

# Procedure for Required Criteria for K-12 Subject/ Course Acceleration

Procedure Number: 3420-P

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## PROCEDURE FOR REQUIRED CRITERIA FOR K-12 SUBJECT/COURSE ACCELERATION

1. Written request to principal from parent and/or teacher
2. Recommendation from the teacher(s) and principal
3. Grades K-4:  
It is expected that most students will be accommodated in the regular classroom with a differentiated program. However, students in these early grades may need subject/course placement in a higher grade. Teachers and parents should discuss their concerns about a student's program with the principal. The principal will review the request, examine available data, and make the final decision about placement. Recommended data should include:
  - a. Classroom performance work samples, anecdotal information, report cards documenting superior performance
  - b. Achievement test-score of 98%  
K-2: Individual achievement test in subject area if needed  
3-4: Group achievement tests and/or NC End of Grade Test/Level IV/98%
  - c. Standardized aptitude/ability score of 98%
  - d. Social maturity evaluation by parents, teachers, and principals.
4. Grade 5:  
Because course acceleration may involve dual enrollment at the middle school, two principals must be involved.  
All criteria must be met:
  - a. Classroom performance – work samples, anecdotal information, report cards documenting superior performance
  - b. Group achievement test – Level IV NC End-of-Grade Test of at least 98%
  - c. Individual standardized achievement test in subject area and score of at least 98%
  - d. Group standardized aptitude/ability test – score of at least 98%
5. Grades 6-8:  
Accelerated subject/courses have specific required criteria as listed below:
  - a. Math 6 Accelerated  
95% /Level IV on 5<sup>th</sup> grade End-of-Grade Math Test  
A or B on classwork
  - b. Math 7 – 8  
95% /Level IV on 6<sup>th</sup> grade End-of-Grade Math Test  
A or B on classwork
  - c. Algebra I for 7<sup>th</sup> Graders  
95% /Level IV on 6<sup>th</sup> Grade End-of-Grade Math Test  
Minimum Score of 175 on the Iowa Test of Algebra Aptitude Test  
A or B on classwork
  - d. Algebra I for 8<sup>th</sup> Graders  
90% /Level IV = 7<sup>th</sup> Grade End-of-Grade Math Test  
Minimum score of 170 on the Iowa Aptitude Test
  - e. Automatic Placement in Algebra I  
Rising 7<sup>th</sup> and 8<sup>th</sup> graders who meet the Iowa Algebra Aptitude Test and the NC End-of-Grade Test for Mathematics criteria will be placed automatically in Algebra I. Parents will receive notification. If a student meets 1 of the 2 required criteria, a teacher recommendation will become a factor in course placement.
  - f. Geometry for 8<sup>th</sup> Graders  
90% /Level IV on 7<sup>th</sup> Grade End-of-Grade Math Test on Algebra I  
A or B on Algebra I

- g. Honors English for 8<sup>th</sup> Graders  
95% / Level IV on Grade 7 End-of-Grade Reading Test  
Writing Score of 3.0% or higher in Grade 7
- 6. Grades 9-12
  - a. Acceleration at the high school level allows a student to earn graduation requirements in less than four years. Students may earn credits in a variety of ways. These steps should be initiated:
    - Consultation with the school's guidance department about simultaneous enrollment
    - Registration in an Independent Study Course
    - Enrollment in courses at an approved summer school offering high school courses
    - Completion of necessary permissions for dual enrollment
    - Participation in the NC Testing Program, including NC End-of Grade/End-of-Course tests and others as designated by the North Carolina State Board of Education
  - b. Students in Grades 9-12 wishing to use the acceleration option should consult the district's Early Graduation Policy as early as possible.

**REQUIRED CRITERIA FOR K-8 GRADE ACCELERATION**

1. Written request to principal no later than the end of the student's first marking period, from student, parents/guardians, or teacher(s).
2. Recommendation from teacher(s).
3. Anecdotal information such as portfolios, work samples, report cards, or projects reflecting outstanding performance.
4. State achievement information
  - a) K-2 Assessment – documentation of superior academic performanceOR
  - b) 3-8 NC End of Grade Test, Level IV/98% in Reading and Math (other EOG tests available)
5. Individual achievement data, individual test score of three years above grade level or 98% in English Language Arts and Mathematics.
6. Standardized aptitude/ability test score of 98% (administered within the last two years).
7. Social adjustment maturity evaluation by a school psychologist to include teacher assessment.

**REQUIRED PROCEDURES FOR SUBJECT & GRADE ACCELERATION**

1. Written request and supporting data for all acceleration options are to be submitted to the current school principal.
2. The current school principal will select and convene a school-level review committee.
3. The committee may consist of teachers from the involved grades/subjects, the coordinator of student services, grade-level curriculum and instruction coordinator, the grade-level psychologist, and the parents/guardians. If two schools are involved, both the sending and receiving principals will also participate.
4. The recommendation from the committee will be submitted to the principal(s) for the final decision.
5. The current principal will send a letter to the parents with committee recommendations and the final decision.
6. A copy of the principal's letter to the parents will be forwarded to the superintendent for information.