

Winnetka Parent Institute Acceleration Policy in D36

January 25, 2023

Dr. Becky Mathison

Director of Innovation, Teaching and Learning



- First, a bit about teaching and learning
- Why is there an acceleration policy?
- How is D36 implementing the policy?
- What are the steps in the process?
- FAQs & Form Input





LATER

NEXT

NOW

Teaching and Learning in D36

Affirming Our Progressive Roots
Telling the Story of Our Students



THE DISTRICT'S 2021-2025 STRATEGIC PLAN

PORTRAIT OF A GRADUATE

A Winnetka Graduate is ...





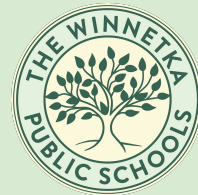
Progressive Education



“The progressive teacher recognizes (these) differences and provides work and activities suitable to each child or group of children.”

*Carleton Washburne
Winnetka Public Schools Superintendent 1919-1943*

Progressive Education



An Enduring Philosophy

A distinguishing element of the Winnetka Public Schools is that a substantial amount of today's current educational philosophy and classroom practice is readily recognized as extensions and refinements of the well-researched practices of Washburne's era. Foundational beliefs and experiments in learning have endured and, in the spirit of the philosophy, have evolved and improved as recognized practice of today's Winnetka Public Schools (e.g., heterogeneous classroom groupings, differentiated instruction, and project based learning).

In the same spirit embraced by those early Winnetka teachers, today's teachers continue to be engaged in research, dialogue, and consistent examination of teaching practices and learning outcomes that result in systematic updates and modifications of curriculum based on those findings. The foundational elements of the Winnetka Public School's practice are still very much alive and well today.

About District 36

[Staff Directory](#)

[A History of The Winnetka Public Schools](#)



Progressive Education

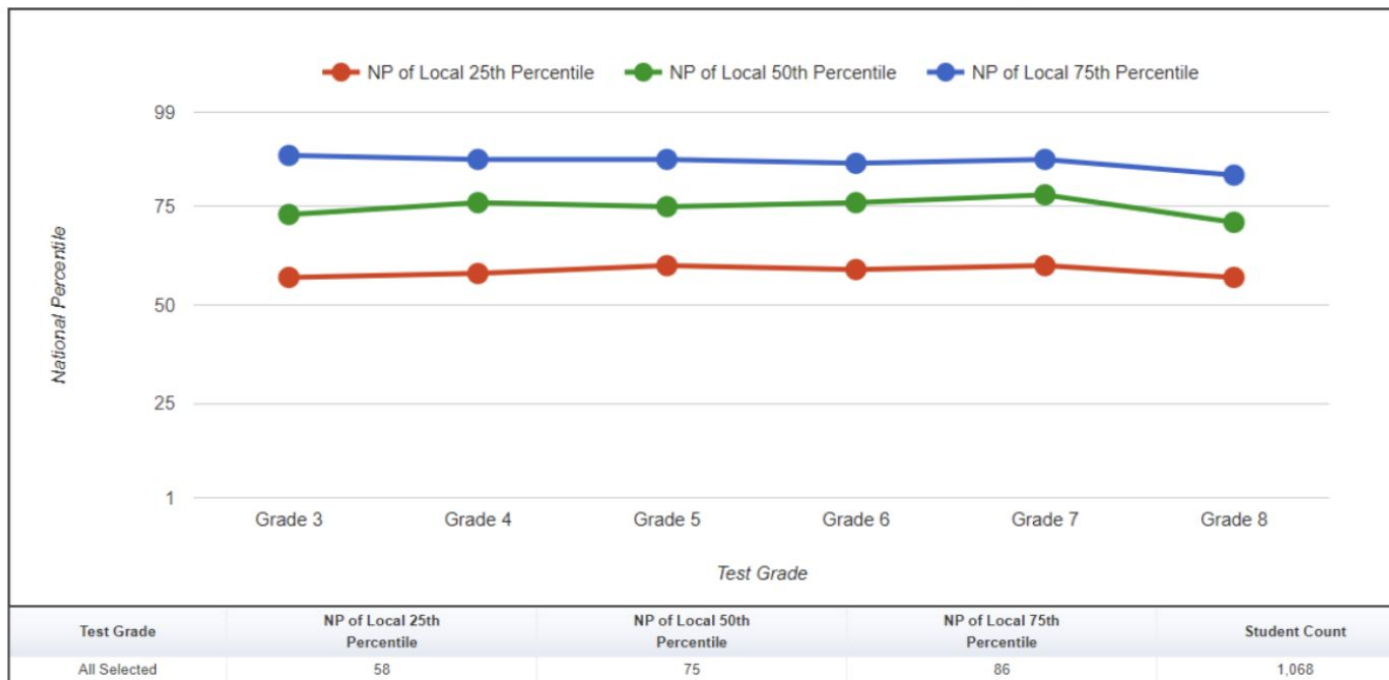
“Differentiated instruction is based on modification of four elements: content, process, product, and affect/learning environment.

