Accelerated Placement Update

Illinois State Board of Education

Department of Standards & Instruction

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Agenda

- Accelerated Placement
  - School Code: The Accelerated Placement Act
  - Data Collection
  - Twice Exceptional
  - Dual Credit
  - Resources

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Accelerated Placement

- The recent updates to the Accelerated Placement Act require Illinois public school districts to adopt and implement policies on acceleration that

  – Provide opportunities for early entrance to kindergarten and first grade

  – Provide opportunities for accelerating a student in a single subject area and opportunities for "whole grade" acceleration

  – Automatic enrollment provision for grades 9-12

Accelerated Placement Act

- "Accelerated placement": an educational setting with curriculum that is usually reserved for children who are older or in higher grades.

- Not limited to early entrance to kindergarten or first grade, acceleration in a single subject, or whole grade acceleration.

- 105 ILCS 5/14A-17

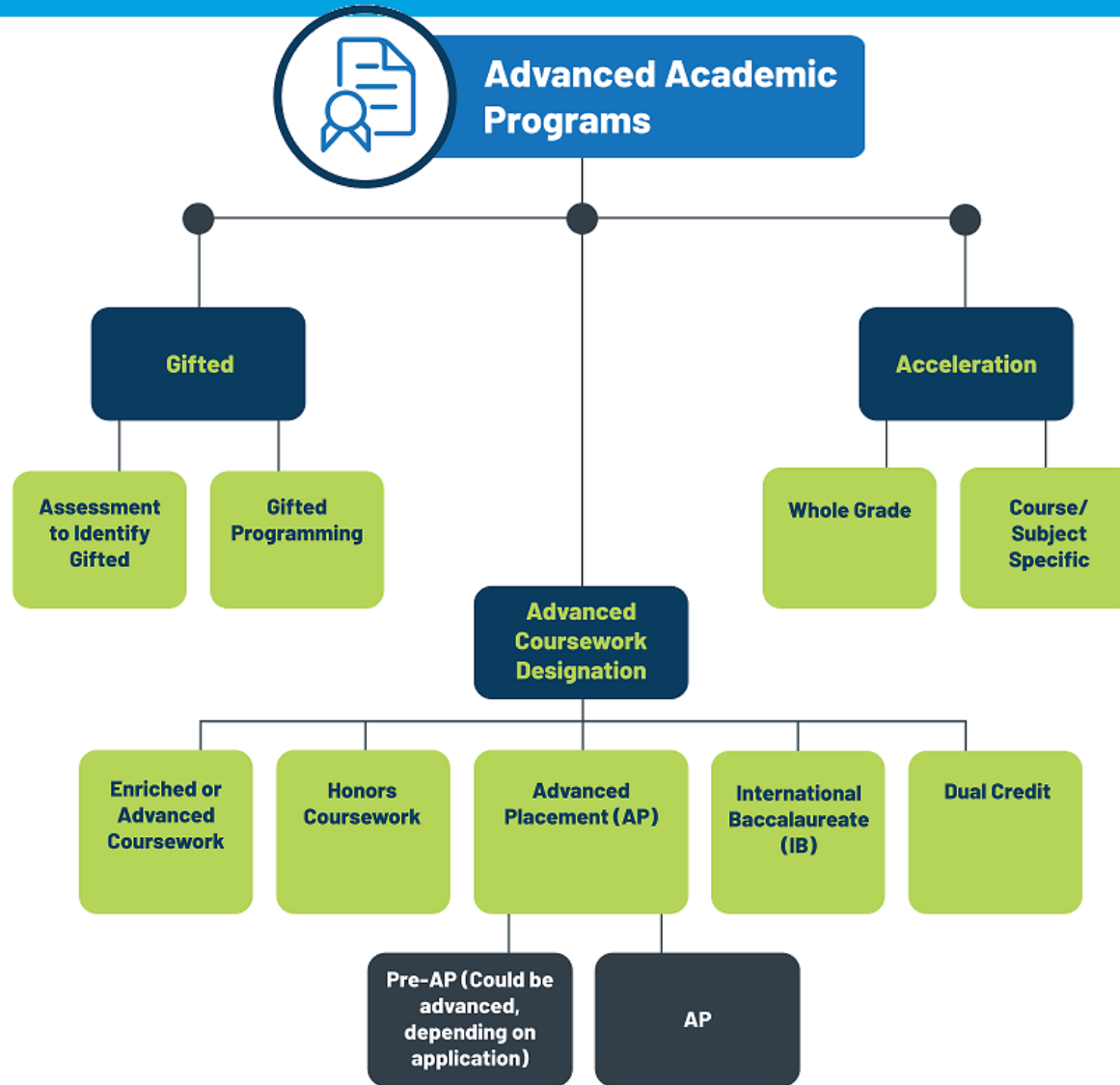Equity ● Quality ● Collaboration ● Community

