

650 CVA TALENT DEVELOPMENT AND GRADE ACCELERATION POLICY

I. PURPOSE

This policy provides criteria to staff, families and students regarding student grade acceleration.

II. POLICY STATEMENT

Cyber Village Academy (CVA) is dedicated to meeting the needs of our students and pushing students to achieve at their individual potential. CVA students who are gifted or talented in academic areas have the opportunity to accelerate their education and build their talents in a variety of ways including: individual learning plans, differentiation, course acceleration and grade-level acceleration. The grade acceleration process may be initiated by a teacher or parent, but acceleration will always begin with differentiation in the classroom.

CVA students all create an Individualized Learning Plan (ILP) with their advisor. These ILP's help students to identify their strengths, skills and learning styles. Students set goals related to their social development and academic progress. Students and staff use ILP's to help match the level, complexity, and pace of the curriculum to the students abilities.

Students will generally progress from level to level on an annual basis, most often based on the age of the student. Exceptions can be made to this annual progression when they are in the best interest of the individual student. Any exceptions must be based on consultation between the school staff, the family/guardian, and the student. In order to design the most appropriate educational program for students, CVA recognizes that some students demonstrate a need for course or grade-level acceleration.

Course or grade-level acceleration may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in multiple academic areas. In these cases, the degree to which the regular grade-level material requires modification may become difficult for the educators to facilitate and manage and CVA would be looking at full grade acceleration. Family members, parents, school teachers/staff/administrators, or community members can recommend a student for acceleration. Requests must be submitted to the director by the end of the first semester of the preceding school year.

A student's readiness for grade or course/subject acceleration will be assessed using multiple criteria. Students must demonstrate social/emotional readiness, motivation readiness, and academic readiness. The criteria CVA uses to make the decisions on student acceleration are outlined in this document.

III. STUDENT ACCELERATION

A. Elementary (Grades K-4) and Middle School Students (Grades 5-8)

a. Course/Subject Acceleration

Course or subject acceleration is the act of moving a student at least one grade level above his/her general grade level placement in a particular content area. Course or subject acceleration may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in an academic area. Students must meet all applicable criteria in *Table 1* to be considered for course/subject acceleration.

<i>Table 1. - Course/Subject Acceleration Requirements</i>	
NWEA MAP - for one individual subject area	Math RIT score at or above 90th percentile, or Reading RIT score at or above 90th percentile, or Science RIT score at or above 90th percentile, or score a 90% or greater on other comprehensive content assessments.
MCA - for one individual subject area	MCA score in reading "exceed" achievement standards, or MCA score in math "exceed" achievement standards, or MCA scores in Science "exceed" achievement standards.
Attendance	Average attendance rate for all classes average to present for at least 85% of all periods.
Academic Performance	Average grade in the particular subject area is at least "A-" or above. Grades in all courses average to at least "B" or above.
Work Completion Rate	Work completion rates in the particular subject area is 95% or above. Work completion rates in all other classes is 80% or above.
Social and Emotional Maturity	Positive recommendation by course/subject area teacher. Positive recommendation by parents. Positive recommendation by student.

b. Full Grade Level Acceleration

Grade level acceleration may be considered for students who exhibit superior levels of aptitude and have demonstrated high levels of competency in multiple academic areas. In these cases, grade level acceleration may be considered. Students must meet all criteria as applicable in *Table 2* to be considered for grade acceleration.

<i>Table 2. - Grade Acceleration Requirements</i>	
NWEA MAP	Math RIT score at or above 90th percentile. Reading RIT score at or above 90th percentile. Science RIT score at or above 90th percentile.
MCA	MCA score in reading “exceed” achievement standards. MCA score in math “exceed” achievement standards. MCA scores in Science “exceed” achievement standards.
Attendance	Average attendance rate for all classes average to present for at least 85% of all periods.
Academic Performance	Final report card grades average to a “B+” or above. Final report card grades in reading average to an “A-” or above. Final report card grades in math average to an “A-” or above. “A” Honor Roll for at least 3 previous quarters.
Work Completion Rates	Work completion rate of 90% or higher when averaging all courses. Work completion rate in language arts of 95% or above. Work completion rate in mathematics of 95% or above.
Social and Emotional Maturity	Positive recommendation by 80% or more teachers. Positive recommendation by parent. Positive recommendation by student.

B. High School Students (Grades 9-12)

a. Course/Subject Acceleration

Credit by Assessment - Students have an opportunity to earn credit and bypass a required course because they have already mastered the material. Students may have acquired the knowledge through extracurricular activities, activities outside of school, previous learning, or community and work experiences. This is different from an Independent Study, where a CVA student is working independently on course materials. Credit by assessment would most commonly be used for a new student transferring to CVA. Students can demonstrate their knowledge of the subject by completing an assessment covering all topics of the course.

Credit by Prior Learning - Students may earn elective credit from prior learning experiences. Prior learning, or learning that has taken place outside of CVA, must come from an accredited education institution where the students work was evaluated by a licensed educator. Students may present a portfolio or a transcript from their prior learning experience to the high school coordinator for review.

b. Full Grade Level Acceleration

Students in high school are not accelerated entire grade levels. Students must complete course credits until the graduation requirements have been met. CVA's high school courses are mix-age and open to students in grades 9-12.