



CREDIT BY EXAMINATION for ACCELERATION Kindergarten to First Grade

Students are offered acceleration with credit by examination for students whose parents request acceleration from kindergarten to first grade. State rules allow districts to set criteria for acceleration for these students. Criteria include that Students must be 5 years old at the beginning of the school year.

Lake Travis ISD believes that great care should be taken with student acceleration at this early grade. Students will not be accelerated prior to the beginning of the school year. Parents who believe their child may be a candidate for acceleration must enroll their child in kindergarten and complete the application for acceleration by week three of the school year. Parent nomination forms for acceleration may be obtained at the campus. The process for assessing students to determine need for acceleration will occur during the first four weeks of school.

The kindergarten program in Lake Travis ISD is designed to accommodate student needs for acceleration within the kindergarten classroom. It is, therefore, the philosophy of Lake Travis ISD to accelerate only students who cannot be effectively served through district programs at their current grade level. At this early grade level, the district will require the student to demonstrate performance well above average for first grade, so that a student's success in that grade level can be assured.

Lake Travis ISD's acceleration process includes a multi-phase assessment procedure. When a student fails to meet the criteria to move to the next phase, the parents of the child will be informed that the child will not be assessed further. The following steps will be followed to implement the acceleration procedures.

Step	Process	Timeline
1	Parent discusses need for acceleration with a campus administrator	First 4 weeks of school
2	Parent completes a parent nomination checklist and returns to the campus administrator	By the fourth Friday from the first day of school
3	Staff gather language arts and math data using the universal screener for kindergarten.	By the sixth Friday from the first day of school
4	Grade Placement Committee (GPC) reviews the data and parent nomination checklist.	By the seventh Friday from the first day of school
5	GPC determines if student meets outlined criteria and additional testing is warranted. Parents are notified of the GPC's decision.	After the seventh Friday from the first day of school
6	Identified students are assessed with a norm referenced achievement test measuring language arts and mathematics at the first grade level. Testing is conducted at the student's campus.	During the eighth week of school
7	GPC reviews the results from the achievement test. Students who score at or above the 90th national percentile rank in both language arts and mathematics meet the criteria and are eligible to be accelerated to grade one. Parents are notified of the student's placement.	Before the end of the first grading period

Approved by the Lake Travis ISD Board of Trustees on August 22, 2018 in accordance with board policy EHDC (LOCAL).

The next section, in a question and answer format, provides answers to frequently asked questions.

Question	Credit by Examination for Acceleration
<i>Who can test?</i>	A student whose parent requests, during the first three weeks of school, that the child be considered for acceleration. The parent must complete a nomination checklist available from the campus. Requests MAY NOT be made after the third week of school. Students must be enrolled in kindergarten in an LTISD school before a parent can request testing for acceleration.
<i>How does the process work?</i>	A student will be assessed against multiple criteria designed by LTISD.
<i>What subjects are assessed?</i>	Students will be assessed in language arts and mathematics.
<i>What score must be earned on the assessments?</i>	Each phase in the assessment process has a standard established that must be reached to move to the next phase.
<i>When do the assessments occur?</i>	All assessments will occur during the first grading period of the school year.
<i>How do students apply?</i>	Complete the attached <i>Parent Nomination Form</i> and return it to your campus for approval. The parent/guardian must give permission for the student to be assessed. Upon receipt of the application, parents will be notified of the procedures for testing.

For Additional Information

Please contact the school counselor, if you have questions about credit by examination for acceleration from kindergarten to first grade.

For campus use only
Date form received from the
parent _____



Parent Nomination Checklist Kindergarten to 1st Grade Acceleration

Please return the completed nomination form to the school counselor by the fourth Friday from the first day of school.

Child's Name _____ Campus _____ Current Grade Level _____

_____/_____
Name of Individual Completing the Form / Relationship to Child

Signature: _____ Date: _____

Instructions for completing the checklists on the following pages:

1. Please complete all four checklists (1) Intellectual Ability; (2) Social/Behavioral; (3) Language Arts; and (4) Mathematics.
2. On each checklist please place a check in the column to the right of each characteristic which you believe best represents the frequency with which your child demonstrates this characteristic.
3. If you check **Regularly** or **Often** for a particular characteristic, please also provide a description, or example, of how your child exhibits this characteristic in the last column.

Child's Name: _____

DIRECTIONS: Please complete this form for your child.

