



Board of Education

Office of the Board
1 North Dearborn Street
Suite 950
Chicago, IL 60602

Board Report

25-0529-PO1

Agenda Date: 5/29/2025


AUTHORIZE THE COMMENCEMENT OF THE PUBLIC COMMENT PERIOD FOR THE ACCELERATED PLACEMENT POLICY

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:


That the Board authorize the commencement of the Public Comment Period from May 30, 2025, to June 30, 2025, for the Policy described in the disposition table below. Pursuant to Board Bylaws Rule 1-2 VI (B), the Board must authorize the commencement of the Public Comment Period.

Current Policy Section/ Current Policy Title	New Policy Section/ New Policy Title	Description of Revision/Disposition
Board Report 23-0628-PO4		Amend Accelerated Placement Act. This policy is being amended to expand access and remove barriers to participation as well as reflect current state-level assessment instruments and score categories. It updates the assessment used for high school automatic course placement, which will now be based on updated state assessment measures. Additionally, the policy includes revisions to qualification criteria for elementary school accelerated placements, including adjustments to pre-qualification requirements, changes to Early Entry to Kindergarten eligibility, and the removal of fees.

Approved as to Legal Form: ^{Initial} LB

DocuSigned by:

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Ruchi Verma
General Counsel

Approved:

Signed by:

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Pedro Martinez
Chief Executive Officer

**AMEND BOARD REPORT 23-0628-PO4
ACCELERATED PLACEMENT POLICY 302.12**

THE CHIEF EXECUTIVE OFFICER RECOMMENDS:

That the Board amend Board Report 23-0628-PO4, Accelerated Placement policy.

PURPOSE: This policy will ensure compliance with 105 ILCS 5/14A-32 which requires the district to adopt a policy that provides students with the opportunity to participate in accelerated placements. In alignment with the CPS Equity Framework, this policy also seeks to ensure that all students-particularly those furthest from opportunity-have equitable access to accelerated learning pathways that affirm their strengths and potential.

TEXT:

I. APPLICABILITY

This policy outlines the procedures for accelerated placements for early entrance to kindergarten, early entrance to first grade, single subject acceleration, whole grade acceleration, and accelerated high school course placement. If applicable, any changes to the early entrance opportunities will begin in the 2023-20242025-2026 application cycle for placement in the 2024-20252026-2027 school year, and then changes to the elementary single subject and whole grade acceleration opportunities will begin in the 2023-20242025-2026 application cycle for placement in the 2024-20252026-2027 school year. New high school automatic course placement will begin using test scores from the 2023-2024 school year for implementation beginning in the 2024-2025 school year.

II. ACCELERATED PLACEMENT

Accelerated placement is the placement of a child in an educational setting with a curriculum that is usually reserved for children who are older or in higher grades than the student. Accelerated placement is not limited to those students who have been identified as gifted and talented, but rather is open to all students who demonstrate high ability and who may benefit from accelerated placement. The district affirms that all students possess unique strengths and potential. Accelerated placement decisions will be made through a strengths-based lens that accounts for the community context and avoids reinforcing bias or deficit-based assumptions.

- a. Early Entrance to Kindergarten is the admission of a student to kindergarten who will not be five years old by September 1st of that school year but will reach the age of five years old on or before December 31st.
- b. Early Entrance to First Grade is the admission of a student to first grade who will not yet be six years old by September 1st of that school year but will reach the age of six years old on or before December 31st and who has not completed kindergarten at a public school in Chicago.
- c. Single-subject acceleration is the admission of assigning a student in 4th through 6th grade to math and/or reading at a higher grade level than is typical given the student's age for the purpose of providing access to appropriately challenging learning opportunities. This acceleration may occur through various instructional models, including but not limited to placement in a different classroom or differentiated instruction within the current classroom. Single-subject acceleration in more than one content area is permitted.
- d. Whole grade acceleration is the admission of assigning a student in 4th through 6th grade to a higher grade level than is typical given the student's age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.
- e. Students who meet or exceed state standards on their state assessment shall be automatically enrolled in the next most rigorous level of coursework offered by their high school in the following grade level.