Accelerated Placement Act -- UPDATE

- Develop a plan by November 1, 2022:
  - Review district-level disaggregated data on participation and successful completion rates of students enrolled in accelerated placement.
  - Expand access to accelerated placement program.
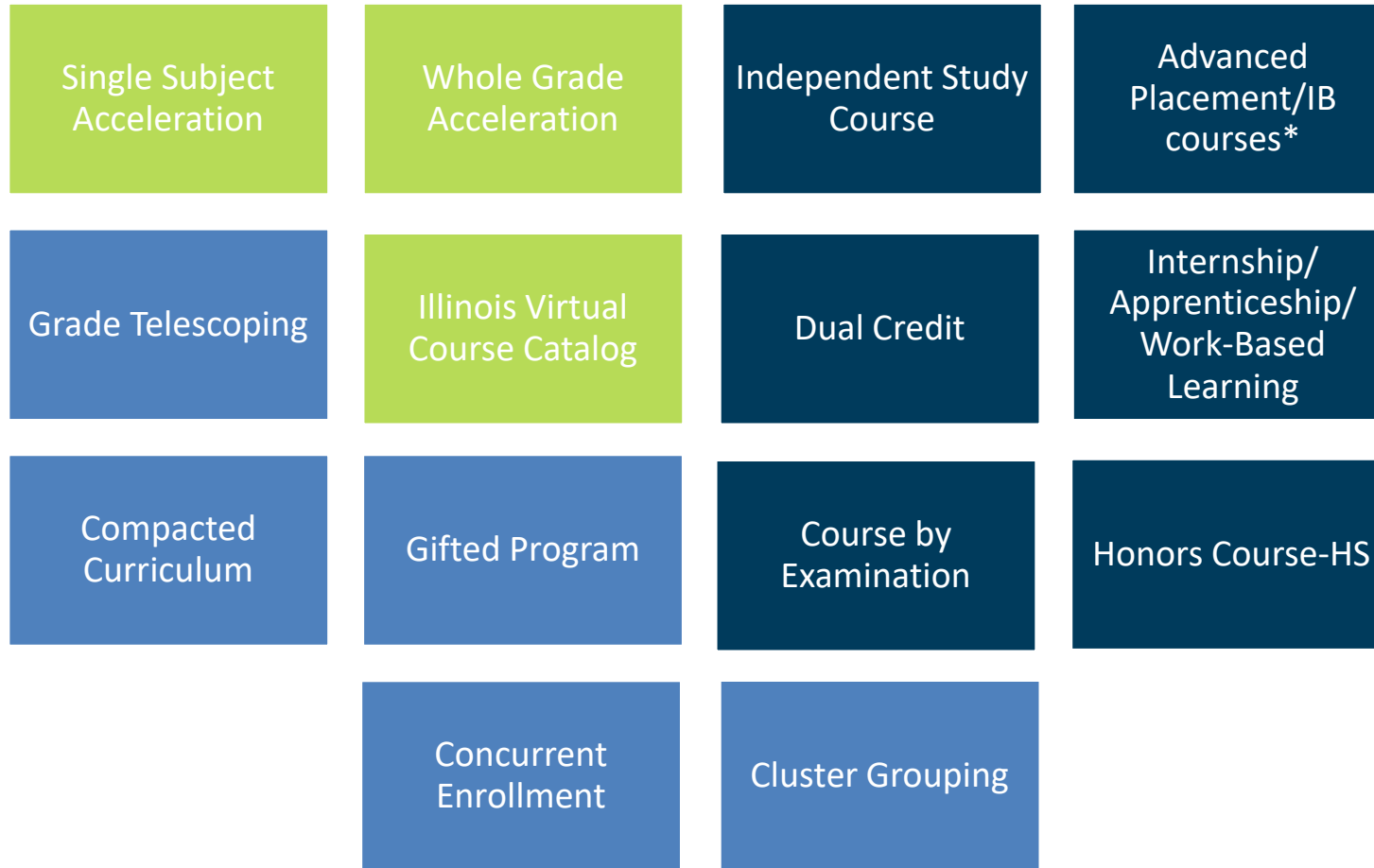 - Ensure teaching capacity necessary to meet increased demand.

