

# **Accelerated Placement Act Policy Updates and Best Practices**

**Department of Standards & Instruction**

Kirsten Parr, Director

Neha Thakkar, Principal Consultant

# Agenda

## Review

- School District Responsibilities
- Key Steps for Accelerated Placement Act Compliance

## What's New?

- Amendment Guidance
- New Unified Performance Levels

# School District Responsibilities

[Public Act 103-0743](#) states that each school district should have a *policy* that allows for accelerated placement that includes or incorporates by reference the following components:

Acceleration is based on data-informed student eligibility.  
The policy should be made public and should include:

**1. A provision that provides 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;**

**2. A fair and equitable decision-making process that involves multiple persons and includes a student's parents or guardians;**

**3. Procedures for notifying parents or guardians of a child of a decision affecting that child's participation in an accelerated placement program; and**

**4. An assessment process that includes multiple valid, reliable indicators.**

*Summary provided for informational purposes; refer to [statute](#) for full language.*



# Key Steps for Accelerated Placement

**Districts create  
and make public  
acceleration policy**

**Follow their  
guidance  
for student eligibility  
per state mandate**

**Collect data  
information  
and import into  
ISBE SIS**

# Accelerated Placement Act Policy Guidance for Districts

- Public Act 103-0743 amended the Accelerated Placement Act in **2024**
- Changes in language due to new Unified Performance Levels (which were set in August **2025**)

# **Public Act 103-0743 Amended the Accelerated Placement Act in 2024**

The Accelerated Placement Act requires automatic placement in the next most advanced course for high school students who score in the Above Proficient performance level on state assessments, and the option to take the next most rigorous course for students who score in the Proficient performance level.

# Public Act 103-0743:

Amended the Accelerated Placement Act to clarify that students who **exceed** state standards on a state assessment administered under Section 2-3.64a-5 will **automatically** be enrolled into the next most rigorous level of advanced coursework offered by the high school.

*Summary provided for informational purposes; refer to [statute](#) for full language.*



# Public Act 103-0743:

Clarifies that students who **meet** state standards will be given the **option** to enroll in the next most rigorous level of advanced coursework offered by the high school.



# No later than the 2027-28 school year, school districts must:

Amend their accelerated placement policy to allow [automatic eligibility](#) for any student who meets state standards in ELA, mathematics, or science on a state assessment administered under Section 2-3.64a-5 into the next most rigorous level of advance coursework.

# **In terms of automatic enrollment, a school district's accelerated placement policy must:**

Include a process through which the parent or guardian of each student who meets state standards is provided notification in writing of the student's eligibility for enrollment in accelerated courses.



# **This written notification must:**

Provide details on the procedures for the parent or guardian to enroll or not enroll the student in accelerated courses on forms the school district makes available.



**If no course selection is made by the parent or guardian in accordance with procedures set forth by the school district,**

The student shall be automatically enrolled in the next most rigorous level of coursework.

# A school district must:

Provide the parent or guardian of a student eligible for automatic enrollment with the option to instead have the student enroll in alternative coursework that better aligns with the student's postsecondary education or career goals.

# Please Note:

- For students in Grade 12, the next most rigorous level of advanced coursework in ELA or mathematics shall be a dual credit course, an Advanced Placement course, or an International Baccalaureate course.
- For all other subjects, the next most rigorous level of advanced coursework may be a dual credit course, an Advanced Placement course, an International Baccalaureate course, an honors class, an enrichment opportunity, a gifted program, or another program offered by the district.

