

A Parent's Guide for Acceleration

(Whole-Grade Level and Single Subject)

***Referrals must be received by the Director of Elementary Education between January 15
and March 1.**

**Please submit your referral:
Attn: Director of Elementary Education
4175 Rt. 71, Oswego, IL 60543**

A Parent's Guide to Whole-Grade Level or Single-Subject Level Acceleration

What are some important school and academic factors?

My child:

- ★ *Enjoys learning new information or skills;*
- ★ *Participates in community-sponsored activities such as sports, dance, gymnastics, library and museum programs;*
- ★ *Believes s/he is capable of succeeding at new tasks.*

What are some important interpersonal skills for acceleration?

My child:

- ★ *Thoughtfully considers feedback and criticism and modifies behavior appropriately;*
- ★ *Often behaves in a way that is positive and effective;*
- ★ *Has good interpersonal skills with age-mates, as well as with both older and younger children and with adults;*
- ★ *Has excellent interpersonal relationships with adults in a teaching role;*
- ★ *Has the ability to follow routines.*

What are some important attitudes and supports necessary for success in school?

- ★ *My child is enthusiastic about school.*
- ★ *As a parent, I understand that a child's success in school depends on support provided at home. I am able to give my child additional support to help in her/his transition to a new setting with much higher academic demands than s/he encountered at grade level.*



Acceleration Referral Form

(Kindergarten – 5th Grade)

***Referrals must be received by the Director of Elementary Education between January 15 and March 1.**

Please submit your referral:

**Attn: Director of Elementary Education
4175 Rt. 71, Oswego, IL 60543**

In Oswego CUSD308, we are committed to the development of the whole child and believe that gifted students who come from all socioeconomic, cultural, ethnic backgrounds, as well as amongst special education students and English language learners must be engaged in challenges and opportunities both within the classroom and outside the traditional setting that cultivate growth in their area(s) of identified giftedness, whether in the intellectual and/or artistic areas. Oswego CUSD308 offers a range of services to help meet the needs of gifted students, but we also recognize that some students may have academic needs that extend beyond what can be provided through gifted education services. In these cases, whole-grade acceleration ("Grade-skipping") or single-subject acceleration can be considered.

Basic Information

Today's Date:	Student Name:
Student Date of Birth:	Student Current Grade:
School:	Teacher:
Parent(s)/Guardian(s) Name(s):	Phone Number(s):
Email(s):	Address:
Dual Language: <input type="checkbox"/> My child is currently enrolled in the dual-language program	
Check the box indicating your referral request: <input type="checkbox"/> Whole-grade Acceleration OR <input type="checkbox"/> Single-subject Acceleration*: _____ (Math or ELA) *various forms of acceleration may be considered	

On a separate sheet of paper, give specific examples of how your child functions at a significantly higher level.

In your narrative, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material



PERMISSION FOR REVIEW Whole-Grade or Single-Subject Acceleration

I, _____, hereby give my permission for Oswego
(Custodial Parent / Legal Guardian Name)

CUSD308 to respond to a request for assessment for:

(Name of Child) (Child's date of birth)

In giving my permission, I understand that any or all of the following may occur based on the timeline specified in the Early Entrance packet:

1. Review of relevant records (releases of information will be included);
2. Interviews with caregiver and/or parent/guardian;
3. Observation(s) of my child;
4. Assessment (e.g. curriculum-based, screening, and other appropriate measures to determine placement); and/or
5. Other, as needed.

ABOUT THE ASSESSMENT

Oswego CUSD308 typically uses one or more of the following individual testing instruments for the Early Entrance Process:

- Wechsler Preschool and Primary Scale of Intelligence
- FastBridge Assessment
- Kindergarten Screener

PLEASE RESPOND TO THE FOLLOWING IMPORTANT QUESTIONS:

1. Is a second language spoken in the home: NO YES

If YES, what language(s): _____

2. Does your student have and IEP or need assistive technology or other accommodations in order to be tested? NO YES

If YES, please specify: _____

Please use this space to provide any additional information that you would like to include (continue on the reverse side of this form if necessary.)

