

Butler Jr. High Placement Change Request Process - *Rising 7th and 8th Grade*

Philosophy: With the best interest of the child in mind, Butler Junior High provides all students the opportunity to challenge themselves in rigorous coursework and curriculum by placing them in classes that are academically, cognitively and socially appropriate for individual success.

Guiding Principles:

- Placement and curriculum decisions are made collaboratively as a team (teacher(s), administrator, family, and student) who respect and value each other’s opinion equally.
- Individual school departments will determine entrance and exit criterion (see below); however, all stakeholders’ opinions of whether students have fulfilled the requirements will be considered.
- Students will successfully complete all prerequisites before advancing in their placement to ensure their success.
 - Transfer students will initially be placed in standard courses to ensure students the opportunity to gain exposure to skills before changes in placement are made.
- The team will consider placement changes as early as possible to guarantee students access to appropriate curriculum.
- If a student is struggling in an academic class, the teacher will make all reasonable efforts to help the child succeed and include the parent/student in conversations related to their progress.
- Should a student require instruction beyond general education instruction to maintain basic standards of a given course, the team will reassess placement.
- Placements are not final and student performance will continually be reassessed and discussed.

Placement Timeline:

First week of April	Rising 7th & 8th grade parents will be notified of placements
By May 1st	BJH Placement Change Requests due for rising 7th & 8th
By June 1st	Audit of Spring NWEA Measures of Academic Progress (MAP)
By Aug 1st	Transcripts for courses completed over summer (prior approval required)
By Aug 1st	Parents requesting placement changes will be notified of changes

Science - 8th Grade Only

Criterion: Eligibility of Science 8 Honors placement is determined using the following measures:

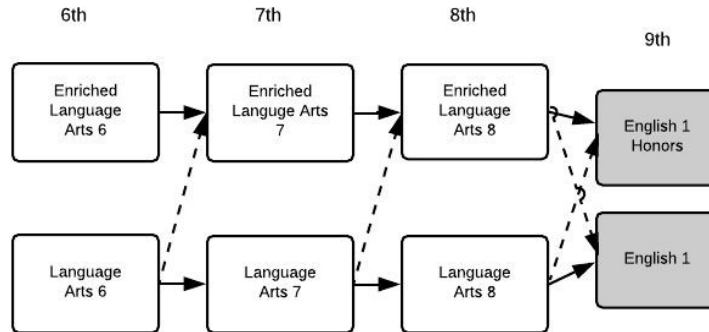
- 90th percentile < NWEA Measures of Academic Progress (MAP) reading and math score
- 90th percentile < for 1st, 2nd, and 3rd Quarter classroom assessment average
- Enrolled in ELA and Geometry or higher

Additional Information: Any student maintaining less than a 80% average will have their placement reviewed.

Language Arts

Criterion: Students are formally identified in the spring of their 5th grade year for placement in 6th grade. Students not initially meeting identification criterion in 6th grade but do later in their jr. high academic career are invited in the Spring to submit a placement change request for the subsequent school year. Students who meet the criteria are considered for Enriched Language Arts classes:

- 90th percentile < NWEA Measures of Academic Progress (MAP) Fall and Spring Reading
- 90th percentile < PARCC from the previous school year
- 90th percentile < CoGat - Verbal (administered in 6th grade)
- 90% < in classroom categories of formative reading, independent reading, formative writing, and summative assessments for the first 3 quarters



Anticipated Language Arts Pathways

Additional Information: Any student maintaining less than a 80% average on classroom assessments will have their current placement reviewed.