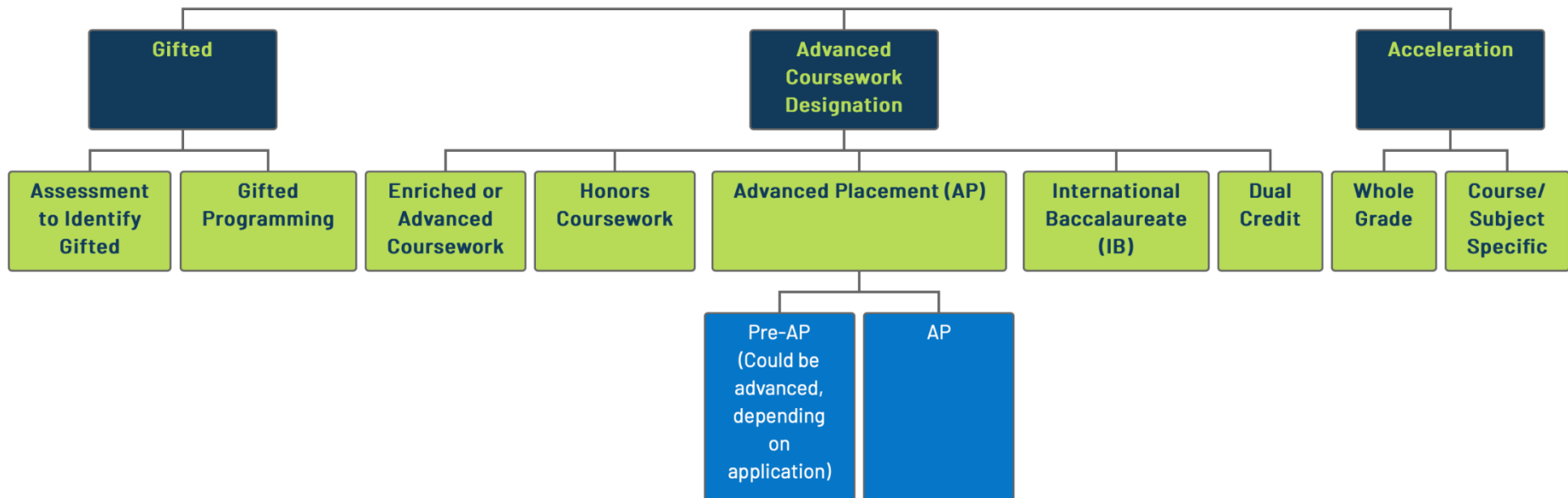


# Please Note (Continued):

- The students must be identified as accelerated, by multiple measures, including proficient and above proficient test scores, to count them in the previous slide's courses as accelerated.
- The students should meet your designations for accelerated or gifted placement, and their SIS codes should reflect as such. You can find all codes listed here for [Gifted and Accelerated Data Elements \(SIS Coding\)](#)

# Acceleration Coursework Curricular Options

## ADVANCED ACADEMIC PROGRAMS



# **Public Act 103-0743 amends the waiver for a course or a unit of instruction completion requirement. A school district's accelerated placement policy may allow for a course or unit of instruction completion waiver if:**

**1.** Completion of the course or unit of instruction is required by this Code or rules adopted by the State Board of Education as a prerequisite to receiving a high school diploma; and

**2.** The school district has determined that the student has demonstrated mastery of or competency in the content of the course or unit of instruction.

**The school district shall maintain documentation of this determination of mastery or competency for each student, which shall include:**

- ✓ Identification of the learning standards or competencies reviewed
- ✓ Methods of measurement used
- ✓ Student performance
- ✓ Date of determination
- ✓ Identification of the district personnel involved in the determination process

# **The school district shall maintain documentation of this determination:**

- A record of mastery or competency for each student,
- If applicable, a school district must provide notification to a student's parent or guardian that the student will receive a waiver of a course or unit of instruction completion requirement.

# Important notification for school districts:

Nothing in Public Act 103-0743 may be interpreted to preclude other students from enrolling in advanced coursework per the policy of a school district.



# Important notification for school districts:

Furthermore, nothing in Public Act 103-0743 shall prohibit the implementation of policies that allow for automatic enrollment of students who meet standards on state assessments into the next most rigorous level of advanced coursework offered by a high school.



# New Unified Performance Levels *revised language*

⌘ Meets

⌘ Proficient

⌘ Exceeds

⌘ Exemplary



✓ Proficient

✓ Above Proficient

# Connecting the new Unified Performance Levels to the Accelerated Placement Act

- ✓ Above Proficient = Exceeds  
= Automatic Placement
- ✓ Proficient = Meets  
= Automatic *Eligibility*

From Meets and Exceeds Expectations and/or Proficient and Exemplary ...

