
Fulton County Schools

Continuous Achievement Framework: A Manual for Instructional Leaders

Providing a Challenging
Curriculum for All



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The purpose of this manual is to provide guidance on the implementation of Fulton County Schools' Continuous Achievement Framework. The Continuous Achievement Manual is a living document that is revised annually and includes:

- Fulton County Schools' Board Policy IFD – Continuous Achievement
- Fulton County Schools' Operating Guidelines IFD – Continuous Achievement
- Guidance for Determining Continuous Achievement Placement for Students in Grades K-8
- Placement Guidelines
- Guidance for Scheduling
- Parent Communication Tools
- Continuous Achievement Glossary

Policy IFD – Continuous Achievement

The Fulton County Board of Education supports our mission statement that each child should be given the opportunity to reach his/her full potential. To that end, our continuous achievement framework for advancement allows each child to progress in language arts and math at his/her optimum pace and depth, expanding and compacting the curriculum as appropriate. The framework is implemented in all elementary and middle schools and includes a process for advancement in the current grade level and an acceleration process which allows a student to advance above grade level.

While no child will be placed below their current grade level, there will be no artificial barrier to moving ahead. Students are accelerated when they demonstrate exceptional performance for their age appropriate grade level and exhibit strong skills for advancing a grade level. Although the guidelines provide criteria for a high percentage of mastery on the acceleration assessments, overall aptitude demonstrated by the collective evidence of past performance and teacher feedback will be considered, with the best interest of the students in mind.

Each student will be identified as “on-level”, “advanced”, or “accelerated” to clearly communicate their continuous achievement level. In English/Language Arts, the advanced curriculum is written at a different pace, depth and instructional level than the on-level curriculum, in order to provide appropriate rigor and challenge for students. In math, the students in advanced are one semester ahead of the on-level pace, and accelerated students are one full year ahead. Teachers will teach no more than two levels (on, advanced, accelerated) during the reading/language arts and mathematics instructional period.

As an initial screening, teachers review student performance data comprised of grade level assessments, report cards, diagnostic assessments, and teacher recommendation. The initial screening for Grade K students falls within the first six weeks of school. Students that meet the initial screening measures will proceed within the acceleration framework and take the acceleration assessments, which will consist of the use of diagnostic placement assessments for the next grade level.

Specific criteria for placement are established to support the students' most appropriate placement for instruction. Every 18 weeks, student performance within the level at which a student is placed is reviewed to determine if the placement level continues to be appropriate in meeting the student's learning needs. Provisions are also made for students who need to be accelerated more than one grade level above the “on grade level” curriculum. These provisions include transportation to their zoned middle or high school as appropriate.

All elementary and middle schools will use student grades, diagnostic placement assessments, and Iowa results along with Talented and Gifted (TAG) qualification as predictors regarding the potential number of students that should qualify to participate in advanced and accelerated classes. There should be a strong alignment between the number of students receiving instruction at the advanced and accelerated levels when compared with the number of students with high achievement as evidenced in the aforementioned areas within each school. Provisions will be provided for parents of students not recommended for the advanced or accelerated levels to request a waiver for their student to be placed at these levels of instruction.

It shall be the responsibility of the senior executive for instruction to ensure effective system-wide implementation of the policy and operating guidelines regarding continuous achievement. Recommendations concerning instructional placement and progress of students shall be the responsibility of the local school teacher and other professional staff directly involved with the student. The final decision concerning placement, however, rests with the principal.

The senior executive for instruction shall submit an annual written report to the Superintendent and Board presenting the number of students at each continuous achievement level of “on”, “advanced”, and “accelerated”.

Guidance for Determining Continuous Achievement Placement for Students in Grades K-5

Knowing that students vary in their rates in learning and that students exhibit mastery of concepts at different developmental periods, the Fulton County School System has established a continuous achievement framework. Student placement in Reading/English Language Arts and Mathematics is reviewed at the end of each semester. The following procedures should be followed at the end of spring semester to ensure that students are appropriately placed for the next school year.

Step 1:

Diagnostic Assessments for Placement are available on the FCS Employee Portal>Test Coordinators’ Team Site>Diagnostic Assessment for Placement Folder. The Reading/English Language Arts assessment for each grade level is aligned to the critical standards for the course and includes two parts: RELA Diagnostic Placement Assessment and a Writing Diagnostic. The Mathematics assessment for each grade level is aligned to the critical standards for the course and includes two parts: Semester 1 Math Diagnostic Placement Assessment and Semester 2 Math Diagnostic Placement Assessment. The assessments may be administered to all students for diagnostic purposes. Because the assessments are comprehensive and aligned to standards for which students may have received no direct instruction, some students may become quickly frustrated. Teachers should monitor student performance and use professional judgment to determine the length of time each student should spend on the assessment.

While all students may take the appropriate diagnostic assessments, all on-level and advanced students who meet the following initial screening criteria must be assessed for acceleration during spring semester for possible acceleration for the next school year. Students currently accelerated one or more years ahead of their grade-level peers may be considered for further acceleration; however, greater emphasis should be placed on the teacher’s recommendation.

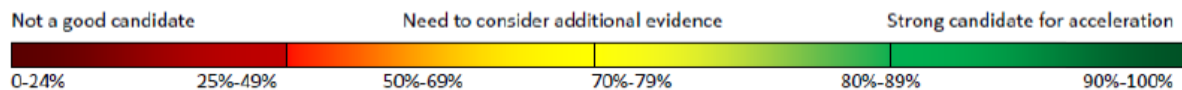
Placement Guidelines

Per FCS Policy IFD, “while no child will be placed below their [assigned] grade level, there will be no artificial barrier to moving ahead. Students are accelerated when they demonstrate exceptional performance for their age appropriate grade level and exhibit strong skills for advancing a grade level. Although the guidelines provide criteria for a high percentage of mastery on the acceleration assessments, overall aptitude demonstrated by the collective evidence of past performance and teacher feedback will be considered, with the best interest of the students in mind.”

Reading/English Language Arts: Students are advanced in Grades 2-8 when they read half a year above grade level according to the BAS, DRA, or universal screener assessments, score approximately 50 percent on the diagnostic placement assessments for Reading/English Language Arts for their assigned grade-level and have demonstrated the ability to master standards at a more rapid rate than their grade-level peers. Students are accelerated in Grades K-8 when they read a year above grade level according to the BAS, DRA or universal screener assessments, score approximately 80 percent on the diagnostic placement assessments for Reading/English Language Arts and have demonstrated exceptional performance for their age appropriate grade level and exhibit strong skills for advancing a grade level.