This modification is guided by the teacher’s understanding of student needs—the student’s readiness, interests, and learning profile.”

Reading National Benchmark

NWEA MAP Spring 2022

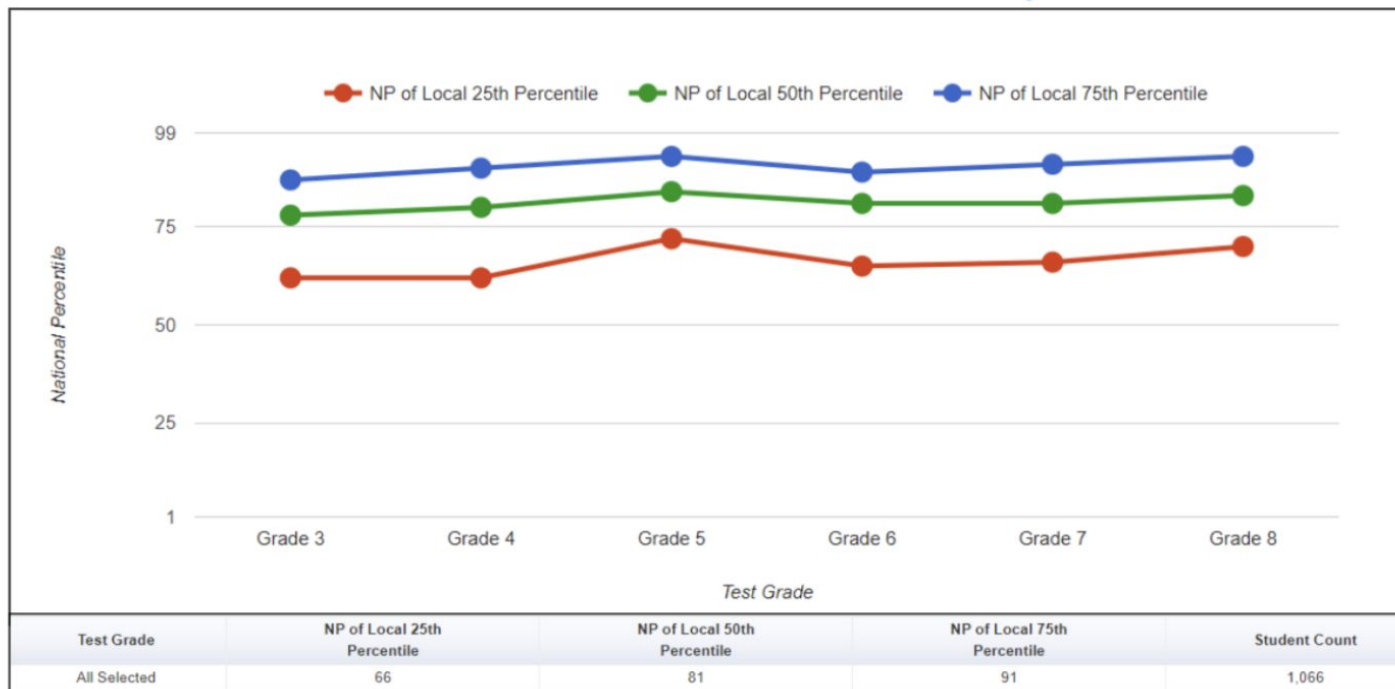
Local Percentile vs. National Percentile by Grade



Math National Benchmark

NWEA MAP Spring 2022

Local Percentile vs. National Percentile by Grade





Structures in Place

- “Tier I” Classroom Instruction
 - Differentiation
- **W**hat **I** Need (WIN) and Skills
- Math
 - Washburne- single accelerated
 - New Trier- double accelerated



**Why is there an
acceleration policy?**





What is acceleration?

Teaching and learning focused on skills and content typically reserved for students at the next grade level.

Ex: A 5th grade student learns 6th grade science content



Why do we have an acceleration policy?

- It is **required by** IL School Code law
- This provision is designed for students consistently performing beyond grade level whose needs currently cannot be met through differentiation



What is the acceleration policy?

The Accelerated Placement Act (Public Act 100-0421) was signed into law on August 25, 2017 and took effect July 1, 2018

This Accelerated Placement Act requires Illinois public school districts to adopt and implement policies on acceleration that provide opportunities for

1. early entrance to kindergarten
2. early entrance to first grade
3. *single subject area acceleration* (grades 2-8)
4. *“whole grade” acceleration* (grades 2-8)





What is the acceleration policy?