Accelerated Placement Act -- UPDATE

- Update district Accelerated Placement Policy in SY 2023-24 to allow:
  - Grade 9-12 students who meet or exceed state standards in ELA, math, or science to participate in accelerated placement programs
  - Automatic enrollment, in the following school term, into the next most rigorous level of coursework
  - Option for student to enroll in alternative coursework that better aligns with the student's postsecondary education or career goals

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Advanced Academic Programs

Gifted
- Assessment to Identify Gifted
- Gifted Programming

Acceleration
- Whole Grade
- Course/ Subject Specific

Advanced Coursework Designation
- Enriched or Advanced Coursework
- Honors Coursework
- Advanced Placement (AP)
  - Pre-AP (Could be advanced, depending on application)
  - AP
- International Baccalaureate (IB)
- Dual Credit

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Accelerated Placement Act

Single Subject Acceleration	Whole Grade Acceleration	Independent Study Course	Advanced Placement/IB courses*
Grade Telescoping	Illinois Virtual Course Catalog	Dual Credit	Internship/ Apprenticeship/ Work-Based Learning
Compacted Curriculum	Gifted Program	Course by Examination	Honors Course-HS
	Concurrent Enrollment	Cluster Grouping	

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Accelerated Placement Act

- District's Responsibilities

  – In addition to automatic enrollment, school districts shall have a policy that allows for accelerated placement that includes or references the following components:

    - Participation is open to all students who demonstrate high ability;

    - Fair and equitable decision-making process;

    - Procedures for notification; and

    - Assessment process that includes multiple valid, reliable indicators.

- Source: Public Act 101-0654, eff. 3-8-21; 102-209, eff. 11-30-21 (See Section 5 of PA 102-671 for effective date of PA 102-209.)

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Accelerated Placement Act

- District's Responsibilities -- Policy may include:
    - Procedures for annually informing the community;
    - Process for referral that allows for multiple referrers, including a child's parents or guardians;
    - Provide a written plan detailing the type of acceleration the child will receive and strategies to support the child;
    - Provide support for students who are newly enrolled in accelerated placement programs; and
    - Process for the district to review and utilize disaggregated data pertaining to participation in an accelerated placement program to address gaps among demographic groups.

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Automatic Enrollment Provisions

- The following six slides apply ONLY to the automatic enrollment mandate effective beginning with the 2023-24 school year.

- This mandate ONLY applies to grades 9-12.

- Districts are not prohibited from applying automatic enrollment to grades K-8.

- Districts can use a locally selected nationally normed assessment instead of the State assessment if those results are the most recent

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9-12 Automatic Acceleration

ELA

- Enroll in the next most rigorous level of
  - English
  - Social studies
  - Humanities
  - Related subjects

Math

- Enroll in the next most rigorous level of
  - Mathematics
  - This could apply to AP Computer Science and some Career and Technical Education (CTE) courses

Science

- Enroll in the next most rigorous level of coursework
  - Science
  - This could apply to some CTE courses

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Accelerated Placement in Grade 9

Automatic Enrollment Eligibility

- English Language Arts
  - Grades 6-8 IL Assessment of Readiness (IAR) for ELA
  - 8/9 PSAT Evidence-based Reading and Writing combined score, Reading score, or Writing & Language score
- Mathematics
  - Grades 6-8 IL Assessment of Readiness (IAR) for Mathematics score
  - 8/9 PSAT Mathematics score
- Science
  - Grade 5 or 8 IL Science Assessment (ISA) score

ILLINOIS Assessment of Readiness — 2022 IAR Performance Level Cut Scores

Grade 3 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-809
Level 5 Cut	810	Level 5 Range	810-850