Mathematics: Students are advanced in Grades K-7 when they score approximately 80 percent on the diagnostic placement assessments for the next semester’s curriculum and have demonstrated the ability to master standards at a more rapid rate than their grade-level peers. Students are accelerated when they score approximately 80 percent on the diagnostic placement assessments for the next year’s curriculum and have demonstrated exceptional performance for their age appropriate grade level and exhibit strong skills for advancing a grade level.

Although the following guidelines provide criteria for a high percentage of mastery on the diagnostic assessments, overall aptitude demonstrated by the preponderance of evidence from past performance and teacher feedback will be considered, always bearing in mind what is in the best interests of the students. The following continuum portrays the correlation of the guidelines in terms of evidence and professional judgment.



6 Week Review

At the six week review, all kindergarten students are screened for the possibility of advancement in mathematics and acceleration in reading and math. All students should be screened. Only students who meet the screening criteria should proceed to step one. Students with scores of 80% or higher (or a 70% with teacher recommendation) should be considered for the possibility of step two.

Student's Current Course Placement (as of August)	Initial Screening Criteria to be Met	Step 1: Move forward only if the student met the screening criteria.	Step 2: Move forward only if the student meets the scores.
K ELA/Reading	<ul style="list-style-type: none"> • BAS Level D or DRA Level 6 or FastBridge aReading \geq 90th percentile • Teacher Recommendation 	If initial screening criteria is met, administer the Kindergarten Form A RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade K Writing Diagnostic.
K Math	<ul style="list-style-type: none"> • FastBridge aMath \geq 90th percentile • Teacher Recommendation 	If initial screening criteria is met, administer the Kindergarten S1 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade K S2 Math Diagnostic Placement Assessment.

6 Week Review: Kindergarten Placement Guidelines		
*To be used at 6 weeks to determine placement adjustments for first semester for students currently enrolled in FCS.		
Current Grade Level	Performance Criteria for Placement in Advanced Level*	Performance Criteria for Placement in Accelerated Level*
Kindergarten Reading/English Language Arts	Not Available	<ul style="list-style-type: none"> Grade K RELA Diagnostic Placement Assessment: 80%+ Grade K RELA Writing Diagnostic: Meets/Exceeds all rubric domains Additional Considerations: <ul style="list-style-type: none"> Level 6 on DRA2 or Level D on BAS Reading Assessment or $\geq 90^{\text{th}}$ percentile on FastBridge aReading Teacher Recommendation
Kindergarten Mathematics	Advanced Level = Grade K, S2 Curriculum <ul style="list-style-type: none"> Grade K S1 Math Diagnostic Placement Assessment: 80%+ Additional Considerations: <ul style="list-style-type: none"> $\geq 90^{\text{th}}$ percentile on FastBridge aMath Teacher Recommendation 	Accelerated Level = Grade 1, S1 Curriculum <ul style="list-style-type: none"> Grade K S1 Math Diagnostic Placement Assessment: 80%+ Grade K S2 Math Diagnostic Placement Assessment: 80%+ Additional Considerations: <ul style="list-style-type: none"> $\geq 90^{\text{th}}$ percentile on FastBridge aMath Teacher Recommendation

The performance criteria above should be used as guidelines along with a preponderance of evidence from past performance and teacher feedback. The placement decision should involve the parent and be in the best interest of the student.

18 Week Review

At the eighteen week review, all students in grades 1-7 are screened for the possibility of advancement and acceleration in reading and math. All kindergarten students are screened for the possibility of advancement in mathematics and acceleration in reading and math.

Schools should use the criteria in column one to determine which students should be given diagnostic placement assessments. Only students who meet the screening criteria should proceed to step one. Students with scores of 80% or higher (or 70% with teacher recommendation) should be considered for the possibility of step two.

Student's Current Course Placement (as of December)	Initial Screening Criteria to be Met	Step 1: Move forward only if the student met the screening criteria.	Step 2: Move forward only if the student meets the scores.
K ELA/Reading	<ul style="list-style-type: none"> • Accelerated Level on DRA2/BAS or \geq 90th percentile on FastBridge aReading • Report Card: All Ss • GKIDS: Meets or Exceeds on all RELA Indicators assessed to date • Teacher Recommendation 	If initial screening criteria is met, administer the Kindergarten Form B RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade K Writing Diagnostic and Grade 1 Form B RELA Diagnostic Placement Assessment.
K Math	<ul style="list-style-type: none"> • \geq 90th percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: All Ss • GKIDS: Meets or Exceeds on all Math Indicators assessed to date • Teacher Recommendation 	If initial screening criteria is met, administer the Kindergarten S2 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 1 S1 Math Diagnostic Placement Assessment.
Grade 1 ELA/Reading	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or \geq 90th percentile on FastBridge aReading • Report Card: All Ss • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 1 Form B RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 1 Writing Diagnostic and Grade 2 Form B RELA Diagnostic Placement Assessment.
Grade 1 Math	<ul style="list-style-type: none"> • \geq 90th percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: All Ss • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 1 S2 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 2 S1 Math Diagnostic Placement Assessment.

Student's Current Course Placement (as of December)	Initial Screening Criteria to be Met	Step 1: Move forward only if the student met the screening criteria.	Step 2: Move forward only if the student meets the scores.
Grade 2 ELA/Reading	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or \geq 90th percentile on FastBridge aReading • Report Card: 90% average in Reading and Language Arts • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 2 Form B RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 2 Writing Diagnostic and Grade 3 Form B RELA Diagnostic Placement Assessment.
Grade 2 Math	<ul style="list-style-type: none"> • \geq 90th percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: 90% average in Math • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 2 S2 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 3 S1 Math Diagnostic Placement Assessment.
Grade 3 ELA/Reading	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or \geq 90th percentile on FastBridge aReading • Report Card: 90% average in Reading and Language Arts • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 3 Form B RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 3 Writing Diagnostic and Grade 4 Form B RELA Diagnostic Placement Assessment.
Grade 3 Math	<ul style="list-style-type: none"> • \geq 90th percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: 90% average in Math • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 3 S2 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 4 S1 Math Diagnostic Placement Assessment.
Grade 4 ELA/Reading	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or \geq 90th percentile on FastBridge aReading • Report Card: 90% average in Reading and Language Arts • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 4 Form B RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 4 Writing Diagnostic and Grade 5 Form B RELA Diagnostic Placement Assessment.
Grade 4 Math	<ul style="list-style-type: none"> • \geq 90th percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: 90% average in Math • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 4 S2 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 5 S1 Math Diagnostic Placement Assessment.

