

**ACCELERATION POLICY**

- 336.01** Acceleration may take the form of a faster rate of learning the next grade level's outcomes not already mastered so that enrichment and extension time can be consolidated to meet learner needs. This is classroom differentiation.
- 336.02** Acceleration may also take the form of demonstrating proficiency in the current grade level's outcomes in order to learn the next appropriately higher grade level's outcomes.
- 336.03** Additionally, alternatives may be developed which will replace required assessments, enrichments, or extensions with more appropriate ones generated by staff, student, or mentor.
- 336.04** Teachers will accurately record outcome proficiency scores for all students and, as appropriate, indicate pre-mastery status with additional specific student performance comments in a cell note.
- 336.05** When a student's record shows outcome 5's during a year of study, and/or the student performs at an advanced level on a standardized test, a series of steps will be taken (see **Program Acceleration or Modification Procedures for K-12 G/T Programming**) to determine whether some form of acceleration is an educationally appropriate choice for the current year or for the next year's study. This procedure is done in a timely manner so that administrators and staff can plan to accommodate acceleration needs.
- 336.06** When a student is being considered for full-grade acceleration, above grade level testing will be completed and The Iowa Acceleration Scale will be used to guide a team consisting of parents, student, staff from the building(s) affected, GT staff, principal, and school psychologists. Decisions will be made collaboratively.
- 336.07** More than academic skills are considered in making a decision about acceleration as an appropriate educational choice. Information about the student's learning styles, level of independence, communication skills, and K-12 educational goals will be considered along with the pre-mastery information and further skill assessment.
- 336.08** Just as there are varied types of acceleration, there are multiple ways to implement them. Acceleration may be done in small groups or individually, within the classroom or by moving to a different location. Since acceleration may involve more than one educational site, the district will pay transportation between buildings, as needed. Planning will be district-wide, as well as building specific.
- 336.09** Academic acceleration results are part of the annual curricular revision process. Student performance on internal assessments and external standardized assessments provide information for curricular improvement.

Adopted 3/28/94

Revisions adopted 2/28/00

March 21, 2004

January 10, 2005

**336.10 PROGRAM ACCELERATION or MODIFICATION PROCEDURES FOR K-12 G/T PROGRAMMING**

- 336.10.1 The classroom teacher or subject area teacher gathers identification data from cumulative folder, student profile, and performance records.
- 336.10.2 The classroom teacher or subject area teacher consults with the building's GT teacher-coordinator and describes previous interventions/modifications/extensions/outcome 5's and decides if diagnostic testing should be done or if differentiation is appropriate.
- 336.10.3 The classroom teacher or subject area teacher contacts parents if diagnostic testing will be done.
- 336.10.4 The classroom teacher or subject area teacher administers the diagnostic testing, using the SAC math crunch tests AND/OR alternative screeners requested by the building recommendation team.
- 336.10.5 The building recommendation team will consist of the building's GT teacher-coordinator, receiving teacher or grade level representative, present teacher/test administrator, principal, and/or other specialists as needed. They will analyze the results of testing or screening using the attached forms and determine who is recommended for full grade level(s) of academic acceleration and who is recommended for classroom differentiation.
- 336.10.6 The GT teacher-coordinator sends a letter to the parents of those who will not be accelerated, inviting them to examine the testing results and the recommendation included in their child's PAM. This letter includes course descriptions to explain the different levels of OMS and OHS accelerated courses, and procedures to schedule these for students.
- 336.10.7 Within two weeks of the testing, the GT teacher-coordinator arranges a meeting for approval of whole grade(s) academic acceleration with parents, students (as appropriate), grade level representatives, classroom teachers, and K-12 Coordinator, as needed. The starting date for the student's acceleration is AFTER parent signature. The GT teacher-coordinator sets up a meeting for OMS or OHS students whose acceleration is being initially established or increased from previous PAM.
- 336.10.8 The parent, student, teacher-coordinator, building principal and teachers sign the full year(s) academic acceleration proposal within one week. The GT teacher-coordinator enters the PAM information in the student profile and stores the signed document in the student's cumulative folder.
- 336.10.9 The administrator and building team evaluate PAM's throughout the year and develop a building plan for implementation that includes other buildings, as appropriate. The GT Coordinator and the building teams and principals use the student profiles to do long-range monitoring, planning, and evaluation.

**Appendix 336.11 GIFTED & TALENTED Programming (PAM) Document  
Acceleration  
Modification**

Date \_\_\_\_\_ Bldg. & GT teacher-coordinator \_\_\_\_\_

Student Name \_\_\_\_\_ ID# \_\_\_\_\_ Birth-date \_\_\_\_\_

Teacher(s) \_\_\_\_\_ Grade \_\_\_\_\_ Grad. Yr. \_\_\_\_\_

I. Documented Modification Need:

**Programming request/recommendation for action:**

**Supporting evidence(s) for modification (SAC outcomes, test scores, performances, differentiation):**

II. Action Plan for Modification and Evaluation

**1. Staff Responsibilities:**

**2. Parent/Student Responsibilities:**



Student Name:	
Current Teacher:	
Referring Teacher:	
Date of Referral:	