I further understand and agree that the information collected by the school district will then be reviewed by the team for the purpose of evaluating my child as a candidate for Early Entrance.

PRINT NAME of Custodial Parent / Legal Guardian

SIGNATURE of Custodial Parent / Legal Guardian

Date

A Guide to Whole-Grade Acceleration Considerations for Grades K-5

In Oswego CUSD308, we are committed to the development of the whole child and believe that gifted students who come from all socioeconomic, cultural, ethnic backgrounds as well as amongst special education students and English language learners must be engaged in challenges and opportunities both within the classroom and outside the traditional setting that cultivate growth in their area(s) of identified giftedness, whether in the intellectual and/or artistic areas. Oswego CUSD308 offers a range of services to help meet the needs of gifted students, but we also recognize that some students may have academic needs that extend beyond what can be provided through gifted education services. In these cases, whole grade acceleration can be considered.

Students who would be considered for whole-grade acceleration would generally meet the following guidelines:

Current Kindergarten Student	Current 1st Grade Student	Current 2nd-5th Grade Student
Social and emotional maturity	Social and emotional maturity	Social and emotional maturity
FastBridge scores for Reading and Math at the 98th percentile or higher	FastBridge scores for Reading and Math that are consistently in the 98th percentile or higher	FastBridge scores for Reading and Math that are consistently in the 98th percentile or higher (IAAT if necessary)
F&P Instructional Level is at or above the “approaches expectations” level for the grade level that is 2 years above the student’s current grade. (Dec.: J, March: K, End of year: L)	F&P Instructional Level is at or above the “approaches expectations” level for the grade level that is 2 years above the student’s current grade. (Dec.: M, March: N, End of year: O)	Evidence of strong performance on classroom work
Displays full mastery of current grade level standards	Displays full mastery of current grade level standards	Displays full mastery of current grade level standards
<p>A CogAT assessment may be scheduled as part of data collection for K-1 students being considered for whole grade acceleration.</p> <p>Strong candidates for acceleration would have a composite score of 135+ on the CogAT assessment.</p>		<p>CogAT composite of 135+ on the most recent CogAT assessment taken within the last 2 calendar years. If the student does not have a CogAT score within the last 2 calendar years but meets the other criteria for consideration listed above, the student may be scheduled to take the CogAT during data collection.</p>

Process for Consideration of Whole-Grade Level Acceleration

1. Initial Meeting

- The classroom teacher(s), gifted education staff, building administration, and parent(s) will meet to discuss curriculum interventions that have been or will be instituted over a 6-8 week timeline.

2. Curriculum Interventions

- The classroom teacher(s) will institute ongoing curriculum interventions for the student. Additional resources and support from gifted education staff may be provided during this time period. Interventions will span a 6-8 week period upon or prior to submission of the referral. The classroom teacher(s) and gifted education staff will meet to review the interventions and the student response to these interventions.

3. Response to Curriculum Interventions

- If the classroom interventions are not sufficient for meeting the student's needs, the building administration will contact the Director of Elementary Education. The process of collecting testing data, classroom performance data, and teacher observations using the Iowa Acceleration Scale as a guide will begin. The CogAT will be scheduled and the school psychologist or social worker will conduct an interview with the student.

4. Acceleration Review Meeting

- The classroom teacher(s), gifted education staff (GE teacher, GE teacher leader, and Director of Elementary Education), building administration, school psychologist and/or social worker, and parent(s) will meet as a Gifted Education Support Team. The team will review the data compiled via the Iowa Acceleration Scale. If the score on the Iowa Acceleration Scale falls into the "excellent candidate for whole-grade acceleration" range and it is determined by the Acceleration Review Team that whole grade acceleration will best meet the student's needs, whole-grade acceleration will take place at the start of the next academic term. A written acceleration plan will be provided.
- If the Iowa Acceleration Scale score does not fall into the range to be considered an "excellent candidate for whole-grade acceleration," or the Gifted Education Support Team does not determine that whole-grade acceleration will meet the student's needs, whole-grade acceleration will not take place. The parents may contact the building administration to revisit the acceleration process during the following academic school year if additional evidence of student achievement indicates that further exploration into acceleration is warranted.