III. CONSIDERATION OF EQUITY FOR ACCELERATION PLACEMENT

The district encourages all students who demonstrate high ability and who may benefit from accelerated placement to apply. ~~The district will provide a fee waiver for the screening assessment to any family who qualifies.~~

IV. ASSESSMENT INSTRUMENTS

The district shall assess students for accelerated placement using a variety of measures that may include: (a) state assessments; (b) district assessments; (c) report cards; and (d) an acceleration scale.

- a. Illinois Assessment of Readiness (IAR) for Grades 3-8: The state mandated test for students in Grades 3-8 covering English language arts (ELA) and mathematics.
- b. Future district assessments: if the district mandates a new district-wide assessment for students in grades 2-6, this may be used as an Accelerated Placement pre-qualification.
- c. PSATPreACT: The state mandated test for students in Grades 9-10.
- d. SATACT: The state mandated test for students in Grade 11.
- e. Report Card Grades: Grade Point Average calculation in final grades in math, science, reading and social science for Whole-Grade Acceleration and quarterly grades in math and/or reading for Single-Subject Acceleration.
- f. Screening - An independent academic assessment ~~billed to the parent or legal guardian unless the student qualifies for a fee waiver.~~
- g. Iowa Acceleration Scale (IAS): The IAS is a guide for considering an individual child for whole grade academic acceleration. The IAS requires assessment information (test and other data) and utilizes a School Transition team format to come to agreement on a series of assessment questions related to the child's motivation, school attendance, relationships with teachers and peers, and more.
 - a. School Factors - The School Transition team will evaluate the school factors to assess the student's likelihood of success in an accelerated program.

V. GENERAL PROCESS FOR ACCELERATED PLACEMENT APPLICATIONS

a. Elementary Schools

- i. The general process for accelerated placements will consist of a referral notification of potential eligibility, an application, an assessment, and a decision final validation from the School Transition team that there have been no changes in the student's profile. Parents or legal guardians seeking early entrance or accelerated placements must refer their children in accordance with the requirements and deadlines specified in the Accelerated Placement Guidelines. Parents or legal guardians may also apply for accelerated placement programs at a magnet or selective enrollment school in accordance with the Accelerated Placement Guidelines. More information can be found on the Accelerated Placement website <<https://www.cps.edu/gocps/about-gocps/accelerated-placement/>>.

The Office of Access and Enrollment (OAE) manages the application process for Elementary accelerated placement. OAE will create and publish standardized, accessible application materials across languages and formats on their website. A student must meet the pre-qualifications set forth in this policy and Accelerated Placement Guidelines in order to be considered for accelerated placement. Without a determination from OAE that a student is eligible to be accelerated, principals and school staff may not accelerate students to a higher grade level.

Notification of the decision for accelerated placement will be made by the school to the parents or legal guardians in accordance with the Accelerated Placement Guidelines.

- I. A parent or legal guardian of the evaluated student shall be notified in writing of the outcome of the evaluation process. This notification shall include instructions for appealing the outcome of the evaluation process.
- II. A parent or legal guardian of the referred student may appeal in writing the decision of the evaluation team to OAE within thirty (30) days of being notified of the decision. OAE shall conduct an additional review of the student's results and notify the parent or legal guardian who filed the appeal of the final decision within thirty (30) days of receiving the appeal. OAE's decision shall be final. However, the student may be evaluated again at the next available opportunity if ~~he or she~~they qualify/qualifies according to this policy.
- III. Students who qualify for early entrance and/or accelerated placement will receive those placements at their school along with a written transition plan to facilitate the accelerated placement.
- IV. If a student's district assessment results are incomplete or inaccessible through no fault of the student, the Office of Access and Enrollment and Department of Advanced Learning & Special Programs may make a determination using the best available data consistent with the standards described in this Policy..