Student's Current Course Placement (as of December)	Initial Screening Criteria to be Met	Step 1: Move forward only if the student met the screening criteria.	Step 2: Move forward only if the student meets the scores.
Grade 5 ELA/Reading	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or \geq 90th percentile on FastBridge aReading • Report Card: 90% average in Reading and Language Arts • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 5 Form B RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 5 Writing Diagnostic and Grade 6 Form B RELA Diagnostic Placement Assessment.
Grade 5 Math	<ul style="list-style-type: none"> • \geq 90th percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: 90% average in Math • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 5 S2 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 6 S1 Math Diagnostic Placement Assessment.
Grade 6 ELA/Reading	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or \geq 90th percentile on FastBridge aReading • Report Card: 90% average in Reading and Language Arts • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 6 Form B RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 6 Writing Diagnostic and Grade 7 Form B RELA Diagnostic Placement Assessment.
Grade 6 Math	<ul style="list-style-type: none"> • \geq 90th percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: 90% average in Math • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 6 S2 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 7 S1 Math Diagnostic Placement Assessment.
Grade 7 ELA/Reading	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or \geq 90th percentile on FastBridge aReading • Report Card: 90% average in Reading and Language Arts • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 7 Form B RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 7 Writing Diagnostic and Grade 8 Form B RELA Diagnostic Placement Assessment.
Grade 7 Math	<ul style="list-style-type: none"> • \geq 90th percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: 90% average in Math • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 7 S2 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 8 S1 Math Diagnostic Placement Assessment.

Step 3:

In mathematics, students who score 90% or higher on the Semester 1 and Semester 2 assessments may be considered for further acceleration. In Reading/English Language Arts, students who score a 90% or higher on the diagnostic placement assessments and meets or exceeds all writing expectations may be considered for further acceleration. Students considered for further acceleration must have teacher recommendation and parent permission. For further acceleration in Reading/English Language Arts, teachers must consider the students' instructional reading level and the nature of the reading material if considered for Reading/English Language Arts. In order to consider students for further acceleration, follow Steps 1 and 2 for administration of the assessments for the course under consideration.

18 Week Review: Reading/Language Arts Placement Guidelines

***To be used at 18 weeks to determine placement adjustments for second semester for students currently enrolled in FCS.**

Current Course Level	Performance Criteria for Next Semester Placement in Advanced Level*	Performance Criteria for Next Semester Placement in Accelerated Level*
Kindergarten	Not Available	<ul style="list-style-type: none"> • Grade K Form B RELA Diagnostic Placement Assessment: 80%+ • Grade K Writing Diagnostic: Meets/Exceeds all rubric domains • Grade 1 Form B RELA Diagnostic Placement Assessment: 50%+ • Report Card: All Ss in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> • Accelerated Level on DRA2/BAS or \geq 90th percentile on FastBridge aReading • Teacher Recommendation
First Grade	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or \geq 90th percentile on FastBridge aReading • Grade 1 Form B RELA Diagnostic Placement Assessment: 80%+ • Grade 1 Writing Diagnostic: Meets/Exceeds all rubric domains • Report Card: All Ss in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> • \geq 90th percentile on FastBridge aMath • Teacher Recommendation 	<ul style="list-style-type: none"> • Grade 1 Form B RELA Diagnostic Placement Assessment: 80%+ • Grade 1 Writing Diagnostic: Meets/Exceeds all rubric domains • Grade 2 Form B RELA Diagnostic Placement Assessment: 50%+ • Report Card: All Ss in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> • Accelerated Level on DRA2/BAS or \geq 90th percentile on FastBridge aReading • Teacher Recommendation
Second Grade	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or \geq 90th percentile on FastBridge aReading • Grade 2 Form B RELA Diagnostic Placement Assessment: 80%+ • Grade 2 Writing Diagnostic: Meets/Exceeds all rubric domains • Report Card: 90%+ average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> • \geq 90th percentile on FastBridge aMath • Teacher Recommendation 	<ul style="list-style-type: none"> • Grade 2 Form B RELA Diagnostic Placement Assessment: 80%+ • Grade 2 Writing Diagnostic: Meets/Exceeds all rubric domains • Grade 3 Form B RELA Diagnostic Placement Assessment: 50%+ • Report Card: 90% average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> • Accelerated Level on DRA2/BAS or \geq 90th percentile on FastBridge aReading • Teacher Recommendation
Third Grade	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or \geq 90th percentile on FastBridge aReading • Grade 3 Form B RELA Diagnostic Placement Assessment: 80%+ • Grade 3 Writing Diagnostic: Meets/Exceeds all rubric domains • Report Card: 90%+ average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> • Iowa Grade 3: Total Reading and Total Language - 90thile+ • Teacher Recommendation 	<ul style="list-style-type: none"> • Grade 3 Form B RELA Diagnostic Placement Assessment: 80%+ • Grade 3 Writing Diagnostic: Meets/Exceeds all rubric domains • Grade 4 Form B RELA Diagnostic Placement Assessment: 50%+ • Report Card: 90% average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> • Iowa Grade 3: Total Reading and Language Arts - 90thile+ • Accelerated Level on DRA2/BAS or \geq 90th percentile on FastBridge aReading • Teacher Recommendation