Mathematics

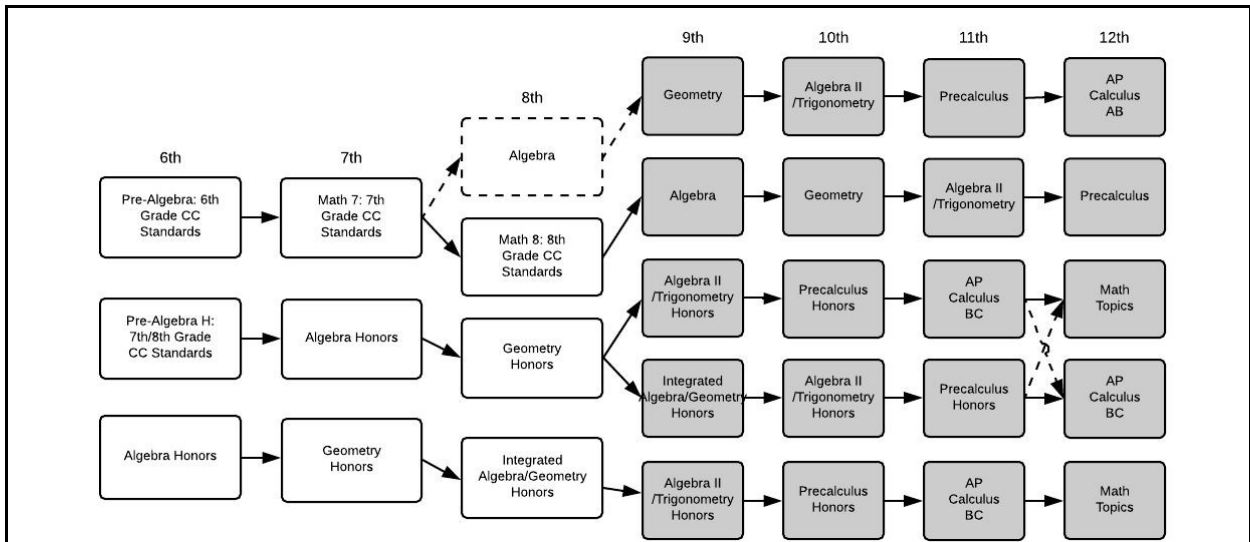
8th Grade

Criterion: Students are formally identified in the spring of their 6th & 7th grade year for placement for the subsequent school year. Students not initially meeting identification criterion for a particular pathway are invited in the Spring to submit a placement change request. Eligibility of placement is determined using the following measures:

- NWEA Measures of Academic Progress (MAP) math and reading percentile/RIT score
- Cumulative math/final exam score from prerequisite course*
- Performance on classroom assessments

*To request to "skip" a prerequisite level of math the following is required:

- Prior principal approval of outside coursework from an accredited institution; and
- Successful completion of course resulting in receiving an "A" or "B"; and
- Demonstration of mastery of prerequisite skills on placement exam



Anticipated Math Pathways

Additional Information: Any student maintaining less than a 80% average will have their current placement reviewed.