The law requires that district acceleration policies include:

- A provision that states that participation in **accelerated placement is not limited to those children who have been identified as gifted** and talented, but rather is open to all children who demonstrate high ability and who may benefit from accelerated placement;
- A **fair and equitable decision-making process** that involves multiple persons and includes a student's parents or guardians;
- **Procedures for notifying parents** or guardians of a child of a decision affecting that child's participation in an accelerated placement program; and
- An **assessment process that includes multiple** valid, reliable indicators



What is the acceleration policy?

2022 Updates Include:

- **Procedures for annually informing the community at-large**, including parents or guardians, about accelerated placement opportunities and the methods used for the identification of children eligible for accelerated placement;
- A process for referral that **allows for multiple referrers**, including a child's parents or guardians: other referrers may include licensed educational professionals, the child (with written consent of a parent or guardian), through a licensed educational professional who has knowledge of the referred child's abilities
- A provision that provides that **children participating in an accelerated placement program** and their parents or guardians will be provided **a written plan specifying the type of acceleration the child will receive and strategies to support the child**

How is the policy being implemented?





What are the multiple, valid assessments used?

Measure of Academic Progress (MAP)	two or more achievement scores at the 99th percentile one grade level above; over the last two years
Illinois Assessment of Readiness (IAR)	Performance Level 5; over the last two years



What are the multiple, valid assessments used?

Qualitative Data

- Request Form
- Teacher Input Form
- Student Input Form
- Panorama

The educational team may also choose gather additional data such as normed assessments, end of unit/course assessments, or other relevant performance tasks

Whether or not the district offers a course is also a consideration



How is the acceleration request opportunity made available to multiple referrers?



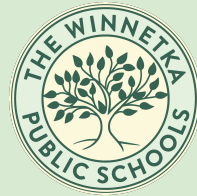
District 36 Acceleration Request Form

Complete this form to begin the accelerated placement request process. The deadline for application is March 31. The placement change would take place the following school year. For example, requests granted in the spring of 2023 will be implemented beginning in the fall of 2023.

beckymathison@winnetka36.org [Switch account](#)



* Required



How is the process fair and equitable, involving multiple decision makers?



Acceleration Request - Student Input Form

beckymathison@winnetka36.org [Switch account](#)



* Required



Acceleration Request - Teacher Input Form

Your input will be used with other qualitative and quantitative data to determine whether accelerated programming is appropriate for the student.



What will the written acceleration plan include?

- Student Name
- Date
- Grade
- School Year
- Type of Acceleration
- Acceleration Programming Teacher
- Acceleration Subject Area

- Goals for Acceleration
- Three Support Strategies
- Communication- conferences, progress reports



Is New Trier Math a part of the acceleration policy? What about the accelerated Math at Washburne?

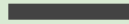
- Neither program is a part of the acceleration policy
- New Trier Math is managed by staff at New Trier High School; placement exam in grade 6
- Washburne 7th grade math placement is based on 6th grade teacher recommendation

What is the process?



December	<ul style="list-style-type: none"> ● Staff review and input: assessments, forms, criteria, process
January	<ul style="list-style-type: none"> ● WPI- Parent review and input: request form ● Initial communications: community at-large
February	<ul style="list-style-type: none"> ● Continued communications: community at-large
March	<ul style="list-style-type: none"> ● Request form opens Monday, March 6 ● Request form closes Friday, March 31 ● Continued communications: community at-large
April	<ul style="list-style-type: none"> ● District educational team convenes to review initial applications; determine students indicating readiness for acceleration and any additional data needed ● School-based educational team reconvenes to review final applications and make placement decisions
May	<ul style="list-style-type: none"> ● Decisions communicated by May 2
June	<ul style="list-style-type: none"> ● Any appeals completed
2023-2024	Monitor student performance to determine if criteria and other measures are appropriate

Frequently Asked Questions





How has the policy been implemented since 2018?

- Case-by-case decision making with varied data
- No set criteria or decision process



If my student is accelerated, what steps are taken to minimize schedule disruptions?

The school-based educational team would discuss the optimal schedule to allow access to as much programming as possible. However, not all cases of acceleration may allow for full access.



If my student is accelerated in an earlier grade, will they have access to New Trier courses as an 8th grader?

At this time New Trier courses are not taught at the sender schools. New Trier does not typically allow 8th grade students to attend courses outside of the New Trier Math program for middle school students.



What will my 8th grade student do if they are unable to take New Trier courses?

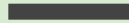
The school based educational team will work with the student to develop a plan for independent study.



Who can I contact with further questions?

- Accelerated Policy- Becky Mathison, Director of Innovation, Teaching and Learning
- General instructional questions (WIN, Skills)- Principal
- Your child's learning- Your child's teacher

Sharing Your Input





Sharing Your Input: D36 Acceleration Request Input Form

- + What is good, what works
- ▲ What needs to change or be looked at further
- RX** Suggestions for improvement



**Thank you for
being here today!**