Grade 4 ELA/L			
Level 1 Cut	650	Level 1 Range	650-699
Level 2 Cut	700	Level 2 Range	700-724
Level 3 Cut	725	Level 3 Range	725-749
Level 4 Cut	750	Level 4 Range	750-789
Level 5 Cut	790	Level 5 Range	790-850

Appendix B: Red/Yellow/Green Score Range Values

Score Range Values for Red/Yellow/Green Indicators on Section, Test, and Subscores

		Section Scores		Test Scores		
		Evidence-Based Reading and Writing	Math	Reading	Writing and Language	Math
SAT	Red	200–450	200–500	10–20	10–20	10–22
	Yellow	460–470	510–520	21–29	21–30	22.5–31
	Green	480–800	530–800	30–40	31–40	31.5–40
11th grade	Red	160–420	160–470	8–19	8–18	8–20.5
	Yellow	430–450	480–500	20–28	19–28	21–29.5
	Green	460–760	510–760	29–38	29–38	30–38
10th grade	Red	160–400	160–440	8–18	8–17	8–19.5
	Yellow	410–420	450–470	19–26	18–26	20–27.5
	Green	430–760	480–760	27–38	27–38	28–38
9th grade	Red	120–380	120–420	6–18	6–16	6–18
	Yellow	390–400	430–440	19–25	17–25	18.5–25.5
	Green	410–720	450–720	26–36	26–36	26–36
8th grade	Red	120–360	120–400	6–17	6–16	6–17.5
	Yellow	370–380	410–420	18–23	17–23	18–24
	Green	390–720	430–720	24–36	24–36	24.5–36

2021 -ILLINOIS SCIENCE ASSESSMENT (ISA) Scale Score Proficiency Thresholds

Grade	Emerging	Raw Score	Developing	Raw Score	Proficient	Raw Score	Exemplary	Raw Score
5	500 - 575	0 – 31	576-597	32 – 44	599 – 628	45 – 61	629 – 700	62 – 81
8	500 - 565	0 – 22	566-596	23 – 39	597 – 624	40 – 54	625 – 700	55 – 81
11	500 - 584	0 - 32	585-606	33 - 45	607 - 641	46 - 63	642 - 700	64 - 81

Accelerated Placement in Grades 10 & 11

Automatic Enrollment Eligibility

- Math and ELA
  - PSAT 8/9
    - Math score; Evidence-based Reading and Writing combined score; Reading score, or Writing & Language score
  - PSAT 10
    - Math score; Evidence-based Reading and Writing combined score; Reading score, or Writing & Language score
  - For math/ELA, at or above [college readiness benchmarks](#).
- Science
  - Grade 8 [IL Science Assessment (ISA)](#) score

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11	500 - 584	0 - 32	585-606	33 - 45	607 - 641	46 - 63	642 - 700	64 - 81

Accelerated Placement in Grade 12

Automatic Enrollment Eligibility

- Math and ELA
  - SAT
    - Math score; Evidence-based Reading and Writing combined score; Reading score, or Writing & Language score
  - For math/ELA, at or above Level 3: Meets State Standards.

- Science
  - Analysis in Science combined score

1. **What are the Illinois SAT performance levels?**

A set of four performance levels with associated cut scores that Illinois educators have determined represent mastery of the Illinois Learning Standards.

Performance Levels	ELA Score Ranges*	Math Score Ranges*
Level 4 – Exceeds Standards	640-800	670-800
Level 3 – Meets Standards	540-630	540-660
Level 2 – Approaching Standards	430-530	450-530
Level 1 – Partially Meets Standards	200-420	200-440

*Note: Achievable scores increase in increments of 10 (e.g., 450, 460, 470…).

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Accelerated Placement

	Administration	Availability of Scores
IAR (3-8)	Administered annually in March-April	Preliminary scores anticipated late May within the PearsonAccessNext (PAN) system for authorized users.
ISA (5, 8, 11)	Administered annually in March-April	Scores anticipated in districts in September/October
PSAT 8/9	Administered annually in April (Grade 9)	Scores anticipated early June within the College Board Reporting Portal for authorized users and will appear only if they are not invalidated and will be available only to the testing school. All scores are *expected* in SIS in mid-July.
PSAT 10	Administered annually in April (Grade 10)	Scores anticipated early June within the College Board Reporting Portal for authorized users and will appear only if they are not invalidated and will be available only to the testing school. All scores are *expected* in SIS in mid-July.
SAT with Essay	Administered annually in March or April	Scores anticipated early June within the College Board Reporting Portal for authorized users and will appear only if they are not invalidated and will be available only to the testing school. All scores are *expected* in SIS in mid-July.

