



D31 Advanced Learning Program

May 2022

Sign In/

Q&A

<https://bit.ly/3m2Ls38>



Agenda

- Program Review
- Inquiry Process
- Wrapping Up

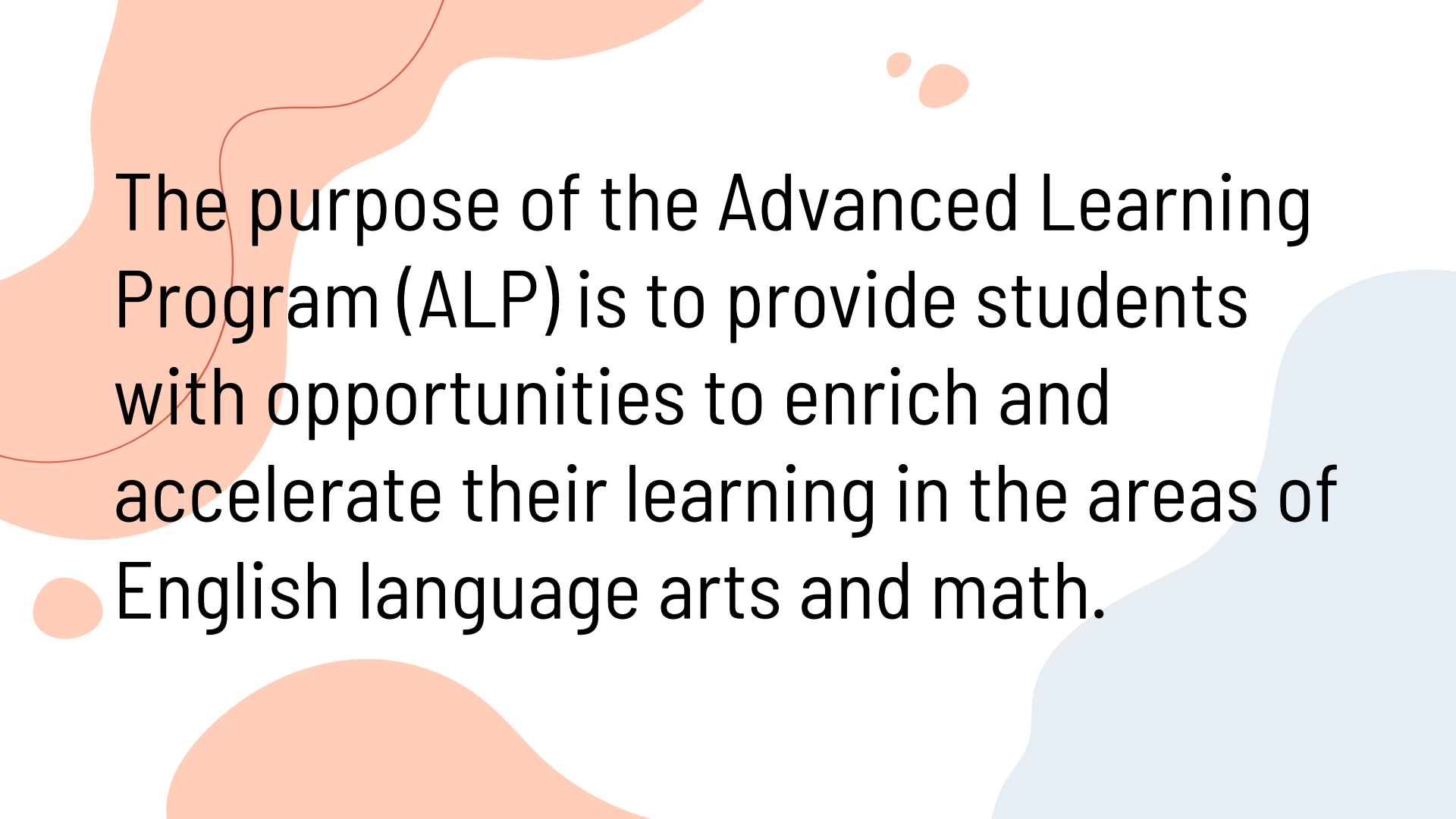


D31 believes in having differentiated & rigorous education for all students.

Programs should flow between Winkelman to Field and Field to D225.

D31 believes in a transparent, consistent, & easy-to-understand process for identification.

D31 recognizes that giftedness can appear in many different ways--and programs should reflect that.