Fourth Grade	<ul style="list-style-type: none"> Advanced Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading Grade 4 Form B RELA Diagnostic Placement Assessment: 80%+ Grade 4 Writing Diagnostic: Meets/Exceeds all rubric domains Report Card: 90%+ average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> Grade 3 Georgia Milestones ELA Level 3 Teacher Recommendation 	<ul style="list-style-type: none"> Grade 4 Form B RELA Diagnostic Placement Assessment: 80%+ Grade 4 Writing Diagnostic: Meets/Exceeds all rubric domains Grade 5 Form B RELA Diagnostic Placement Assessment: 50%+ Report Card: 90% average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> Accelerated Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading Grade 3 Georgia Milestones ELA Level 4 Teacher Recommendation
Fifth Grade	<ul style="list-style-type: none"> Advanced Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading Grade 5 Form B RELA Diagnostic Placement Assessment: 80%+ Grade 5 Writing Diagnostic: Meets/Exceeds all rubric domains Report Card: 90%+ average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> Iowa Grade 5: Total Reading and Language Arts - 90%ile+ Grade 4 Georgia Milestones ELA Level 3 Teacher Recommendation 	<ul style="list-style-type: none"> Grade 5 Form B RELA Diagnostic Placement Assessment: 80%+ Grade 5 Writing Diagnostic: Meets/Exceeds all rubric domains Grade 6 Form B RELA Diagnostic Placement Assessment: 50%+ Report Card: 90% average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> Iowa Grade 5: Total Reading and Language Arts- 90%ile+ Accelerated Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading Grade 4 Georgia Milestones ELA Level 4 Teacher Recommendation
Sixth Grade	<ul style="list-style-type: none"> Advanced Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading Grade 6 Form B RELA Diagnostic Placement Assessment: 80%+ Grade 6 Writing Diagnostic: Meets/Exceeds all rubric domains Report Card: 90%+ average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> Grade 5 Georgia Milestones ELA Level 3 Teacher Recommendation 	<ul style="list-style-type: none"> Grade 6 Form B RELA Diagnostic Placement Assessment: 80%+ Grade 6 Writing Diagnostic: Meets/Exceeds all rubric domains Grade 7 Form B RELA Diagnostic Placement Assessment: 50%+ Report Card: 90% average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> Accelerated Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading Grade 5 Georgia Milestones ELA Level 4 Teacher Recommendation
Seventh Grade	<ul style="list-style-type: none"> Advanced Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading Grade 7 Form B RELA Diagnostic Placement Assessment: 80%+ Grade 7 Writing Diagnostic: Meets/Exceeds all rubric domains Report Card: 90%+ average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> Grade 6 Georgia Milestones ELA Level 3 Teacher Recommendation 	<ul style="list-style-type: none"> Grade 7 Form B RELA Diagnostic Placement Assessment: 80%+ Grade 7 Writing Diagnostic: Meets/Exceeds all rubric domains Grade 8 Form B RELA Diagnostic Placement Assessment: 50%+ Report Card: 90% average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> Accelerated Level on DRA2/BAS $\geq 90^{\text{th}}$ percentile on FastBridge aReading Grade 6 Georgia Milestones ELA Level 4 Teacher Recommendation
<p>*Continuation Criteria for Students Currently Placed in an Advanced or Accelerated Curriculum:</p> <ul style="list-style-type: none"> On-going successful performance within the advanced or accelerated curriculum 		

The performance criteria above should be used as guidelines along with a preponderance of evidence from past performance and teacher feedback. The placement decision should involve the parent and be in the best interest of the student.

18 Week Review

Advanced and Accelerated Reading Level Chart

DRA2 – Use Winter DRA (Instructional Level)

Grade Level	Advanced Level at 18 Weeks	Accelerated Level at 18 Weeks
K	Not Applicable	Level 12+
1	Level 18+	Level 24+
2	Level 28+	Level 34+
3	Level 38+	Level 40+
4	Level 50+	Level 50+
5	Level 60+	Level 60+
6	Level 70+	Level 70+
7	Level 80+	Level 80+

BAS – Use Winter BAS

Grade Level	Advanced Level at 18 weeks	Accelerated Level at 18 Weeks
K	Not Applicable	Level G+
1	Level J+	Level L+
2	Level M+	Level O+
3	Level P+	Level R+
4	Level S+	Level U+
5	Level V+	Level X+
6	Level X+	Level Y+
7	Level Y+	Level z

18 Week Review: Mathematics Placement Guidelines

***To be used at 18 weeks to determine placement adjustments for second semester for on-level students currently enrolled in FCS.**

Current Grade Level	Performance Criteria for Next Semester Placement in Advanced Level*	Performance Criteria for Next Semester Placement in Accelerated Level*
Kindergarten	<p>Advanced Level = Instruction continues with Grade 1, S1 Curriculum</p> <ul style="list-style-type: none"> Grade K S2 Math Diagnostic Placement Assessment: 80%+ Report Card: All Ss in Math <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Math Unit Assessment Average: 85%+ Teacher Recommendation 	<p>Accelerated Level = Instruction continues with Grade 1, S2 (1.2) Curriculum</p> <ul style="list-style-type: none"> Grade K S2 Math Diagnostic Placement Assessment: 80%+ Grade 1 S1 Math Diagnostic Placement Assessment: 80%+ Report Card: All Ss in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Teacher Recommendation
First Grade	<p>Advanced Level = Instruction continues with Grade 2, S1 Curriculum</p> <ul style="list-style-type: none"> Grade 1 S2 Math Diagnostic Placement Assessment: 80%+ Report Card: All Ss in Math <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Math Unit Assessment Average: 85%+ Teacher Recommendation 	<p>Accelerated Level = Instruction continues with Grade 2, S2 (2.2) Curriculum</p> <ul style="list-style-type: none"> Grade 1 S2 Math Diagnostic Placement Assessment: 80%+ Grade 2 S1 Math Diagnostic Placement Assessment: 80%+ Report Card: All Ss in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Teacher Recommendation
Second Grade	<p>Advanced Level = Instruction continues with Grade 3, S1 (3.1) Curriculum</p> <ul style="list-style-type: none"> Grade 2 S2 Math Diagnostic Placement Assessment: 80%+ Report Card: 90%+ average in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Math Unit Assessment Average: 85%+ Teacher Recommendation 	<p>Accelerated Level = Instruction continues with Grade 3, S2 (3.2) Curriculum</p> <ul style="list-style-type: none"> Grade 2 S2 Math Diagnostic Placement Assessment: 80%+ Grade 3 S1 Math Diagnostic Placement Assessment: 80%+ Report Card: 90% average in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Teacher Recommendation
Third Grade	<p>Advanced Level = Instruction continues with Grade 4, S1 (4.1) Curriculum</p> <ul style="list-style-type: none"> Grade 3 S2 Math Diagnostic Placement Assessment: 80%+ Report Card: 90%+ average in Math <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Iowa Grade 3: Total Mathematics- 90%ile+ Math Unit Assessment Average: 85%+ Teacher Recommendation 	<p>Accelerated Level = Instruction continues with Grade 4, S2 (4.2) Curriculum</p> <ul style="list-style-type: none"> Grade 3 S2 Math Diagnostic Placement Content Assessment: 80%+ Grade 4 S1 Math Diagnostic Placement Assessment: 80%+ Report Card: 90% average in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Iowa Grade 3: Total Mathematics- 90%ile+ Teacher Recommendation
Fourth Grade	<p>Advanced Level = Instruction continues with Grade 5, S1 (5.1) Curriculum</p> <ul style="list-style-type: none"> Grade 4 S2 Math Diagnostic Placement Assessment: 80%+ Report Card: 90%+ average in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath 	<p>Accelerated Level = Instruction continues with Grade 5, S2 (5.2) Curriculum</p> <ul style="list-style-type: none"> Grade 4 S2 Math Diagnostic Placement Assessment: 80%+ Grade 5 S1 Math Diagnostic Placement Assessment: 80%+ Report Card: 90% average in Mathematics <p>Additional Considerations:</p>