A provision will be made for schools to submit implementation concerns, which will be reviewed and supported by the Department of Advanced Learning & Specialty Programs.

b. High Schools

- i. The general process for accelerated placements in high school will consist of automatic placement of a student in the most rigorous class in math, science, reading, and social science offered in their high school the following year based on their standardized test scores. This may also apply to Career and Technical Education, Computer Science, Humanities, and other related subjects. There is no application process. This process also applies to students attending magnet or selective enrollment schools. Students who qualify for automatic accelerated placement will have the opportunity to opt out of such acceleration.

VI. CRITERIA FOR QUALIFYING FOR DIFFERENT ACCELERATED PLACEMENTS IN ELEMENTARY SCHOOLS

The Chicago Public Schools offers different accelerated placement options for its elementary school students at the students' current elementary school (for acceleration) or incoming elementary school (for early entrance) provided the students meet the criteria for qualifying:

- a. **Early Entrance to Kindergarten** - To enroll in kindergarten ~~and first grade~~, a student must satisfy the age eligibility requirements specified in Board Rule 6-2. However, parents may seek early entrance into kindergarten ~~or first grade~~ for students who qualify. As noted in the accelerated placement guidelines, a student will qualify for early entrance to kindergarten if they:
 - i. provided satisfactory evidence via a letter from the student's preschool that the student had or will have completed a full year of preschool by the first day they wish to enter kindergarten (this does not include homeschooling);
 - ii. scored in the 91st percentile or higher on the developmental survey and;
 - iii. received a score of the 91st percentile or higher on all of the academic and cognitive tests

Students will not be permitted to test more than once for early entrance to kindergarten.
Students who apply to and are accepted into Early Entrance to Kindergarten may not enroll in classical or regional gifted programs for kindergarten.

1. **Early Entrance to Kindergarten** ~~is the admission of a student to kindergarten who will not be five years old by September 1st of that school year but will reach the age five years old on or~~

before December 31st.

2. **Early Entrance to First Grade** is the admission of a student to first grade who will not yet be six years old by September 1st of that school year but will reach the age of six years old on or before December 31st and who has not completed kindergarten at a public school in Chicago. To enroll in first grade, a student must satisfy the age eligibility requirements specified in Board Rule 6-2. However, parents may seek early entrance into first grade for students who qualify. As noted in the accelerated placement guidelines, a student will qualify for early entrance to first grade if they provide a letter from the student's school to the Office of Access and Enrollment that states that the student:
 - a. attended a non-CPS preschool and continued their education at that school through kindergarten;
 - b. was taught in kindergarten by an appropriately certified teacher, and;
 - c. is ready for first grade

Students who are younger than six upon starting first grade but who were admitted early to kindergarten do not need to be reevaluated prior to admission to first grade.

- b. **Acceleration** - ~~While all schools are encouraged to use accelerated reading or math groupings within a grade level, parents or legal guardians may seek subject or whole grade acceleration at a higher grade level than is typical for the age of a student. Students who demonstrate high ability are assessed for accelerated placements based on the use of multiple valid, reliable indicators. The district will provide notification to parent(s)/guardian(s) of all students who may be eligible for single-subject or whole-grade acceleration based on the results of their IAR or other state test. In the event the district does not have the required data to determine a student's eligibility, the district's notification requirement will be waived. Students currently enrolled in 4th through 6th grade, who demonstrate ability beyond the level of their current instruction, may seek single-subject or whole grade acceleration at a higher grade level than is typical for the age of the student.~~

1. **Single subject acceleration** ~~is the admission of assigning a student in 4th through 6th grade to math and/or reading at a higher grade level than is typical given the student's age for the purpose of providing access to appropriately challenging learning opportunities. Students will qualify for single subject acceleration for the next grade level upon meeting the pre-qualifications, school factors, and screening:~~

