

## Acceleration

### **Content-based/ Single-subject Acceleration/ Grade-level Acceleration**

ECS recognizes that students acquire grade-level curriculum mastery at varying rates, and some at a rapid pace. A student may need acceleration in their area of mastery. This acceleration can be provided in various ways: grade-level acceleration, single-subject acceleration, curriculum compacting, dual enrollment (DE)\*, credit by examination\*, or advanced placement (AP)\*.

*\*Defer to the process in place at each high school for this type of acceleration.*

ECS has three pathways available for initiating an acceleration application. A parent may nominate their child, a student may self-nominate, and an educator may nominate a student by completing the application found on the ECS Gifted Education website and turning it into the principal. Each pathway will initiate a child study meeting to review the application and all available academic data. Initial data should illustrate mastery of grade-level curriculum in the subject area to be skipped.

Students in grade K-8 may be content-based/single-subject or grade-level accelerated if the following conditions are met:

1. Current classroom performance indicates mastery of the material in the current grade level.
2. The student demonstrates mastery of the content by scoring:
  - at or above the 90<sup>th</sup> percentile on a norm-referenced test for the current grade level
  - at or above 75<sup>th</sup> percentile on a norm-referenced test for the grade in which the student wishes to move
  - i.e. if a 6<sup>th</sup> grade student wants to move into 7<sup>th</sup> grade math, the student will need to score at or above the 90<sup>th</sup> percentile on the 6<sup>th</sup> grade math test or 75<sup>th</sup> percentile of the 7<sup>th</sup> grade math test
3. The social-emotional development of the student would not be harmed by the acceleration.
4. The parents or guardians and the student desire acceleration.
5. The principal and teacher(s) from the current school agree that acceleration is in the student's best interest.
6. If the acceleration requires a building change, the receiving school must be included in the process.

Applications for acceleration will be accepted throughout the year, **but must be received by The Exceptional Student Services office by May 1<sup>st</sup>**.

## **Procedures Regarding Acceleration**

1. Student/Teacher recognize that the student's conceptual understanding of content is beyond the level of classroom instruction and/or his or her classroom peers.
2. The principal will assemble a child study team to discuss the needs of the student. This team could include: the principal, the district gifted director, the school gifted specialist, the current teacher, receiving teacher and the parent(s). If the acceleration requires a building change, the principal for the receiving school should also be included.
3. Student/parent(s)/guardian(s)/educator of the child are to submit an application for the acceleration to the principal of the child's current school. The school will forward a copy of the application to the Department of Exceptional Student Services.
4. The student will be assessed with a norm-referenced test in the area considered for acceleration to determine mastery.
5. The student demonstrates mastery of the content to be skipped by scoring:
  - at or above the 90<sup>th</sup> percentile on a norm-referenced test
  - at or above 75<sup>th</sup> percentile on a norm-referenced test for the grade in which the student wishes to move
  - *i.e. if a 6<sup>th</sup> grade student wants to move into 7<sup>th</sup> grade math, the student will need to score at or above the 90<sup>th</sup> percentile on the 6<sup>th</sup> grade math test or 75<sup>th</sup> percentile of the 7<sup>th</sup> grade math test*
6. It is determined that the social-emotional development of the student would not be harmed by the acceleration.
7. After all data has been collected, the principal will reconvene the child study team to review information to make a decision.
8. When a decision has been made, a detailed plan will be developed by the child study team to outline how the student's needs will be met through
  - Enrichment and extension if no acceleration is recommended
  - A transition plan that addresses academic and social-emotional support if the student is accelerated.

### **Acceleration Appeal Process**

If the parent(s)/guardian(s) are not satisfied with the school's decision not to grant acceleration to their child, they may appeal the decision in the following order:

1. Director of Exceptional Student Services
2. Assistant Superintendent for Learning Services
3. Superintendent of Schools
4. Board of Education

### **Checklist for Acceleration**

Schools are encouraged to adhere to the following timeline/checklist:

List Dates Here      Checklist

\_\_\_\_\_ (Day 1)      1. The parents submit the request for single subject acceleration for their child. The principal signs and dates the application.

\_\_\_\_\_ (Day 1)      2. The principal sends a copy of the request to the Department of Exceptional Student Services

\_\_\_\_\_ (Day 3)      3. The principal coordinates with the Department of Exceptional Student Services and to arrange for achievement testing (ITBS)

\_\_\_\_\_ (Day 3)      4. The principal directs the classroom teacher(s) to begin gathering data through classroom observation for the next four weeks.

\_\_\_\_\_ (Week 2)      5. The student will complete a norm-referenced academic test.

\_\_\_\_\_ (Week 3)      6. The principal will convene the student study team to determine appropriate placement of the student.