	<ul style="list-style-type: none"> Grade 3 Georgia Milestones Math Level 3 Math Unit Assessment Average: 85%+ Teacher Recommendation 	<ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Grade 3 Georgia Milestones Math Level 4 Teacher Recommendation
Fifth Grade	<p>Advanced Level = Instruction continues with Grade 6, S1 (6.1) Curriculum</p> <ul style="list-style-type: none"> Grade 5 S2 Math Diagnostic Placement Assessment: 80%+ Report Card: 90%+ average in Math <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Grade 4 Georgia Milestones Math Level 3 Iowa Grade 5: Total Mathematics- 90%ile+ Math Unit Assessment Average: 85%+ Teacher Recommendation 	<p>Accelerated Level = Instruction continues with Grade 6, S2 (6.2) Curriculum</p> <ul style="list-style-type: none"> Grade 5 S2 Math Diagnostic Placement Assessment: 80%+ Grade 6 S1 Math Diagnostic Placement Assessment: 80%+ Report Card: 90% average in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Grade 4 Georgia Milestones Math Level 4 Iowa Grade 5: Total Mathematics- 90%ile+ Teacher Recommendation
Sixth Grade	Not Available	<p>Accelerated Level = Instruction continues with Grade 7 Advanced Curriculum</p> <ul style="list-style-type: none"> Grade 6 S2 Math Diagnostic Placement Assessment: 80%+ Grade 7 S1 Math Diagnostic Placement Assessment: 80%+ Report Card: 90% average in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Grade 5 Georgia Milestones Level 4 Teacher Recommendation
Seventh Grade	<p>Advanced Level = Instruction continues with Grade 7 Advanced Curriculum</p> <ul style="list-style-type: none"> Grade 7 S2 Math Diagnostic Placement Assessment: 80%+ Report Card: 90%+ average in Math <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Grade 6 Georgia Milestones Level 3 Math Unit Assessment Average: 85%+ Teacher Recommendation 	<p>Accelerated Level = Instruction continues with Grade 8 Advanced Curriculum</p> <ul style="list-style-type: none"> Grade 7 S2 Math Diagnostic Placement Assessment: 80%+ Grade 8 S1 Math Diagnostic Placement Assessment: 80%+ Report Card: 90% average in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Grade 6 Georgia Milestones Level 4 Teacher Recommendation
<p>*Continuation Criteria for Students Currently Placed in an Advanced or Accelerated Curriculum:</p> <ul style="list-style-type: none"> On-going successful performance within the advanced or accelerated curriculum 		

The performance criteria above should be used as guidelines along with a preponderance of evidence from past performance and teacher feedback. The placement decision should involve the parent and be in the best interest of the student.

36 Week Review

At the thirty-six week review, all students in grades 1-7 are screened for the possibility of advancement and acceleration in reading and math. All kindergarten students are screened for the possibility of semester advancement in mathematics and acceleration in reading and math.

Schools should use the criteria in column one to determine which students should be given diagnostic placement assessments. Only students who meet the screening criteria should proceed to step one. Students with scores of 80% or higher (or 70% with teacher recommendation) should be considered for the possibility of step two.

Student's Current Course Placement (as of May 1)	Initial Screening Criteria to be Met	Step 1: Move forward only if the student met the screening criteria.	Step 2: Move forward only if the student meets the scores.
K ELA/Reading	<ul style="list-style-type: none"> • Accelerated Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading • Report Card: All Ss • GKIDS: Meets or Exceeds on all RELA Indicators • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 1 Form A RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 1 Writing Diagnostic.
K Math	<ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: All Ss • GKIDS: Meets or Exceeds on all Math Indicators • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 1 S1 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 1 S2 Math Diagnostic Placement Assessment.
Grade 1 ELA/Reading	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading • Report Card: All Ss • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 2 Form A RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 2 Writing Diagnostic.
Grade 1 Math	<ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: All S's • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 2 S1 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 2 S2 Math Diagnostic Placement Assessment.
Grade 2 ELA/Reading	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading • Report Card: 90% average in Reading and Language Arts • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 3 Form A RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 3 Writing Diagnostic.

Student's Current Course Placement (as of May 1)	Initial Screening Criteria to be Met	Step 1: Move forward only if the student met the screening criteria.	Step 2: Move forward only if the student meets the scores.
Grade 2 Math	<ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: 90% average in Math • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 3 S1 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 3 S2 Math Diagnostic Placement Assessment.
Grade 3 ELA/Reading	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading • Report Card: 90% average in Reading and Language Arts • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 4 Form A RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 4 Writing Diagnostic.
Grade 3 Math	<ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: 90% average in Math • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 4 S1 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 4 S2 Math Diagnostic Placement Assessment.
Grade 4 ELA/Reading	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading • Report Card: 90% average in Reading and Language Arts • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 5 Form A RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 5 Writing Diagnostic.
Grade 4 Math	<ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: 90% average in Math • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 5 S1 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 5 S2 Math Diagnostic Placement Assessment.
Grade 5 ELA/Reading	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading • Report Card: 90% average in Reading and Language Arts • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 6 Form A RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 6 Writing Diagnostic.
Grade 5 Math	<ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: 90% average in Math • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 6 S1 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 6 S2 Math Diagnostic Placement Assessment.

Student's Current Course Placement (as of May 1)	Initial Screening Criteria to be Met	Step 1: Move forward only if the student met the screening criteria.	Step 2: Move forward only if the student meets the scores.
Grade 6 ELA/Reading	<ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aReading • Report Card: 90% average in Reading and Language Arts • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 7 Form A RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 7 Writing Diagnostic.
Grade 6 Math	<ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: 90% average in Math • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 7 S1 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 7 S2 Math Diagnostic Placement Assessment.
Grade 7 ELA/Reading	<ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aReading • Report Card: 90% average in Reading and Language Arts • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 8 Form A RELA Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 8 Writing Diagnostic.
Grade 7 Math	<ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Math Unit Assessment Average: 85% • Report Card: 90% average in Math • Teacher Recommendation 	If initial screening criteria is met, administer the Grade 8 S1 Math Diagnostic Placement Assessment.	If the student scores 80%+ or 70%+ with Teacher Recommendation, administer Grade 8 S2 Math Diagnostic Placement Assessment.

Step 3:

In mathematics, students who score 90% or higher on the Semester 1 and Semester 2 assessments may be considered for further acceleration. In Reading/English Language Arts, students who score a 90% or higher on the diagnostic placement assessments and meets or exceeds all writing expectations may be considered for further acceleration. Students considered for further acceleration must have teacher recommendation and parent permission. For further acceleration in Reading/English Language Arts, teachers must consider the students' instructional reading level and the nature of the reading material if considered for Reading/English Language Arts. In order to consider students for further acceleration, follow Steps 1 and 2 for administration of the assessments for the course under consideration.