- a. Pre-qualifications:
 - i. In the previous year, on the IAR or state assessment in the subject for which acceleration is sought, the student must have performed either
 1. In the 'Exceeds' (or equivalent) category or;
 2. Within the highest decile of their grade level at their school
 - ii. If a district assessment is administered, the student must perform in the 95-99 percentile for two (2) consecutive district assessment tests in the subject in which acceleration is sought; and
 - iii. Student achieved a 3.75 grade point average per quarter for the past two years (eight consecutive quarters), in the subject(s) in which acceleration is sought.

ii. ~~School factors: School personnel will use the Iowa Acceleration Scale questionnaire to evaluate the student's readiness for Accelerated Placement, and the student must score in the range designated in the Accelerated Placement guidelines.~~

- b. Screening:
 - i. If a student meets the prequalification criteria ~~and school factors criteria~~ determined by the Office of Access and Enrollment and parents wish to pursue single subject acceleration, then that student will be given an ~~aptitude test~~ academic assessment one grade level higher than the student's current grade level and must score in the score range designated in the Accelerated Placement guidelines.
 - ii. Students who attend Selective Enrollment Elementary Schools will be assessed one grade level higher than their current grade level of instruction.
- 2. ~~Whole grade acceleration is the admission of assigning a student in 4th through 6th grade to a higher grade level than is typical given the student's age on a full-time basis for the purpose of providing access to appropriately challenging learning opportunities.~~ Students will qualify for whole grade acceleration for the next grade level upon meeting the pre-qualifications, school factors, and screening:
 - a. Pre-qualifications:
 - i. In the previous year, the student performs in the "Exceeds" (or equivalent) test category on the IAR or state assessment in both English/language arts and math;
 - ii. If a district assessment is administered, the student must perform in the 95-99 percentile for two (2) consecutive district assessment tests in the subject in both reading and math; and
 - iii. ~~c. The~~ The student achieved between 3.7 and 4.0 grade point average in final grades in the core areas of reading, math, science, and social studies in the previous year.
 - iv. If a student's district assessment results are incomplete or inaccessible through no fault of the student, the Office of Access and Enrollment and Department of Advanced Learning & Special Programs may make a determination using the best available data consistent with the standards described in this Policy.
 - b. School factors:
 - i. School personnel will use the Iowa Acceleration Scale (IAS) questionnaire to evaluate the student's readiness for Accelerated Placement, and the student must score in the range designated in the Accelerated Placement guidelines. If a student does not qualify for whole-grade acceleration based on the IAS, they may still be considered for single-subject acceleration
 - ii. Screening: If a student meets the prequalification and the school factors criteria determined by the Office of Access and Enrollment, and parents wish to pursue whole grade acceleration, the student will be assessed using a variety of achievement tests two grade levels higher than the student's current grade level and must score in the score range designated in the Accelerated Placement guidelines. Students who attend Selective Enrollment Elementary Schools will be assessed two grade levels higher than their current grade level of instruction.

VII. CRITERIA FOR QUALIFYING FOR DIFFERENT ACCELERATED PLACEMENTS IN HIGH SCHOOLS

Students who meet or exceed state standards on their state assessment shall be automatically enrolled in the next most

rigorous level of coursework offered by their high school in the following grade level. For a student entering grade 12, the next most rigorous level of advanced coursework in English language arts or mathematics shall be a college credit course (dual credit course, an Advanced Placement course, or an IB course); otherwise, the next most rigorous level of advanced coursework may include an honors class, an enrichment opportunity, a gifted program, or another program offered by the District.

Parents/guardians will be provided with the option to instead have the student enroll in alternative coursework that better aligns with the student's postsecondary education or goals.

Nothing in this section may be interpreted to preclude other students from enrolling in advanced coursework per the policy of the district.

a. Reading, English Language Arts, and Social Science

- i. A student in Grades 8-11 who meets or exceeds State standards in English language arts shall be automatically enrolled into the next most rigorous level of advanced high school coursework available in English, social studies, humanities, or related subjects in the following year.

