collection of evidence and convening of a child study team unless there is documentation/evidence which indicates that the placement is no longer appropriate for the child.

APPENDIX A

Student must meet the following assessment criteria, as well as other criteria outlined in the acceleration policy (see: Child Study Team, section 2-a-i).

AVAILABLE OPTIONS:

“Doubling Up”: If criteria 1 and 2 are met, the student will be given the option to “double up” and take both the current grade level and an above grade level math course in the same year. This would require the student to give up an elective course.

7th Grade Math: *Due to changes in Math standards and the number of critical foundation skills now taught in 7th grade, students will NOT be allowed to completely test out of the course. Doubling up will be the only acceleration option available.*

1. Administer to all students: Discovery Education online test – end of current grade
 - a. Student must score 90th percentile or higher
2. Administer only to students meeting criteria 1: Discovery Education – above-level (end of the grade that would be skipped)
 - a. Student must score 50th percentile or higher
3. Students who do NOT meet the criteria above may still request to double up if all qualifying students have been placed and the class still is not full.

“Testing Out”: The student must meet the criteria outlined in council policy A.10.06.15 – Performance Based Credit.

Special Placement: A student who appears to be profoundly gifted in an area, including 7th grade math, may be given individual assessments to determine appropriate placement.

APPENDIX B

8th Algebra I Honors: Student must meet the following criteria, as well as other criteria outlined in the acceleration policy (see: Child Study Team, section 2-a-i).

Due to changes in Math standards, the Orleans Hannah Algebra Readiness Test will be given to all exiting 7th graders as a screener. Students scoring 90th percentile or higher will have the option to take the 8th grade placement exam. If the student scores 83% or higher on the 8th grade placement test, then the student may take Algebra I as an 8th grader. Receiving a score of 83% or higher on the 8th grade placement test is the only way for a student to advance on to Algebra I without completing the 8th grade math course. As stipulated in policy A.10.06.15, if credit is awarded, the score on the placement exam will be the grade assigned for the course.

Students must meet **1 or more** of the following standardized scores:

- Orleans Hannah Algebra Readiness Test (given to all exiting 7th graders)
 - Student must score 90th percentile or higher
- An on-level test (i.e. – ITBS, Woodcock Johnson, etc.)
 - Student must score 90th percentile
- An above-level test (i.e. – EXPLORE)
 - Student must score 50th percentile or higher on the above-level **and** no less than 60th percentile on

an on-level standardized test

Students who do NOT meet these criteria for subject acceleration will be given the option to double up, unless the class is full. (i.e. – The student takes 8th grade math and takes Algebra I Honors in place of their elective.) **Students who do not earn a 76% or higher for the 1st semester of Algebra I Honors will be required to discontinue the class for that academic year.**

Advancement Criteria for 8th Algebra I Honors:

Students who qualified for 8th Algebra 1 Honors who do NOT earn an 83% or higher for the average of their 1st and 2nd semester grades will be required to take Algebra 1 Honors or Algebra 1 their freshman year.

If students choose to double up, but do not meet the advancement criteria outline above, placement in their next math course will be based on performance in the on-level course.

Students who do not earn a 76% or higher for the 1st semester of Algebra I Honors will be required to discontinue the class and return to the grade level class for that academic year.

Date Adopted: 8/16/2010

Date(s) Amended First Reading: April 25, 2011, April 23, 2012

Date(s) Amended Second Reading: May 15, 2011, May 29, 2012

Michael Rowe
Council Chairperson