36 Week Review: Reading/Language Arts Placement Guidelines

***To be used at 36 weeks to determine placement adjustments for the next school year for students currently enrolled in FCS.**

Current Course Level	Performance Criteria for Next Year Placement in Advanced Level*	Performance Criteria for Next Year Placement in Accelerated Level*
Kindergarten	Not Available	<ul style="list-style-type: none"> • Grade 1 Form A RELA Diagnostic Placement Assessment: 80%+ • Grade 1 Writing Diagnostic: Meets/Exceeds all rubric domains • Report Card: All Ss in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> • Accelerated Level on DRA2/BAS/UNIVERSAL SCREENER Reading Assessment • Teacher Recommendation
First Grade	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading • Report Card: All Ss in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> • Grade 2 Form A RELA Diagnostic Placement Assessment: 50%+ • Teacher Recommendation 	<ul style="list-style-type: none"> • Grade 2 Form A RELA Diagnostic Placement Assessment: 80%+ • Grade 2 Writing Diagnostic: Meets/Exceeds all rubric domains • Report Card: All Ss in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> • Accelerated Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading • Teacher Recommendation
Second Grade	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading • Report Card: 90%+ average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> • Grade 3 Form A RELA Diagnostic Placement Assessment: 50%+ • Teacher Recommendation 	<ul style="list-style-type: none"> • Grade 3 Form A RELA Diagnostic Placement Assessment: 80%+ • Grade 3 Writing Diagnostic: Meets/Exceeds all rubric domains • Report Card: 90% average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> • Accelerated Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading • Teacher Recommendation
Third Grade	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading • Report Card: 90%+ average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> • Grade 4 Form A RELA Diagnostic Placement Assessment: 50%+ • Grade 3 Georgia Milestones ELA Level 3 • Iowa Grade 3: Total Reading and Language Arts- 90%ile+ • Teacher Recommendation 	<ul style="list-style-type: none"> • Grade 4 Form A RELA Diagnostic Placement Assessment: 80%+ • Grade 4 Writing Diagnostic- Meets/Exceeds all rubric domains • Report Card: 90% average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> • Grade 3 Georgia Milestones ELA Level 4 • Accelerated Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading • Iowa Grade 3: Total Reading and Language Arts- 90%ile+ • Teacher Recommendation
Fourth Grade	<ul style="list-style-type: none"> • Advanced Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading • Report Card: 90%+ average in Reading and Language Arts <p>Additional Considerations:</p>	<ul style="list-style-type: none"> • Grade 5 Form A RELA Diagnostic Placement Assessment: 80%+ • Grade 5 Writing Diagnostic- Meets/Exceeds all rubric domains • Report Card: 90% average in Reading and Language Arts <p>Additional Considerations:</p>

	<ul style="list-style-type: none"> Grade 5 Form A RELA Diagnostic Placement Assessment: 50%+ Grade 4 Georgia Milestones ELA Level 3 Teacher Recommendation 	<ul style="list-style-type: none"> Grade 4 Georgia Milestones ELA Level 4 Accelerated Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading Teacher Recommendation
Fifth Grade	<ul style="list-style-type: none"> Advanced Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading Report Card: 90%+ average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> Grade 6 Form A RELA Diagnostic Placement Assessment: 50%+ Grade 5 Georgia Milestones ELA Level 3 Iowa Grade 5: Total Reading and Language Arts- 90%ile+ Teacher Recommendation 	<ul style="list-style-type: none"> Grade 6 Form A RELA Diagnostic Placement Assessment: 80%+ Grade 6 Writing Diagnostic- Meets/Exceeds all rubric domains Report Card: 90% average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> Grade 5 Georgia Milestones ELA Level 4 Accelerated Level on DRA2/BAS or $\geq 90^{\text{th}}$ percentile on FastBridge aReading Iowa Grade 5: Total Reading and Language Arts- 90%ile+ Teacher Recommendation
Sixth Grade	<ul style="list-style-type: none"> $\geq 90^{\text{th}}$ percentile on FastBridge aReading Report Card: 90%+ average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> Grade 7 Form A RELA Diagnostic Placement Assessment: 50%+ Grade 6 Georgia Milestones ELA Level 3 Teacher Recommendation 	<ul style="list-style-type: none"> Grade 7 Form A RELA Diagnostic Placement Assessment: 80%+ Grade 7 Writing Diagnostic- Meets/Exceeds all rubric domains Report Card: 90% average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> Grade 6 Georgia Milestones ELA Level 4 $\geq 90^{\text{th}}$ percentile on FastBridge aReading
Seventh Grade	<ul style="list-style-type: none"> $\geq 90^{\text{th}}$ percentile on FastBridge aReading Report Card: 90%+ average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> Grade 8 Form A RELA Diagnostic Placement Assessment: 50%+ Grade 7 Georgia Milestones ELA Level 3 Teacher Recommendation 	<ul style="list-style-type: none"> Grade 8 Form A RELA Diagnostic Placement Assessment: 80%+ Grade 8 Writing Diagnostic- Meets/Exceeds all rubric domains Report Card: 90% average in Reading and Language Arts <p>Additional Considerations:</p> <ul style="list-style-type: none"> Grade 7 Georgia Milestones ELA Level 4 $\geq 90^{\text{th}}$ percentile on FastBridge aReading Teacher Recommendation
<p>*Continuation Criteria for Students Currently Placed in an Advanced or Accelerated Curriculum:</p> <ul style="list-style-type: none"> On-going successful performance within the advanced or accelerated curriculum 		

The performance criteria above should be used as guidelines along with a preponderance of evidence from past performance and teacher feedback. The placement decision should involve the parent and be in the best interest of the student.