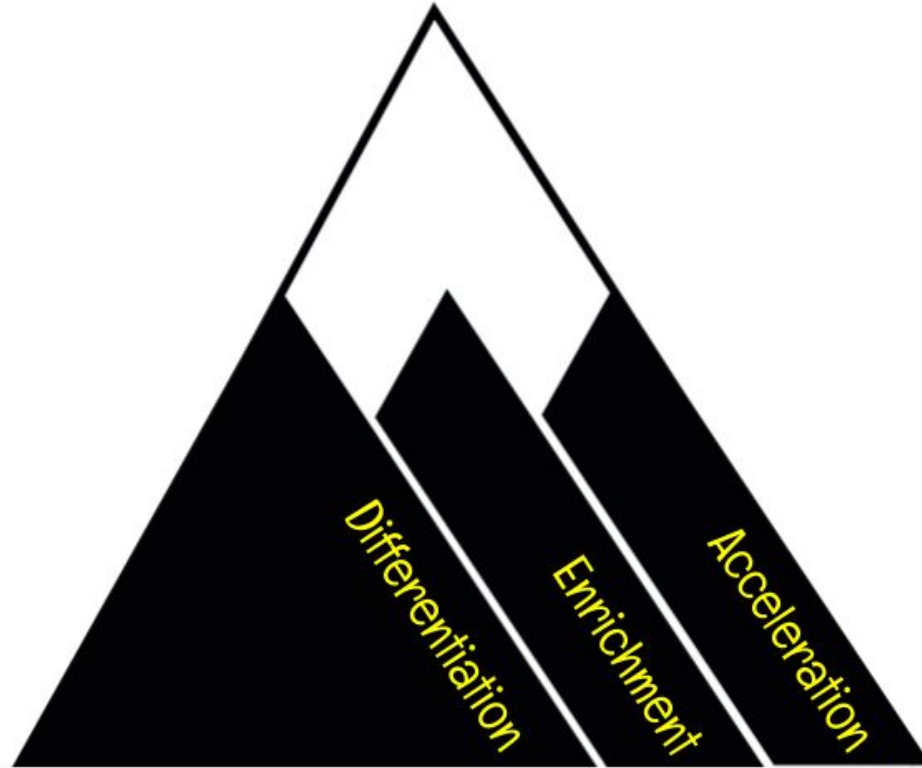
The purpose of the Advanced Learning Program (ALP) is to provide students with opportunities to enrich and accelerate their learning in the areas of

- English language arts and math.

Program Review

1. Program Name: Advanced Learning Program
2. Program Configuration and Names
3. Placement Matrix
4. Inquiry Process

Advanced Learning Program (ALP)



Defining Terms

What is meant by enrichment?

Enrichment engages students in learning content from the **current grade-level standards** but goes deeper into the grade-level curriculum. Emphasis is on moving through curriculum **horizontally**.

What is meant by acceleration?

Acceleration engages students in learning content from **next grade-level standards** and typically moves at a faster pace. Emphasis is on moving through curriculum **vertically**.

Mathematics

General Education Math

- Core Curriculum: aligned to rigorous grade-level Common Core Standards
- Differentiation & Enrichment: learning is tailored to students' needs
- Instructional Focus: progresses through conceptual understanding to procedural fluency to real-world application

All of this +

Enriched Math

(4th & 5th grades)

- Core Plus More: students explore grade-level standards to greater depth with increased complexity
- Student-directed projects

All of this +

Accelerated Math

(5th-8th grades)

- Compacted Curriculum: students learn multiple years of content in a single year
- Some content is studied and learned independently

Mathematics Examples

General Education Math

Fourth-Grade Example: (CCSS 4.NF.2)
Which fraction represents the greatest value?
 $\frac{3}{4}$, $\frac{2}{5}$, $\frac{7}{10}$
Show or explain in words how you know.

Fifth-Grade Example: (CCSS 5.NBT.6)
Write a division problem using a 4-digit dividend and a 2-digit divisor that results in an even quotient. Show your work.

All of this +

Enriched Math (4th & 5th grades)

Fourth-Grade Example: (CCSS 4.NF.2)
Suppose that X and Y are 2 different numbers from 1 to 50 inclusive. What numbers should you choose for X and for Y, in order to make the largest possible value of the fraction $\frac{X + Y}{X - Y}$? X and Y must be the same in both numerator and denominator.

Fifth-Grade Example: (CCSS 5.NBT.6)
Steven says that the answer to $2,500 \div 300$ is 8 with a remainder of 1. He said "My reason is because you can just cross out the two 0s in both numbers to make it $25 \div 3$. The answer to $25 \div 3$ is 8 with a remainder of 1 so that is also the answer to $2,500 \div 300$." Is Steven correct? Why or why not?

All of this +

Accelerated Math (5th-8th grades)

Fifth-Grade Example: (CCSS 6.NS.3)
Select all of the quotients that have the same value as $5.04 \div 0.7$. Be prepared to explain how you know.