### Previous Misaligned Performance Levels



... to unified language for all 3 measures



[Learn more about this performance level process.](#)



Previously labeled meeting or exceeding standards scores are now designated as **Proficient and Above Proficient** respectively, for all grades in the assessment that pertain to them.

IAR	Does Not Meet	Partially Meets	Approaching Meets	Meets Expectations	Exceeds Expectations
ISA	Emerging	Developing		Proficient	Exemplary
SAT	Partially Meets	Approaching Meets		Meets Expectations	Exceeds Expectations
IAR ISA ACT	Below Proficient		Approaching Proficient	Proficient	Above Proficient

# New Unified Performance Levels

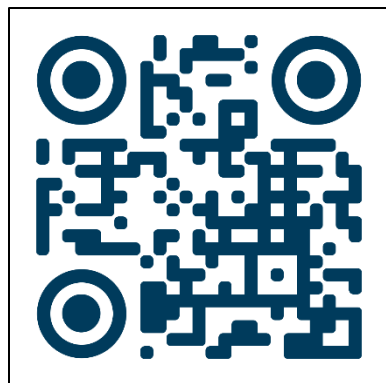
## New Unified Performance Levels

IAR	Below Proficient	Approaching Proficient	Proficient	Above Proficient
ISA	Below Proficient	Approaching Proficient	Proficient	Above Proficient
ACT	Below Proficient	Approaching Proficient	Proficient	Above Proficient

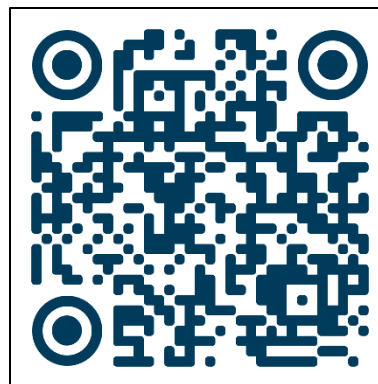
# New Proficiency Benchmarks: What Families Need to Know

*A new, family-friendly guide to understanding Illinois' updated proficiency standards*