Intellectual Ability					
Characteristics	Place a check in the column that best represents how often your child exhibits each characteristic				If you check "regularly" or "often" you must provide a description
	Have not seen evidence of this characteristic	Rarely: Less than 25% of the time	Often: Between 75% and 25% of the time	Regularly: More than 75% of the time	Description/Example
1. Comprehends abstract ideas and concepts.					
2. Makes quick and valid generalizations and uses them in new situations					
3. Demonstrates skills in reasoning and evaluating situations					
4. Understands cause and effect					
5. Chooses and enjoys challenging tasks or problems					
6. Generates sophisticated and/or creative and unusual ideas and solutions					
7. Demonstrates ability to work independently					
8. Demonstrates great curiosity: asks how, why, and what if					

Social/Behavioral

Characteristics	Place a check in the column that best represents how often your child exhibits each characteristic				If you check "regularly" or "often" you must provide a description
	Have not seen evidence of this characteristic	Rarely: Less than 25% of the time	Often: Between 75% and 25% of the time	Regularly: More than 75% of the time	Description/Example
1. Holds strong ideas/beliefs/opinions					
2. Questions authority					
3. Focuses intensely on tasks of Personal interest					
4. Subtle sense of humor: develops original jokes and puns					
5. Is bored with routine					
6. Critical of self and/or others					
7. Self motivated when topics are of personal interest					
8. Comfortable communicating with adults					
9. Impatient or intolerant when others are moving at a slower pace					

Language Arts

Characteristics	Place a check in the column that best represents how often your child exhibits each characteristic				If you check "regularly" or "often" you must provide a description
	Have not seen evidence of this characteristic	Rarely: Less than 25% of the time	Often: Between 75% and 25% of the time	Regularly : More than 75% of the time	Description/Example
1. Uses an extensive vocabulary in both spoken and written language					
2. Provides rich descriptions with elaborate/vivid detail on topics of personal interest					
3. Writes independently even when writing is not a homework assignment (stories, poems, etc.), and exhibits a love of writing and interest in improving his/her writing					
4. Approaches writing tasks from an unusual perspective or point of view					
5. Writing is focused and exhibits good organization and uses appropriate punctuation and capitalization					
6. Uses sophisticated sentence structure and sentence variety					
7. Avidly reads books/selections beyond grade level					
8. Enjoys research and investigation in areas of personal interest and engages in the process for personal satisfaction in addition to assignments					
9. Eloquentlly defends and/or expands upon ideas including speaking articulately					
10. Analyzes situations (real and literary) and seeks underlying problems					

Mathematics

Characteristics	Place a check in the column that best represents how often your child exhibits each characteristic				If you check "regularly" or "often" you must provide a description
	Have not seen evidence of this characteristic	Rarely: Less than 25% of the time	Often: Between 75% and 25% of the time	Regularly: More than 75% of the time	Description/Example
1. Quickly computes arithmetic problems in head					
2. Works on logic puzzles or brain-teasers					
3. Classifies things in categories or groups					
4. Quickly picks up patterns in a problem and sees relationships to previous experiences					
5. Tries different strategies when the first strategy does not work					
6. Solves problems involving multiple steps					
7. Models and communicates thinking processes orally or in writing					
8. Produces solutions which are creative and diverse					
9. Extends problems by generating new problems or ideas					
10. Transfers and applies experiences and strategies to new situations					



Acceleration Assessment Results
(LETTER B)

[Click **here** and type date]

Dear Parents/Guardians,

The decision of the Grade Placement Committee is that your student **does not qualify** for acceleration to the next grade level. Your student's needs will best be served through the regular curriculum, which is rich, challenging, and is designed to meet the needs of our high-achieving students.

Sincerely,

[click **here**]

It is the policy of Lake Travis Independent School District not to discriminate on the basis of race, color, national origin, sex or handicap in any programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended. For information about your rights or grievance procedures, contact Holly Morris-Kuentz, Deputy Superintendent, 3322 Ranch Road 620 South, Austin, TX 78738, (512) 533- 6000.

Es norma de Lake Travis Independent School District de no discriminar por motivos de raza, color, origen nacional, sexo o impedimento, en sus programas, servicios o actividades, tal como lo requieren el Título VI de la Ley de Derechos Civiles de 1964, según enmienda; el Título IX de las Enmiendas en la Educación, de 1972, y la Sección 504 de la Ley de Rehabilitación de 1973, según enmienda. Para información sobre sus derechos o procedimientos para quejas, comuníquese con Holly Morris-Kuentz, Deputy Superintendent, 3322 Ranch Road 620 South, Austin, TX 78738, (512) 533- 6000.