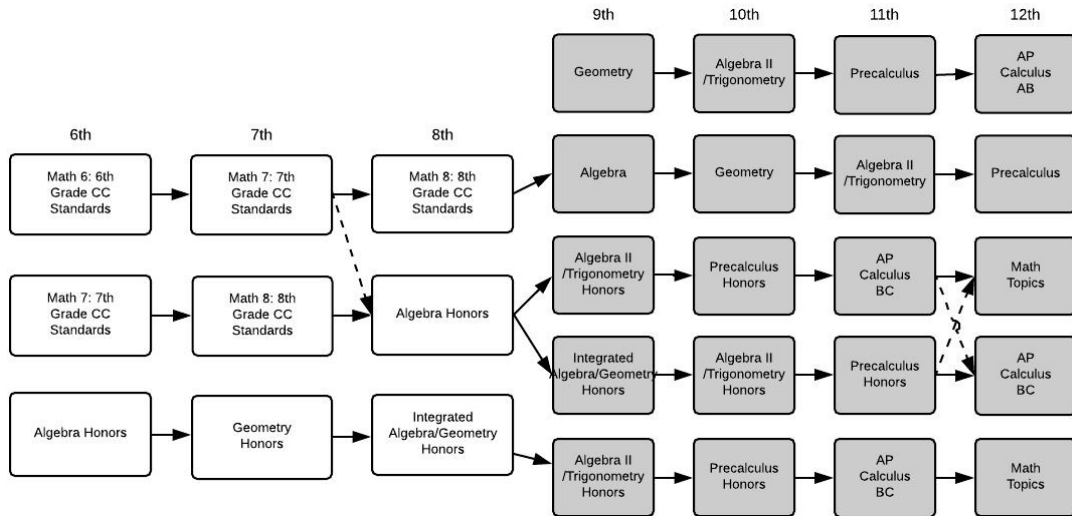
7th Grade

Criterion: Students are formally identified in the spring of their 6th grade year for placement for the subsequent school year. Students not initially meeting identification criterion for a particular pathway are invited in the Spring to submit a placement change request. Eligibility of placement is determined using the following measures:

- NWEA Measures of Academic Progress (MAP) math and reading percentile/RIT score
- Cumulative math/final exam score from prerequisite course*
- Performance on classroom assessments

*To request to “skip” a prerequisite level of math the following is required:

- Prior principal approval of outside coursework from an accredited institution; and
- Successful completion of course resulting in receiving an “A” or “B”; and
- Demonstration of mastery of prerequisite skills on placement exam



Anticipated Math Pathways

Additional Information: Any student maintaining less than a 80% average will have their current placement reviewed.

Spanish/Learning Lab

8th Grade

Criterion: Students are formally identified in the spring of their 5th grade year for placement in 6th grade and again reviewed in the Spring of their 6th and 7th grade year. Students not initially meeting identification criterion for a particular pathway are invited in the Spring to submit a placement change request for the subsequent school year. Eligibility of placement is determined using the following measures:

Learning Lab (formerly known as Guided Study):

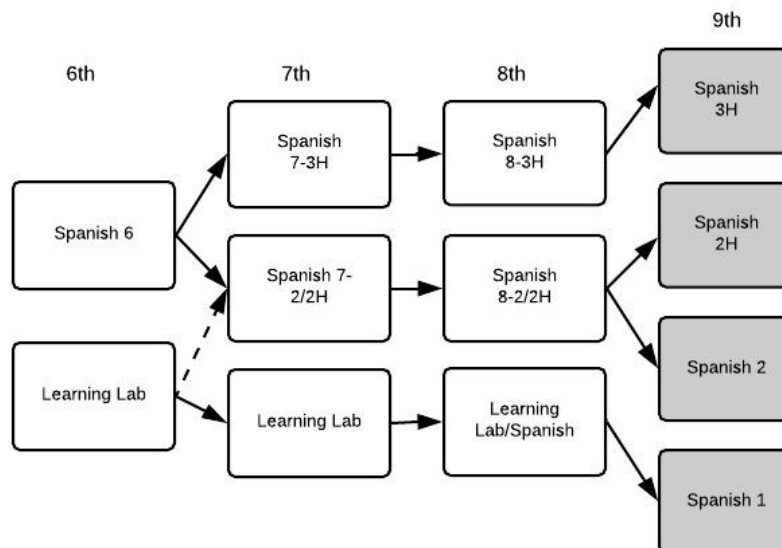
- Prior Placement
- 75% > Overall classroom performance grade in Spanish
- 50th percentile > National Spanish Exam

Spanish 8-2/2H (On track for Spanish 2/Spanish 2 Honors at Hinsdale Central High School):

- [ACTFL](#) (American Council on the Teaching of Foreign Languages).
- 75% < Overall classroom performance grade in Spanish
- 50th percentile < National Spanish Exam

Spanish 8-3H (On Track for Spanish 3 Honors at Hinsdale Central High School):

- [ACTFL](#) (American Council on the Teaching of Foreign Languages).
- 90th percentile < National Spanish Exam
- 231 RIT Score < NWEA Measures of Academic Progress (MAP) Reading - specifically subtest using context clues to determine word meaning
- 90% < Overall Spanish average for the first 3 quarters
- 80% < Overall classroom performance grade in all other classes



Anticipated Spanish Pathways

Additional Information:

Spanish 8-2/2H - Teachers will review progress for all students earning below 75% at the quarter and/or semester to determine which placement is appropriate to ensure student success in all courses. Performance in all academic courses will also be considered.

