



# Illinois State Board of Education



## Accelerated Placement Act

August 12, 2019

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# Agenda

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- Characteristics of Gifted and Talented Students
- Accelerated Placement Act
- Early Entrance
- District Responsibilities
- Resources



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# Characteristics of Gifted and Talented Students

## What is Giftedness?

- Children are gifted when their ability is significantly above the norm for their age.
- Giftedness may manifest in one or more domains such as; intellectual, creative, artistic, leadership, or in a specific academic field such as language arts, mathematics or science.



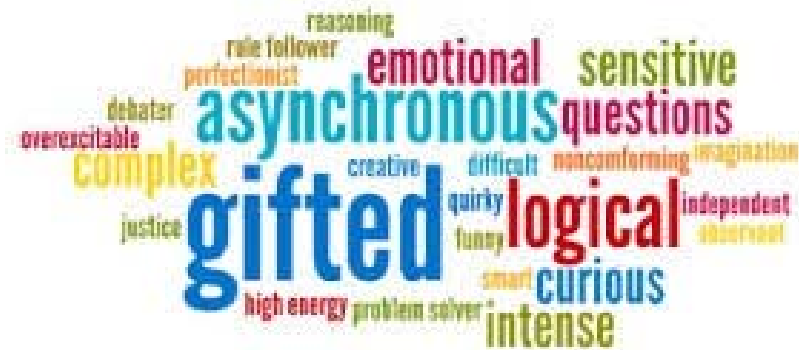
Nagc.org



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# Characteristics of Gifted and Talented Students

- Rapid learner; puts thoughts together quickly
- Excellent memory
- Unusually large vocabulary and complex sentence structure for age
- Often self-taught reading and writing skills as preschooler
- Deep, intense feelings and reactions
- Highly sensitive
- Thinking is abstract, complex, logical, and insightful
- Longer attention span and intense concentration
- Asks probing questions
- Interest in experimenting and doing things differently
- Desire to organize people/things through games or complex schemas
- Vivid imaginations (and imaginary playmates when in preschool)



Webb, J., Gore, J., Amend, E., DeVries, A. (2007). A parent's guide to gifted children. Tuscon, AZ



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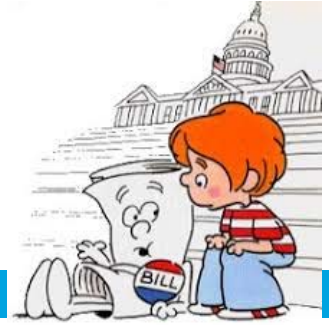


# Accelerated Placement Act

- The Accelerated Placement Act expands services to ALL students, not only those identified as gifted and talented by local policy, who demonstrate high ability and who may benefit from accelerated placement.
- The Act requires the development of local policy to identify such students through a fair and equitable decision-making and multiple measure assessment process.



# Accelerated Placement Act



Public Act 100-0421 signed by the Governor on 8/25/2017

Provides that any student in a school district may be referred for possible accelerated placement.

Purpose:

- Allows accelerated placement to include, but not be limited to, early entrance to kindergarten or first grade, accelerating a student in a single subject, compacting curriculum, concurrent enrollment, credit by examination, online learning courses, Advanced Placement courses, International Baccalaureate programs, grade acceleration, grade telescoping, and early high school graduation.
- Develop a policy that sets forth evaluation and appeal guidelines.
- There should be an acceleration evaluation committee to evaluate a child for accelerated placement.
- Requires school districts to report certain data to the State Board of Education.



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# Early entrance

## Kindergarten Definition

- Means the admission of a student to kindergarten who
  - a) Is assessed for and 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.
  - b) Will not yet be 5 years old by September 1 of that year or, for school districts operating on a year-round basis will not yet be 5 years old within 30 days after the commencement of that school term.