*Updated 10/7/22

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Coursework/Curricular Options for Acceleration

- The "next most rigorous level of advanced coursework" will vary based on the courses and curriculum offered at the school.

- Defined as any curriculum or course that is beyond the current level that same age peers would normally be enrolled in.

Early Entrance

- District acceleration policies MUST include provisions for early entrance to kindergarten

- Definition for kindergarten:
  - Admission of a student to kindergarten who:
    - Meets the admitting school district's readiness standards to attend school; and
    - Will not yet be 5 years old by September 1 of that school year; or
    - Will not yet be 5 within 30 days after the commencement of that school term (districts operating on a year-round basis).

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Early Entrance

- District acceleration policies MUST include provisions for early entrance to first grade

- Definition for first grade:
  - Means the admission of a student to first grade who:
    - Meets the admitting school district's readiness standards to attend school; and
    - Will not yet be 6 years old by September 1 of that school year.
    - Students younger than 6 upon starting first grade but who are admitted early to kindergarten do not need to be reevaluated prior to admission to first grade.

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Key Steps for Accelerated Placement

- Update accelerated policy to allow for automatic enrollment for students in grades 9-12 who "meet or exceed" state standards on state assessments.

- Make acceleration policy public.

- Review student data.

- Develop student acceleration plan.

- Assign a staff member (facilitator) to oversee the plan.

- Update Student Information System to reflect accelerated placement.

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Key Steps for Accelerated Placement

- SY 2023-24
  - Districts have a policy in place and published

- SY 2024-25
  - Districts start accelerating students

- Do districts need to turn in their policy to ROE/ISBE?
  - Districts need to make the policy public. They should post the policy in a manner consistent with how they make other educational program information public.

- What if a parent/guardian chooses to have a student enrolled in alternative coursework?
  - Districts need to keep records in accordance with their records retention policy.

Supports for Districts

- Illinois Virtual Course Catalog

- Illinois Association for Gifted Children

Data Collection

- Mandated collection and reporting in the IL Report Card ([105 ILCS 5/10-17a](#))
  - Gifted
    - # and % of all students in K-8, disaggregated by required student demographics and:
      - Assessed for placement in a gifted education program
      - Assessed for placement in accelerated placement
      - Enrolled in a gifted education program
      - Enrolled in accelerated placement
      - Assessed for placement in gifted education AND instructed by a teacher who holds a gifted education endorsement
      - Assessed for placement in accelerated placement AND instructed by a teacher who holds a gifted education endorsement
    - # and % of all students in 9-12, disaggregated by required student demographics and:
      - Enrolled in an advanced academic program
        » Gifted
        » Accelerated Placement
        » Advanced Placement (AP)
        » Honors
        » Dual Credit
        » International Baccalaureate (IB)
        » Enriched/Advanced Coursework

Data Collection

- [Gifted and Accelerated Codes](#)
- Accelerated Placement (by student) **==*UPDATED*==**
  - 00 - Student not identified for acceleration and not enrolled in accelerated Coursework/program
  - 01 - Student is accelerated for ELA only
  - 02 - Student is accelerated for Math only
  - 03 - Student is accelerated for single subject other than ELA, math or science
  - 04 - Student is accelerated for Multiple Subjects but not Whole Grade
  - 05 - Whole grade acceleration ==--includes early entrance K and 1st --==
  - 06 - Student is Accelerated for Science Only
  - 07 - Parent Opt Out - Student is identified for Acceleration in one or more subjects and is not enrolled in accelerated Coursework/ Program
- Gifted Test
  - 01-Tested as gifted
  - 02-Tested as non-gifted
  - 03-Not tested (District does have an assessment for gifted.)
  - 04-Not tested (District does not have an assessment for gifted.)