Spanish 8-3H - Students earning below 80% will be reviewed quarterly and at the end of each year to ensure proper placement. Performance in all academic courses will be considered. On track for 3 Honors placement will be evaluated on a quarterly basis.

Learning Lab - Students enrolled in 8th grade Learning Lab will have the opportunity to be introduced to Spanish in preparation for Spanish 1 at the high school level.

7th Grade

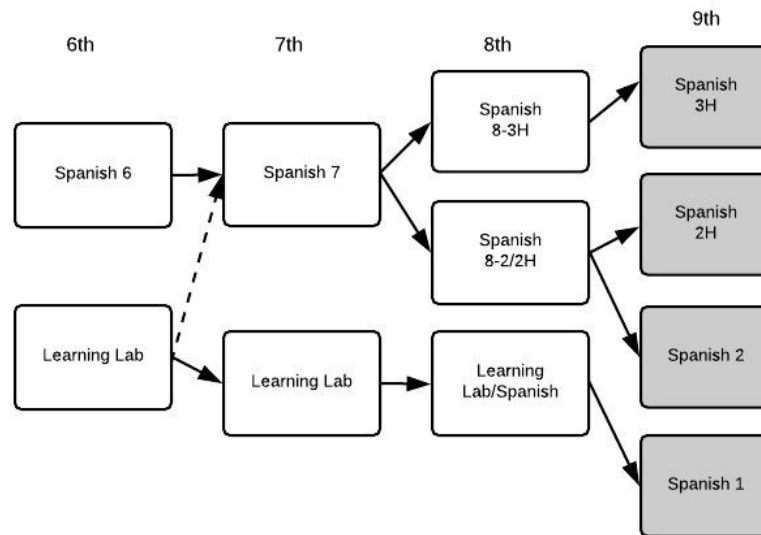
Criterion: Students are formally identified in the spring of their 5th grade year for placement in 6th grade and again reviewed in the Spring of their 6th and 7th grade year. Students not initially meeting identification criterion for a particular pathway are invited in the Spring to submit a placement change request for the subsequent school year. Eligibility of placement is determined using the following measures:

Learning Lab (formerly known as Guided Study):

- Prior Placement
- 75% > Overall classroom performance grade in Spanish
- 50th percentile > National Spanish Exam

Spanish 7:

- [ACTFL](#) (*American Council on the Teaching of Foreign Languages*).
- 75% < Overall classroom performance grade in Spanish and/or
- 50th percentile < National Spanish Exam



Anticipated Spanish Pathways

Additional Information:

Language takes both time and effort to acquire, and all students develop their proficiency levels at different rates especially in the beginning of acquisition. Based on trend data, it has been determined that identifying honors placement for 8th grade students will result in greater success of language acquisition. During 3rd and 4th quarters, 7th grade Spanish will be significantly differentiated in that different assessments, expectations, National Spanish Exam levels, etc. will be distributed and/or selected based on student performance and willingness during the first year and a half of Spanish. Students will take an active role in self-assessing and advocating for their appropriate level and placement. This allows for proper placement into Spanish 2, 2 Honors and/or 3 Honors at Hinsdale Central HS.



Butler Jr. High Placement Change Request Form

Submit all placement change requests to the principal by May 1st

Student Name:	Grade Level:
Parent/Guardian Name:	Parent/Guardian Email:
Parent/Guardian Phone:	Date:
Subject in consideration for change: <input type="checkbox"/> English Language Arts <input type="checkbox"/> Mathematics <input type="checkbox"/> Spanish/Learning Lab <input type="checkbox"/> Science (8th grade only)	Application submitted by: <input type="checkbox"/> Parent(s)/Guardian(s) <input type="checkbox"/> Teacher
Current Course:	Requested Course:
Reason(s) for change request:	
Note: If appealing for ELA placement, submit a graded writing sample with this form.	
_____ Parent Signature	_____ Teacher Signature
_____ Date	_____ Date
For Office Us Only	
Request received date:	Placement decision:
Parent/Guardian notified:	