- a. $5.04 \div 7$
- b. $50.4 \div 7$
- c. $50,400 \div 7,000$
- d. $504 \div 700$

Course Configuration and Names: Math

Mathematics		
Grade Level	Program	Description
4	Enriched Math 4	Mathematics enrichment of CCSS 4th grade standards
5	Enriched Math 5	Mathematics enrichment of CCSS 5th grade standards
	Accelerated Math 5	Mathematics course based upon CCSS 5th and 6th grade standards
6	Single Accelerated Math 6	Mathematics course based upon CCSS 6th and 7th grade standards
	Double Accelerated Math 6	Mathematics course based upon CCSS 7th and 8th grade standards
7	Single Accelerated Math 7	Mathematics course based upon CCSS 7th and 8th grade standards
	Double Accelerated: Algebra 7	Mathematics course based upon CCSS high school algebra standards
8	Single Accelerated: Algebra 8	Mathematics course based upon CCSS high school algebra standards
	Double Accelerated: Geometry 8	Mathematics course based upon CCSS high school geometry standards; prerequisite is successful completion of Algebra 1

Placement Matrix: Math

ALP Math Matrix							
NWEA- Math National Percentile- average of 2 highest from F/W/S		CogAT-NonVerbal Grade Percentile Rank		CogAT- Quantitative Grade Percentile Rank		SIGS- Mathematics Percentile Rank	
85-89%ile	3 pts	85-89%ile	1 pts	85-89%ile	1 pts	85-89%ile	3 pt
90-94%ile	5 pts	90-94%ile	2 pts	90-94%ile	2 pts	90-94%ile	5 pts
95-99%ile	8 pts	95-99%ile	3 pts	95-99%ile	3 pts	95-99%ile	8 pts
14 and up: 4th Enriched 9-16: 5th Enriched /6th-8th Single Accelerated 17 and up: 5th Accelerated/6th-8th Double Accelerated							TOTAL SCORE

English Language Arts

General Education ELA

- Differentiation & Enrichment: learning is tailored to students' needs
- Gradual Release of Responsibility: more teacher modeling and guided practice before independent practice
- Student-led questioning and inquiry
- Real-world problem solving
- Grade-level standards taught and assessed

All of this +

Enriched ELA

- Core Plus More: students explore grade-level standards to greater depth with increased complexity
- Student-directed projects

All of this +

Accelerated ELA

- Gradual Release of Responsibility: students move to independent practice more quickly
- Analysis of texts at a higher text complexity
- Next grade level's standards taught and assessed
- Content is moved through at a quicker pace

Course Configuration and Names: ELA

English Language Arts	
Grade Level	Description
Enriched ELA 4	ELA enrichment of CCSS 4th grade standards
Accelerated ELA 5	ELA course based upon CCSS 5th and 6th grade standards
Accelerated ELA 6	ELA course based upon the CCSS 7th grade standards
Accelerated ELA 7	ELA course based upon the CCSS 8th grade standards
Accelerated ELA 8	ELA course based upon the CCSS 9th grade standards

Note: MS placement does not determine HS placement.

Placement Matrix: ELA

ALP ELA Matrix							
NWEA- Reading <i>National Percentile- average of 2 highest from F/W/S</i>		CogAT-NonVerbal <i>Grade Percentile Rank</i>		CogAT- Verbal <i>Grade Percentile Rank</i>		SIGS- Language Arts <i>Percentile Rank</i>	
85-89%ile	3 pts	85-89%ile	1 pt	85-89%ile	2 pts	85-89%ile	1 pt
90-94%ile	5 pts	90-94%ile	2 pts	90-94%ile	4 pts	90-94%ile	2 pts
95-99%ile	8 pts	95-99%ile	3 pts	95-99%ile	6 pts	95-99%ile	3 pts
12 or higher to qualify						TOTAL SCORE	

Placement Communication

Letters will be sent in June to families of incoming 4th and 5th grade students who qualify for ALP, as well as any newly placed students.

Students previously placed in the program will remain in ALP.

Inquiry Process

- Process used when a student does not qualify for ALP per matrix or isn't performing successfully within the program
- Three types
 - Parent: entry
 - Teacher: entry
 - Teacher: exit
- Note: parents may remove their student from ALP via written request



Inquiry Process

1. Parent requests form from Asst. Supt. of Curriculum & Instruction
2. Parent submits form to Asst. Supt. of Curriculum & Instruction
3. Committee reviews student file to determine next steps; may include teacher input, performance assessment, student interview, or additional data collection
4. ALP Team determines placement
5. Asst. Supt. of Curriculum & Instruction communicates decision

Inquiry Calendar

June- First two weeks	Placement letters sent home to parents
June- Third week	Inquiry testing session
June- Fourth week	Inquiry test scoring; results determined and communicated by the Assistant Superintendent of Curriculum and Instruction
July- Third week	Inquiry testing session
July- Fourth week	Inquiry test scoring; results determined and communicated by the Assistant Superintendent of Curriculum and Instruction
August through mid-September	No inquiries
Fall benchmarking-December	Inquiries accepted on rolling basis
January-May	No inquiries

*** One inquiry per academic year per content area**



Wrapping Up

Communication and Transparency

- Program information posted on district website, including placement matrix, inquiry process, and THIS slideshow
- Teachers preview placement information
- Families with students newly placed will receive communication in June

Web Resources for Parents

- The Center for the Gifted
- Center for Talent Development
- Davidson Institute
- Illinois Association for Gifted Children
- National Association for Gifted Children (NAGC)
- NEAG Center for Gifted and Talented Development
- Supporting Emotional Needs of the Gifted



Sign In and Q&A Reminder



Thank you!

