

CROWLEY ISD ADMINISTRATIVE REGULATION

Board Policy: EHDC (Local)

Board Approved: February 24, 2011

RE: Kindergarten Acceleration

Crowley ISD Policy **EHDC** states that “the Board shall approve procedures developed by the Superintendent or designee to allow a child who is five years old at the beginning of the school year to be assigned initially to grade 1 rather than kindergarten.”

Per this policy the following guidelines are to be followed:

- Kindergarten Acceleration may be initiated by parents for students who have had no prior kindergarten instruction.
- Testing for Kindergarten Acceleration is only done during the first three weeks of August.
- The student’s parent or guardian must initiate the request for kindergarten acceleration by completing the “Request for Kindergarten Acceleration Assessment” (Exhibit A) and the “Parent Inventory for Kindergarten Assessment” (Exhibit B). In addition, a recommendation from the preschool the student has attended should be submitted. The student’s parents or guardian must attend a conference with the campus principal to discuss the request.
- The campus counselor or administrative designee will administer each phase of the assessments. Students must meet the criteria for mastery for each phase in order to advance to the next phase of the assessment process and be considered for acceleration.
 - Phase 1 – Math Iowa Test of Basic Skills (ITBS) – Level 5
Mastery Criteria – 90th percentile
 - Phase 2 – Reading Iowa Test of Basic Skills (ITBS) – Level 5
Mastery Criteria – 90th percentile
- A Kindergarten Acceleration Review Committee will review the data and approve or deny the request for acceleration. The committee is comprised of a campus principal or designee, school counselor and a teacher knowledgeable in the instruction of young children. Documentation will be placed in the student’s permanent file.
- Students who are recommended for first grade are to be placed on a trial basis not to exceed six weeks. Before placement, principals must schedule a conference with the parent/guardian. The principal will inform the parent/guardian that placement in first grade is on a trial basis, and final placement will be determined based on the student’s achievement and teacher recommendation.

Exhibits:

Exhibit A – Request for Kindergarten Acceleration Assessment

Exhibit B – Parent Inventory for Kindergarten Acceleration

EXHIBIT A



REQUEST FOR KINDERGARTEN ACCELERATION ASSESSMENT

I would like for my child, _____ to be assessed in order to be considered for kindergarten acceleration. I understand that testing occurs only during the first three weeks of August, that I must submit the “Parent Inventory for Kindergarten Acceleration and a recommendation from the preschool he/she attended. I further understand my child must meet or exceed mastery levels at each phase of the following criteria in order to be considered for acceleration.

- Phase 1 – Math Iowa Test of Basic Skills (ITBS) – Level 5
Mastery Criteria – 90th percentile

- Phase 2 – Reading Iowa Test of Basic Skills (ITBS) – Level 5
Master Criteria – 90th percentile

Upon successful completion of each phase, I understand placement in first grade is on a trial basis not to exceed six weeks. The principal will determine final placement based on student performance and teacher recommendation.

Parent/Guardian Signature Home Telephone Number Date

Principal’s Signature Date

EXHIBIT B



PARENT INVENTORY FOR KINDERGARTEN ACCELERATION

Student's Name _____ Home Campus _____

In order to help us know more about your child, please complete the following inventory. Use the following rating scale to complete the inventory.

- 1 If you have **seldom** or **never** observed this characteristic.
- 2 If you have observed this characteristic **occasionally**.
- 3 If you have observed this characteristic to a **considerable** degree.
- 4 If you have observed this characteristic **almost all of the time**.

Additional space has been provided following each item for your comments.

- | | |
|---|---------|
| 1. Has advanced vocabulary, expresses himself/herself well | 1 2 3 4 |
| _____ | |
| _____ | |
| 2. Thinks quickly and recalls facts easily | 1 2 3 4 |
| _____ | |
| _____ | |
| 3. Wants to know how things work | 1 2 3 4 |
| _____ | |
| _____ | |
| 4. Was reading before he/she started school | 1 2 3 4 |
| _____ | |
| _____ | |
| 5. Puts unrelated ideas together in a new and different way | 1 2 3 4 |
| _____ | |
| _____ | |
| 6. Is aware of problems others often do not see | 1 2 3 4 |
| _____ | |
| _____ | |
| 7. Asks many questions about a variety of subjects | 1 2 3 4 |
| _____ | |
| _____ | |
| 8. Sets high standards for himself/herself | 1 2 3 4 |
| _____ | |
| _____ | |

9. Has a good sense of humor (may be off-beat) 1 2 3 4

10. Tends to dominate others if given a chance 1 2 3 4

11. Is persistent, sticks to a task if interested 1 2 3 4

12. Is a perfectionist 1 2 3 4

13. Is independent and self-sufficient in looking after self 1 2 3 4

14. Is mature beyond his/her years 1 2 3 4

15. Has a long attention span 1 2 3 4

16. Enjoys reading and reads a great deal 1 2 3 4

17. Likes to plan and organize activities 1 2 3 4

18. Likes to associate with older friends or adults 1 2 3 4

19. Uses unique and unusual ways of solving problems 1 2 3 4

20. Worries about problems global in nature (war, pollution, etc.) 1 2 3 4

