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Council Members
Ghada Amin Maya Rozenblat- ELL Rep
Jona Isufi Joyce Xie
Li Ping Jiang Kevin Zhao- BBP Appointee

Resolution 9 (SY22-23)

Resolution Requesting District 20 Establish A District Academic Screened Middle School Program

Resolution approved by vote on March 8, 2023 with 9 Yes and 2 Excused

- | | |
|--------------------------|-----------------------------|
| 1. Steve Stowe - Yes | 7. Jona Isufi - Yes |
| 2. Jennifer Hu - Excused | 8. Li Ping Jiang - Yes |
| 3. Elizabeth Chan - Yes | 9. Maya Rozenblat - Excused |
| 4. Vito LaBella - Yes | 10. Joyce Xie - Yes |
| 5. Marie Brugueras - Yes | 11. Kevin Zhao - Yes |
| 6. Ghada Amin - Yes | |

Sponsors: Maya Rozenblat, Stephen Stowe, Vito LaBella

Co-sponsors: Kevin Zhao

WHEREAS, the Community Education Council in District 20 (CEC 20) thanks Superintendent Dr. David Pretto for allowing Middle Schools in District 20 to again utilize academic criteria in admission.

WHEREAS, there are presently 3 middle schools in District 20 offering academic screened admissions. The screened seats at these 3 schools total about 500 per grade and represent about 13% of middle school seats.

WHEREAS, eligibility for these programs is open to any student with average core course grades in 4th grade of a 90 or above. However, final admission to the program is based on a lottery from among these qualifying students. Use of a lottery is an arbitrary, random process which needlessly creates scarcity and does not reward students who have earned higher grades (for example - a student with an average of 99 would have the same chances of admission as a student with an average of 90).

WHEREAS, in School year 2021-2022, 35% of District 20 students achieved a Level 4 in the annual State Math test and 33% achieved a Level 4 in the English Language Arts (ELA) test. A Level 4 is defined by the State as “excel in standards for their grade”¹. The scores in District 20 are very positively skewed as shown in Appendix 1. With such a positive skew it stands to reason that some number of these students are able to learn at even higher levels than the highest State grade-level standards. Another way to put it - some portion of these students could probably score a hypothetical “5” on the State tests if it was available.

¹ “Next Generation Grades 3-8 Learning Standards Performance Level Descriptions”, New York State Education Department; <http://www.nysed.gov/state-assessment/next-generation-grades-3-8-learning-standards-performance-level-descriptions>

WHEREAS, research supports ensuring that students who can benefit from accelerated learning are afforded the opportunity².

WHEREAS, CEC 20 has written a detailed proposal outlining the rationale, admissions, curriculum and location siting for such a program. The curriculum is based on New York State, Common Core and Next Generation standards. It would utilize accelerated learning techniques including curriculum compacting and grade skipping for the purpose of meeting students’ unique learning needs, enabling them to be fully challenged and engaged in class. With students able to master grade-level requirements more quickly, the program would create opportunities for more in-depth learning and allow exposure to additional topics. Earning high school credit would allow students to enter high school at an appropriate level and thereby allow them to maximize their academic opportunities and develop a more informed awareness of post-high school options best suited to their unique needs. The proposal is available [here](#).

WHEREAS, there are many ways the program could be located at various schools throughout the District. The proposal contains a framework for programming. It contains a list of data requests which are required to determine the number of program qualifiers and locations.

THEREFORE, the Community Education Council for District 20 calls upon District 20 Superintendent Dr. David Pretto to implement this proposal for School Year 2023-2024. This proposal currently includes:

- Admission to two distinct stand alone accelerated learning tracks.
 - One track would serve students who have at least a 90 core course grade average and score 4 or more on ELA & Math State Tests in 4th grade.
 - A second more selective track would serve students who achieve a 95th percentile score on a nationally recognized screener of 6th grade level material, maintain a 95 grade point average at the time of application and are approved by an evaluation team.
- Curriculum mapping students to the 8th grade as follows:

8th Grade	Math	Science	English	Social Studies
<i>Track A*</i>	Geometry Regents	Scientific Method	9th Grade Writing & Research	9th Grade Global History & Geography I
<i>Track B</i>	Algebra I Regents	Living Environment Regents & Scientific Method	ELA Regents (Optional) & Research	US History Regents (Optional) & Research

**Track A potentially completes the Regents exams for Algebra I, Living Environment, ELA (Optional) and US History (Optional) in 7th grade.*

² [Developing Academic Acceleration Policies: Whole Grade, Early Entrance & Single Subject](#), National Work Group on Acceleration, 2018 (hereinafter referred to as “Acceleration Guidelines 2018”) – Selected References, p. 24
[Developing-Academic-Acceleration-Policies.pdf \(accelerationinstitute.org\)](#)

- Curriculum mapping students to the 9th grade as follows:

9th Grade	Math	Science	English	Social Studies
<i>Track A</i>	Pre-calculus	10th Grade Science	10th Grade Literature	10th Grade Global History & Geography II
<i>Track B</i>	Geometry	10th Grade Science	9th Grade Writing & Composition	9th Grade Global History & Geography I

Appendix 1 -