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Data Collection

- [Student Course Assignment Data Elements](#)
  - Course Level
    - 01-Remedial
    - 02-General
    - <mark>03-Enriched</mark>
    - <mark>04-Honors</mark>
- Dual Credit
  - 01-Yes
  - 02-No

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Twice-Exceptional

- ISBE, the Advisory Council on the Education of Gifted and Talented Children, and State Advisory Council on the Education of Children with Disabilities convened a subcommittee that is working on resources for districts:
  - Educate teachers and other providers about the unique needs of this population.
  - Train teachers in target, research-based identification.
  - Establish guidelines for unique programming for twice-exceptional students.

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Twice Exceptional

- Definition: "Twice-exceptional" (2e), is used to describe students with potential for high achievement who are both talented or accelerated and give evidence of one or more disabilities as defined by federal or state eligibility criteria; such as learning difference, attention deficit hyperactivity, emotional disturbance, Autism spectrum, sensory disorder, or physical disability.

- 3 goals
  - Identify resources that will help with the identification of students who are twice exceptional
  - Provide support for teachers of twice exceptional students
  - Provide support for parents of twice exceptional students

Dual Credit Quality Act

- ISBE and ICCB are committed to expanding access to quality dual credit coursework for Illinois high school students.

- We support the purpose of the Dual Credit Quality Act (DCQA) (110 ILCS 27/1 et seq.) as recently amended by Public Act 102-1077.

- Includes:
  - Extension for teachers to complete a professional development plan for eligibility,
  - Mixed enrollment of students, and
  - Agency reporting requirements.

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Dual Credit Quality Act

- Purpose
  - Reduce college costs and time spent to complete a degree.
  - Improve curriculum for high school students.
    - Align high school curriculum with college and workplace expectations.
  - Enhance communication between high schools and colleges.
  - Offer opportunities for improving degree attainment for underserved students.

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Dual Credit Quality Act

- Model Partnership Agreement
    - Guide local partnerships between high schools and colleges necessary for the successful implementation of quality dual credit courses and related student supports.

- Helpful Links
    - Illinois Community College Dual Credit
    - Illinois Board of Higher Education Dual Credit

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Updated: Professional Development Plan Eligibility

ELIGIBILITY CATEGORY	UNTIL JANUARY 1, 2023	JANUARY 1, 2023 - JANUARY 1, 2025
MASTER'S DEGREE	• Master's degree in any discipline • Nine graduate hours in the discipline to be taught • Agrees to demonstrate progress	• Master's degree in any discipline • Nine graduate hours in the discipline to be taught • Agrees to demonstrate progress
BACHELOR'S DEGREE	• Bachelor's degree with a minimum of 18 graduate hours in the discipline to be taught • Enrolled in a discipline-specific master's program • Agrees to demonstrate progress	No provision
CTE INSTRUCTOR	No provision	• Fully licensed CTE instructor • Halfway toward meeting institution's requirements for faculty in the discipline to be taught • Agrees to demonstrate progress

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Updated: Professional Development Plan Eligibility

- Submission
  - All PD plans must be approved by the community college partner.
  - Upon approval, a copy should be submitted to the Illinois State Board of Education at dualcredit@isbe.net.
- Completion
  - All components of the PD plan must be completed within three years of the date of its approval or by January 1, 2028, whichever is sooner.
  - The Higher Learning Commission has extended the deadline for enforcement of faculty qualification requirements to September 1, 2025.

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Dual Credit Quality Act

- Mixed Enrollment Option
  - Allows a high school student who does not meet the community college eligibility to enroll in a dual credit course taught at a high school, for high school credit.
  - High schools must have a procedure to notify all students and their parents who are enrolled in a mixed enrollment dual credit course whether they are eligible to earn college credit.
  - High schools and community colleges must annually assess disaggregated data pertaining to dual credit enrollments and completions and, to the extent feasible, subsequent postsecondary enrollment and performance.

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Dual Credit

- ISBE participated in College in High School Alliance- Student Dual Enrollment Academy
  - Supporting Student Success in Dual Enrollment Through Policy
    - Examine state strategies, hear how states can support improved student support services, including college in high school counseling and advising for students
    - Includes supporting counselors and advisors in how they talk about dual enrollment to students, and creating the conditions for statewide student supports to ensure their success

Resources

- [Advanced Learners Page](#), ISBE
- [Accelerated Placement Guidance](#)
- [Accelerated Placement FAQ](#)
- [Developing Academic Acceleration Policies](#)
- [IAGC Model Acceleration Policy](#)
- [Gifted, Accelerated and Advanced Education](#)

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