36 Week Review**Advanced and Accelerated Reading Level Chart**

DRA2 – Use January DRA (Instructional Level)

Current Grade Level	Advanced at 36 Weeks	Accelerated at 36 Weeks
K	Not Applicable	16+
1	24+	28+
2	30+	38+
3	40+	40+
4	50+	50+
5	60+	60+

BAS – Use January BAS

Current Grade Level	Advanced at 36 Weeks	Accelerated at 36 Weeks
K	Not Applicable	I+
1	K+	M+
2	N+	P+
3	Q+	S+
4	T+	V+
5	V+	Y+

36 Week Review: Mathematics Placement Guidelines

***To be used at 36 weeks to determine placement adjustments for the next school year for students currently enrolled in FCS.**

Current Grade Level	Performance Criteria for Next Year Placement in Advanced Level*	Performance Criteria for Next Year Placement in Accelerated Level*
Kindergarten	<p>Advanced Level = Instruction begins with Grade 1 S2 (1.2) Curriculum</p> <ul style="list-style-type: none"> Grade 1 S1 Math Diagnostic Placement Assessment: 80%+ Report Card: All Ss in Math <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Math Unit Assessment Average: 85%+ Teacher Recommendation 	<p>Accelerated Level = Instruction begins with Grade 2 S1 (2.1) Curriculum</p> <ul style="list-style-type: none"> Grade 1 S1 Math Diagnostic Placement Assessment: 80%+ Grade 1 S2 Math Diagnostic Placement Assessment: 80%+ Report Card: All Ss in Math <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Math Unit Assessment Average: 85%+ Teacher Recommendation
First Grade	<p>Advanced Level = Instruction begins with Grade 2 S2 (2.2) Curriculum</p> <ul style="list-style-type: none"> Grade 2 S1 Math Diagnostic Placement Assessment: 80%+ Report Card: All Ss in Math <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Math Unit Assessment Average: 85%+ Teacher Recommendation 	<p>Accelerated Level = Instruction begins with Grade 3 S1 (3.1) Curriculum</p> <ul style="list-style-type: none"> Grade 2 S1 Math Diagnostic Placement Assessment: 80%+ Grade 2 S2 Math Diagnostic Placement Assessment: 80%+ Report Card: All Ss in Math <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Math Unit Assessment Average: 85%+ Teacher Recommendation
Second Grade	<p>Advanced Level = Instruction begins with Grade 3 S2 (3.2) Curriculum</p> <ul style="list-style-type: none"> Grade 3 S1 Math Diagnostic Placement Assessment: 80%+ Report Card: 90%+ average in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Math Unit Assessment Average: 85%+ Teacher Recommendation 	<p>Accelerated Level = Instruction begins with Grade 4 S1 (4.1) Curriculum</p> <ul style="list-style-type: none"> Grade 3 S1 Math Diagnostic Placement Assessment: 80%+ Grade 3 S2 Math Diagnostic Placement Assessment: 80%+ Report Card: 90% average in Math <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Math Unit Assessment Average: 85%+ Teacher Recommendation
Third Grade	<p>Advanced Level = Instruction begins with Grade 4 S2 (4.2) Curriculum</p> <ul style="list-style-type: none"> Grade 4 S1 Math Diagnostic Placement Assessment: 80%+ Report Card: 90%+ average in Math <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Grade 3 Georgia Milestones Math Level 3 Iowa Grade 3: Total Mathematics- 90%ile+ 	<p>Accelerated Level = Instruction begins with Grade 5 S1 (5.1) Curriculum</p> <ul style="list-style-type: none"> Grade 4 S1 Math Diagnostic Placement Assessment: 80%+ Grade 4 S2 Math Diagnostic Placement Assessment: 80%+ Report Card: 90% average in Math <p>Additional Considerations:</p> <ul style="list-style-type: none"> ≥ 90th percentile on FastBridge aMath Grade 3 Georgia Milestones Math Level 4

	<ul style="list-style-type: none"> • Math Unit Assessment Average: 85%+ • Teacher Recommendation 	<ul style="list-style-type: none"> • Iowa Grade 3: Total Mathematics- 90%ile+ • Math Unit Assessment Average: 85%+ • Teacher Recommendation
Fourth Grade	<p>Advanced Level = Instruction begins with Grade 5 S2 (5.2) Curriculum</p> <ul style="list-style-type: none"> • Grade 5 S1 Math Diagnostic Placement Assessment: 80%+ • Report Card: 90%+ average in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Grade 4 Georgia Milestones Math Level 3 • Math Unit Assessment Average: 85%+ • Teacher Recommendation 	<p>Accelerated Level = Instruction begins with Grade 6 S1 (6.1) Curriculum</p> <ul style="list-style-type: none"> • Grade 5 S1 Math Diagnostic Placement Assessment: 80%+ • Grade 5 S2 Math Diagnostic Placement Assessment: 80%+ • Report Card: 90% average in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Grade 4 Georgia Milestones Math Level 4 • Math Unit Assessment Average: 85%+ • Teacher Recommendation
Fifth Grade	<p>Advanced Level = Instruction begins the Grade 6 S2 (6.2) Curriculum In Grade 6 Advanced, students will cover 6.2, 7.1, and 7.2.</p> <ul style="list-style-type: none"> • Grade 6 S1 Math Diagnostic Placement Assessment: 80%+ • Report Card: 90%+ average in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Grade 5 Georgia Milestones Math Level 3 • Iowa Grade 5: Total Mathematics- 90%ile+ • Math Unit Assessment Average: 85%+ • Teacher Recommendation 	<p>If a student meets acceleration criteria, he/she should be recommended for Grade 7 Math. On or Advanced level is based on MS Placement Criteria.</p> <ul style="list-style-type: none"> • Grade 6 S1 Math Diagnostic Placement Assessment: 80%+ • Grade 6 S2 Math Diagnostic Placement Assessment: 80%+ • Report Card: 90% average in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Grade 5 Georgia Milestones Math Level 4 • Iowa Grade 5: Total Mathematics- 90%ile+ • Math Unit Assessment Average: 85%+ • Teacher Recommendation
Sixth Grade	<p>Advanced Level = Grade 7 Advanced</p> <ul style="list-style-type: none"> • Grade 7 S1 Math Diagnostic Placement Assessment: 80%+ • Report Card: 90%+ average in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Grade 6 Georgia Milestones Math Level 3 • Math Unit Assessment Average: 85%+ • Teacher Recommendation 	<p>If a student meets acceleration criteria, he/she should be recommended for Grade 8 Math. On or Advanced level is based on MS Placement Criteria.</p> <ul style="list-style-type: none"> • Grade 7 S1 Math Diagnostic Placement Assessment: 80%+ • Grade 7 S2 Math Diagnostic Placement Assessment: 80%+ • Report Card: 90% average in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Grade 6 Georgia Milestones Math Level 4 • Math Unit Assessment Average: 85%+ • Teacher Recommendation
Seventh Grade	<p>Advanced Level = Grade 8 Advanced</p> <ul style="list-style-type: none"> • Grade 8 S1 Math Diagnostic Placement Assessment: 80%+ • Report Card: 90%+ average in Mathematics 	<p>If a student meets acceleration criteria, he/she should be recommended for GSE Algebra I. Honors or Accelerated is based on MS Placement Criteria.</p> <ul style="list-style-type: none"> • Grade 8 S1 Math Diagnostic Placement Assessment: 80%+

	<p>Additional Considerations:</p> <ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Grade 7 Georgia Milestones Math Level 3 • Math Unit Assessment Average: 85%+ • Teacher Recommendation 	<ul style="list-style-type: none"> • Grade 8 S2 Math Diagnostic Placement Assessment: 80%+ • Report Card: 90% average in Mathematics <p>Additional Considerations:</p> <ul style="list-style-type: none"> • $\geq 90^{\text{th}}$ percentile on FastBridge aMath • Grade 7 Georgia Milestones Math Level 4 • Math Unit Assessment Average: 85%+ • Teacher Recommendation
<p>*Continuation Criteria for Students Currently Placed in an Advanced or Accelerated Curriculum:</p> <ul style="list-style-type: none"> • On-going successful performance within the advanced or accelerated curriculum 		

Guidance for Scheduling

Per FCS Policy IFD, “teachers will teach no more than two levels (on, advanced, accelerated) during the reading/language arts and mathematics instructional period.”