---



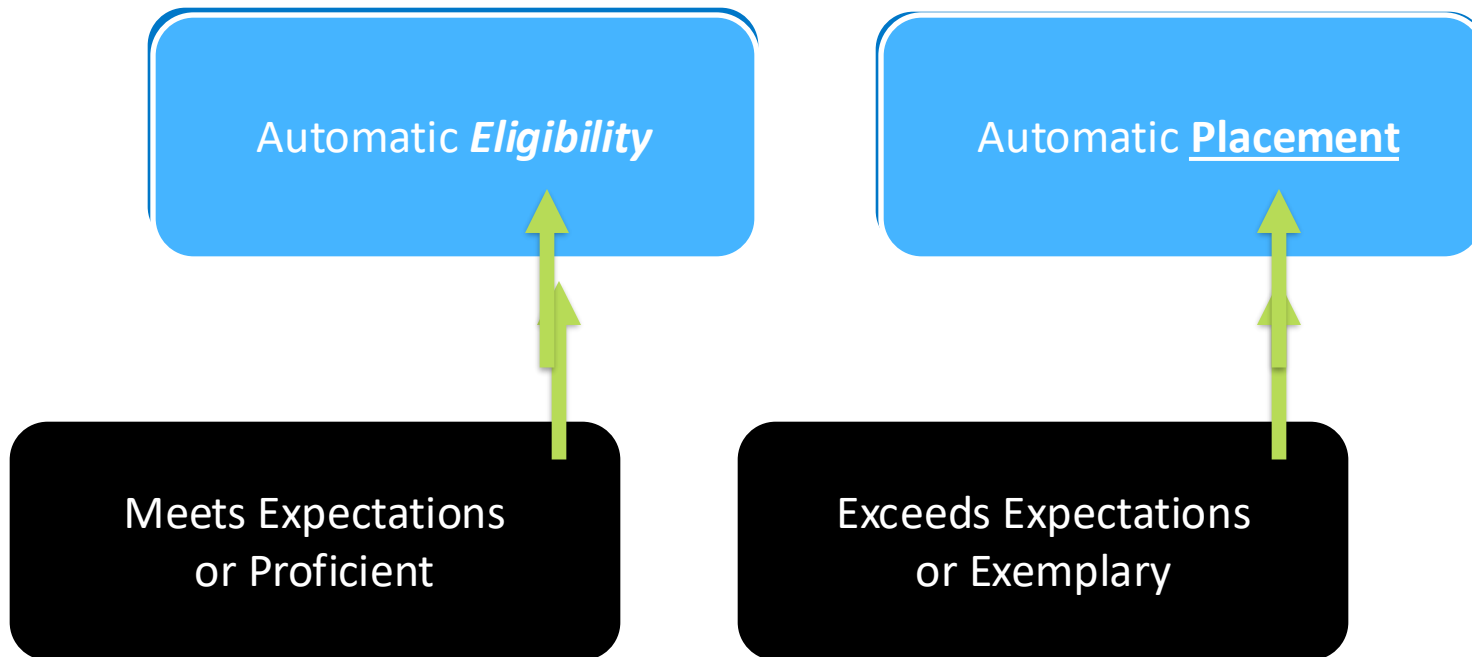
Scan to  
view the  
fact sheet



Scan to  
view the  
explainer  
video



# Unified Performance Level Language



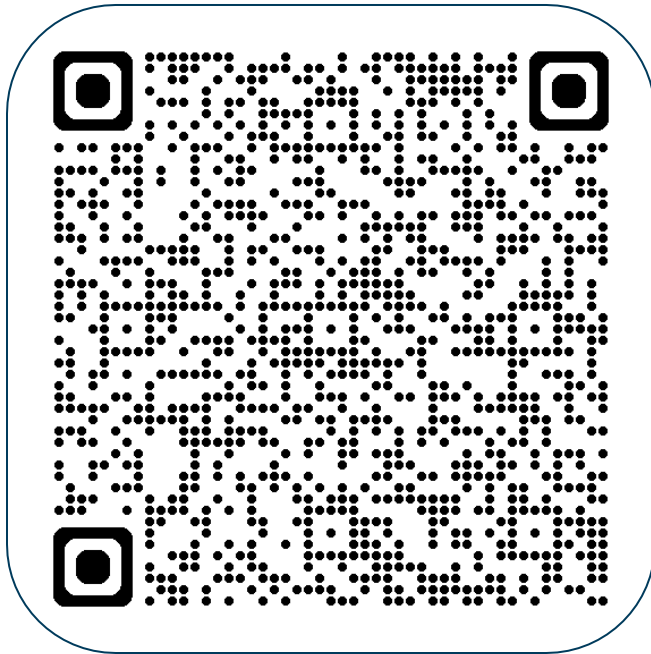
# Assessment Scoring

- [Illinois Assessment of Readiness \(IAR\)](#) scores for Proficient and Above Proficient are designated as “meeting or exceeding state standards” for Grades 3-8.
- [Illinois Science Assessment \(ISA\)](#) scores of Proficient and Above Proficient are designated as meeting or exceeding state standards for Grades 5 and 8.
- [PreACT Secure 9, PreACT Secure, and ACT with Writing](#) scores of Proficient and Above Proficient are designated as meeting or exceeding state standards for Grades 9-11.
- Scores indicating a student is either meeting or exceeding standards or performance indicators for same age peers from a locally selected, nationally normed assessment may be used instead of the state assessment.





# Questions?



Sign up for Updates!  
Scan the QR code or visit:

[bit.ly/APAFormLWI](https://bit.ly/APAFormLWI)

# Contact Information



ISBE Data Strategies  
And Analytics



ISBE Help Desk



Neha Thakkar  
ISBE Principal Consultant



[DataHelp@isbe.net](mailto:DataHelp@isbe.net)



[sis@isbe.net](mailto:sis@isbe.net)



[nthakkar@isbe.net](mailto:nthakkar@isbe.net)



312-814-9192



217-558-3600  
Option 3



312-793-5571

Thank you