# Early entrance



## First Grade Definition:

Means the admission of a student to first grade who

- a) Is assessed for and 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.
- b) A student may, but is not required to, have attended a nonpublic preschool and continued his or her education at that school through kindergarten and been taught in kindergarten by an appropriated certified teacher.
- c) Students who are 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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# District Responsibilities

Each school district shall have a policy that addresses the following components:

(1) provides that participation is open to all students who demonstrate high ability;

(2) a fair and equitable decision-making process

- (3) procedures for notification and
- (4) an assessment process



# District Responsibilities (cont.)

Additional Components  
may be include:



- (1) procedures for annually informing the community
- (2) a process for referral that allows for multiple referrers, including a child's parents or guardians;
- (3) provide a written plan detailing the type of acceleration the child will receive and strategies to support the child.
- (Source: P.A. 100-421, eff. 7-1-18)



# District Responsibility

## District Policy

- Flexibility to design local education policy and instructional programs for gifted and talented students;
- Policies must include provisions for all student who may benefit from accelerated placement in an Accelerated Placement Policy;
- Policy shall include approaches to identifying early entrance to Kindergarten or 1<sup>st</sup> grade, individual subject acceleration and whole grade acceleration.



# District Responsibility

## District Policy

- Policy should be reviewed annually for impact and amended as needed.
- Policy must be posted on the website.





# District Responsibility

## Administrative Rules Section 227.60

A school district shall not be required to submit its acceleration plan to the State Board of Education for review, comment or approval, unless specifically requested by the State Board. A school district shall post its acceleration plan on its website, if available.



# District Responsibility

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- All school districts must implement these rules in accordance with the law by July 1, 2019.
- IASB provides a sample policy for districts that subscribe to the Illinois Association of School Board's Policy Reference Education Subscription Service (PRESS).



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# Data Collection

School districts must report the following information on accelerated placement to the State Board in the Student Information System:

- 1) Demographic information for each student participating in an Accelerated Placement Program; and
- 2) Student Participation in Accelerated Programming
  - A) Gender;
  - B) Ethnicity;
  - C) English language status;
  - D) Special education status; and
  - F) Low-income status



# Data Collection

## 3) Type of Placement

- A) Early entrance to kindergarten;
- B) Early entrance to first grade;
- C) Individual subject acceleration; and
- D) Whole grade acceleration.

c) All of the information required to be reported in subsection (b) shall be entered upon identifying the student as participating in accelerated placement but not later than July 31 of each year beginning with the 2018-2019 school year.

d) The State Board will make the information reported in subsection (b) available annually on its website.

(Source: Added at 43 Ill. Reg. 7255, effective June 7, 2019)



# Data Collection

- Report Card Act (Public Act 100-0364) was signed into law on August, 2017 and effective January 1, 2018.
- ISBE is required to collect Gifted data. The data collected through Student Information System will be included on the District's Report Card.



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# Web Resources

- [Illinois Association for Gifted Children](#) – Gifted Acceleration Resources
- [Belin-Blank Center](#) - Gifted resources
- [Acceleration Institute](#) – Acceleration Policies
- [Iowa Acceleration Scale](#) – A tool to help schools make decisions regarding acceleration
- [National Association for Gifted Children](#) – Developing Academic Acceleration Policies
- National Association for Gifted Children – [Giftedness Know No Boundaries](#) - Equity for all students
- [National Association for Gifted Children](#) – Parent Resources





# Book Resources

- Teaching Gifted Children, Success Strategies for Teaching High-Ability Learner, Jeff Danielan, C. Matthew Fugate, Elizabeth Fogarty, editors, 2018
- Modern Curriculum for the Gifted, Todd Kettler, editor, 2016
- When Gifted Kids Don't Have All the Answers, Judy Galbraith, M.A., Jim Delisle, Ph.D., 2015
- Beyond Gifted Education Designing and Implementing Advanced Academic Programs, Scott J. Peters, Michael Matthews, Matthew T. McBee, D. Betsey McCoach, 2014
- Integrating Differentiation Instruction & Understanding by Design, Carol Ann Tomlinson and Jay McTighe, 2006



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# Questions

Submit in chat box and a Frequently Asked Questions document will be created and put on the website.



# Contact information

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