As instructional leaders build the master schedule, they should adhere to FCS Policy IFD. The intent is to ensure that within one instructional period or block a teacher is preparing and delivering instruction on no more than two curricula. Schools have several options in building their master schedule that include, but are not limited to:

- Creating homerooms that include on and advanced or advanced and accelerated students in Reading/English Language Arts and Mathematics
- Creating heterogeneous homerooms based on Reading/English Language Arts and Mathematics placement but re-grouping at a grade level for Reading/English Language Arts and Mathematics
- Creating a Reading/English Language Arts or Mathematics block for the school or a group of grade levels so that accelerated students can receive Reading/English Language Arts and Mathematics instruction at the next grade level.

Parent Communication Tools

Instructional leaders should use language provided in this manual in developing local communications for parents. Along with the release of revised operating guidelines, instructional leaders will receive an updated Continuous Achievement Q & A to share with parents.

Placement Cards to communicate placement for students in Grades K-5 for the next school year are available on the FCS Employee Portal in the Continuous Achievement Resource Library.

Glossary for Continuous Achievement

As the revised operating guidelines are reviewed, the glossary may grow in order to provide all with a common understanding and ensure a more consistent implementation of the Continuous Achievement Framework. Suggestions for additional terminology to be defined should be submitted to Amy Barger (barger@fultonschools.org).

Acceleration

Accelerated Students: Students in grades K-8 who have been identified as needing an accelerated curriculum have demonstrated mastery of approximately 80 percent of standards for Reading/English Language Arts and/or Mathematics for their assigned grade-level and have demonstrated exceptional performance for their age appropriate grade level and exhibit strong skills for advancing a grade level.

Accelerated Mathematics: A curriculum available to students in Kindergarten through Grade 8 which consists entirely of the standards one or more years above of the assigned grade level. Following Grade 8 Math, the accelerated mathematics options require students to master the equivalent of 1.5 years of standards.

- Accelerated GSE Algebra I/Geometry A: A course of study that includes all GSE Algebra I standards and semester 1 GSE Geometry standards.
- Accelerated GSE Geometry B/Algebra II: A course of study that includes semester 2 GSE Geometry standards and all Algebra II standards.

Transportation to the feeder middle or high school may be provided for students accelerated two or more years.

Accelerated Reading/English Language Arts (K-8): A curriculum available to students in Kindergarten through Grade 8 which consists entirely of the standards one or more years above of the assigned grade level. Reading assignments for an accelerated course may include content that is considered sensitive for a younger student. A reading list of recommended chapter books, novels, informational texts, and digital resources should be given to parents at the beginning of the school year with the option for the parent to request an alternative but equally complex text deemed developmentally appropriate by the parent.

Advanced

Advanced Mathematics: A curriculum available to students beginning in kindergarten through Grade 8. The advanced curriculum for students in grades K-5 will consist of the second semester standards assigned for the student's grade level and first semester standards assigned for the student's next grade level. Students placed in the advanced course are half a year ahead of their grade level peers and may master standards at a more rapid rate than their age peers in order to complete 1.0 to 1.5 years of standards in one school year. In grade 6, students complete a year and a half of curriculum (6.2, 7.1, and 7.2) within the year-long course. In grades 7-8, the advanced curriculum consists of on grade level curriculum with additional standards from the next grade level standards.

Advanced Reading/English Language Arts: A curriculum available to students beginning second semester of Grade 1 through Grade 8 which consists of the on grade level standards and is differentiated by the inclusion of some standards from the next grade level. In the advanced course, students can expect to read or write independently and proficiently complex text beyond what is assigned in the on-grade level course.

On-level

On-Level Students: Students who have been identified as ready to learn the standards for Reading/English Language Arts and/or Mathematics at the students' assigned grade level.

On-Level Mathematics: A curriculum available to all students which consists of the standards required by the state for the students' assigned grade level. Through regular assessment, students who struggle to master standards in a timely manner will be provided intervention and remediation opportunities; while those who master standards at a more rapid rate will be provided enrichment opportunities.

On-Level Reading/English Language Arts: A curriculum available to all students which consists of the standards required by the state for the students' assigned grade level. Through regular assessment, students who struggle to master standards in a timely manner will be provided intervention and remediation opportunities; while those who master standards at a more rapid rate will be provided enrichment opportunities.

Placement

Critical Standards: The standards identified by the Humanities and STEM offices as necessary for mastery as students are considered for placement in an advanced or accelerated curriculum.

Diagnostic Placement Assessments: Assessments to determine if a student has mastered a set of standards prior to direct instruction within a course of study. For English/Language Arts, the diagnostic placement assessments are located in the FCS Employee Portal>Test Coordinators' Team Site>Diagnostic Placement Assessments Folder. For mathematics, the Kindergarten and first grade assessments are located in the FCS Employee Portal>Test Coordinators' Team Site>Diagnostic Placement Assessments Folder. The math Diagnostic Placement Assessments for grades 2-8 are housed in FultonConnect. In order to inform parents of placement for the next school year, administration of the diagnostic placement assessments should be completed in Fulton Connect one week prior to the close of school.

Initial Screening: A process in which teachers determine if a student should take a diagnostic placement assessment on advanced or accelerated standards in the areas of Reading/English Language Arts and/or Mathematics.

Placement Guidelines: Student achievement factors that should be considered in determining course placement. Teachers and instructional leaders should use a preponderance of student evidence to determine the course placement that best meets the needs of the student.

Placement Card: Documentation of placement provided in May to parents of students who will enter Grades 1-5 in August.

Continuous Achievement Resource Library: A document library on the FCS Employee Portal that houses support resources for the consistent implementation of the Continuous Achievement Framework.

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