1. Pre-qualifications

a. 9th grade

- i. The student's 8th grade English IAR score or other nationally normed assessment scores will be used for 9th grade course placement in English, social studies, humanities, or related subjects.

b. 10th grade

- i. The student's ~~PSAT-9~~PreACT9 score or other nationally normed assessment scores will be used for 10th grade course placement in English, social studies, humanities, or related subjects.

c. 11th grade

- i. The student's 10th grade ~~PSAT-10~~PreACT10 score or other nationally normed assessment scores will be used for 11th grade course placement in English, social studies, humanities, or related subjects.

d. 12th grade

- i. The student's 11th grade English SAT/ACT score or other nationally normed assessment scores will be used for 12th grade course placement in English, social studies, humanities, or related subjects.

b. Math

- i. A student in Grades 8-11 who meets or exceeds State standards in math shall be automatically enrolled into the next most rigorous level of advanced high school coursework available in math and/or computer science in the following year.

1. Pre-qualifications

a. 9th grade

- i. The student's 8th grade math IAR score or other nationally normed assessment scores will be used for 9th grade course placement in math and/or computer science.

b. 10th grade

- i. The student's 9th grade math ~~PSAT-9~~PreACT9 score or other nationally normed assessment scores will be used for 10th grade course placement in math and/or computer science.

c. 11th grade

- i. The student's 10th grade math ~~PSAT-10~~PreACT10 score or nationally normed assessment scores will be used for 11th grade course placement in math

and/or computer science.

d. 12th grade

- i. The student's 11th grade math SAT/ACT score or other nationally normed assessment scores will be used for 12th grade course placement in math and/or computer science.

c. Science

- i. A student in Grades 8-11 who meets or exceeds State standards in math and reading shall be automatically enrolled into the next most rigorous level of advanced coursework available in science in the following year.

1. Pre-qualifications

a. 9th grade

- i. The student's 8th grade math and reading IAR scores or other nationally normed assessment scores will be used for 9th grade course placement in science.

b. 10th grade

- i. The student's 9th grade math and reading PSAT-9/PreACT9 scores or other nationally normed assessment scores will be used for 10th grade course placement in science.

c. 11th grade

- i. The student's 10th grade math and reading PSAT-10/PreACT10 scores or other nationally normed assessment scores will be used for 11th grade course placement in science.

d. 12th grade

- i. The student's 11th grade math and reading SAT/ACT scores or other nationally normed assessment scores will be used for 12th grade course placement in science.

VII. CONTINUATION OF ACCELERATED PLACEMENT

- A. Absent extenuating circumstances that may affect the best interest of the student, once a student is admitted into an accelerated placement, that student may remain in the accelerated placement until completion of elementary school or high school; provided that remaining in the accelerated placement does not adversely affect the student's social, emotional, and/or academic well-being.
- B. Schools will review students' continuation annually in partnership with families and consider not only academic performance but also students' social-emotional well-being and voice. Support plans will be provided for students at risk of failure in the accelerated coursework.
- C. If the student transfers from a neighborhood or choice school to a Selective Enrollment Elementary School, the continuation of single-subject accelerated placement is at the discretion of the selective enrollment elementary school principal.
- D. Students in gifted programming shall not be removed from the current program as a result of accelerated placement via this policy.

VIII. AUTHORIZATION TO ISSUE PROCEDURES AND GUIDELINES

The CEO or designee is authorized to establish application procedures and requirements as necessary to effectively administer applications for accelerated placements and to establish an appeals process. The CEO or designee may also issue revised or updated procedures, rules and guidelines as necessary for effective implementation of the requirements of this policy. The CEO or designee will collaborate with the Office of Equity to ensure that all procedures and guidelines reflect the CPS Equity Framework and are assessed for their impact on students historically underserved by district policies.

Legal References: 105 ILCS 5/14A-32