	Multiply by:	3	2	1
Internal K-12 Education Measures	Current grade level outcome Weight: X5	Some outcomes were pre-mastered and remaining passed on first try	Passed all on 1 <sup>st</sup> try	Needed re-teaching
	Crunch tests for next grade level Weight: X10	All areas passed with mastery	Most areas passed with mastery	Several areas not passed
	Evidence of mathematical reasoning Weight: X10 (Examples attached)	Successfully completed a variety of extensions + enrichments that include mathematical reasoning	Some extensions + enrichments that include mathematical reasoning completed	Few extensions or enrichments that include mathematical reasoning completed
Level of Independence	Level of independence Weight: X3	Completes work in a timely and independent manner	Completes work with minimal adult assistance	Frequent adult assistance needed
	Adaptability Weight: X1	Easily adapts to change and handles frustration well	Some degree of hesitation with change and/or frustration	Much hesitation with change and easily frustrated
Communication	Interpersonal skills Weight: X1	Seeks assistance appropriately and works effectively with others	Seeks assistance appropriately and works effectively with others	Has difficulty seeking appropriate assistance and working with others
	Communication Weight: X1	Writes, reads, and comprehends well	Writes, reads, and comprehends adequately	Has difficulty with writing, reading, and/or comprehension
External K-12 Education Measures	Other available test(s) if applicable Weight: X4	Advanced: In top 2%	Advanced	Proficient

Learning Styles	Teacher Anecdotal Data: (Please describe strengths, weaknesses, etc.)
	Parental Anecdotal Data: (Please describe strengths, weaknesses, etc.)

**Scoring:**

Without Other Testing Data:	With Other Testing Data:	Category:
93-78	105-90	Excellent candidate for acceleration
77-62	89-75	Good candidate for acceleration
61-41	74-55	Other interventions, such as classroom differentiation, are recommended at this time
40 or below	54 or below	Grade level curriculum is appropriate

In order for a student to be accelerated there must be consensus among the GT building teacher-coordinators, the classroom teachers, and parents indicating the potential success of the student.

**RUBRIC FOR ACCELERATION  
FOREIGN LANGUAGE IN 7<sup>TH</sup> GRADE**

	Low	Medium	High	
Standardized Tests	WKCE reading score not in top 15% (5 points) _____score	WKCE reading score in top 15 % (10 points) _____score	MATS reading score advanced (15 points) _____score	
Outcomes	Oral expression & listening skills outcomes passed the first time (5 points) _____score	Oral expression & listening skills outcomes = level 4 (10 points) _____score	Oral expression and listening skills Outcomes = level 5 (15 points) _____score	
Learner Independence	Does not seek help or take suggestions willingly (1 point) _____score	Seeks help & incorporates suggestions (2 points) _____score	Able to find errors and self-correct (3 points) _____score	
Time Management	Not prepared or well organized for class (1 point) _____score	Arrives ready to learn OR manages time well (2 points) _____score	Arrives ready to learn & manages time well (3 points) _____score	
Willing to take risks	Worried about juggling advanced work (1 point) _____score	Comfortable with support & encouragement (2 points) _____score	Self-confident and happy to try new challenges (3 points) _____score	
Teacher Recommendation	Not recommended (1 point) _____score	Recommended with reservations (2 points) _____score	Strongly recommended (3 points) _____score	
Thinking Skills	Mostly thinks in a concrete manner Unable to make outside connections (1 point) _____score	See some abstract thinking on the part of the student (2 points) _____score	Thinks abstractly about subjects, & applies learned ideas outside of class (3 points) _____score	
TOTAL POINTS	<b>/45</b>		35-45 y	<34 n

RUBRIC FOR STUDENT NAMED \_\_\_\_\_

## 6<sup>TH</sup> GRADE MATH STUDENTS FOR PLACEMENT IN 7<sup>TH</sup> GRADE

This rubric should be used for math placement in 7<sup>th</sup> grade. In the 3<sup>rd</sup> quarter on their 6<sup>th</sup> grade year, please circle, highlight or indicate the appropriate section in each of the four categories.

Please mark the criteria most suitable for this student. NAME \_\_\_\_\_

Standardized Test Data	WKCE: Basic (4 points)	WKCE: Proficient (8 points)	WKCE: Advanced (12 points)
Outcomes	Not all passed Needed re-teaching (3 points)	Passed all 1 <sup>st</sup> time No re-teaching needed (6 points)	Passed all 1 <sup>st</sup> time 90%+ Proficiency-some mastery (9points)
Work Habits	<ul style="list-style-type: none"> <li>• Easily frustrated</li> <li>• Failure to complete assignments</li> <li>• Does not work well independently</li> <li>• Confuses or does not know process</li> </ul> <p style="text-align: center;">(1 point <b>each</b>)</p>	<ul style="list-style-type: none"> <li>• Works through frustration</li> <li>• Completes assignments on time</li> <li>• Will work independently</li> <li>• Understands process</li> </ul> <p style="text-align: center;">(2 points <b>each</b>)</p>	<ul style="list-style-type: none"> <li>• Learns by example</li> <li>• Seeks out challenges</li> <li>• Works with minimal guidance</li> <li>• Able to explain process</li> </ul> <p style="text-align: center;">(3 points <b>each</b>)</p>
Teacher Recommendation	Not recommended (2 points)	Recommended with reservations (4 points)	Strongly recommended (6 points)

A score of 33-39 indicates placement in 7<sup>th</sup> Enriched Math  
 A score of 27-32 indicated consideration for 7<sup>th</sup> Enriched Math  
 A score of 26 or lower indicates placement in Regular 7<sup>th</sup> grade math

SCORE

## 7<sup>TH</sup> GRADE MATH STUDENTS FOR PLACEMENT IN 8<sup>TH</sup> GRADE

This rubric should be used for math placement in 8<sup>th</sup> grade. In the 3<sup>rd</sup> quarter on their 7<sup>th</sup> grade year, please circle, highlight or indicate the appropriate section in each of the four categories.

Please mark the criteria most suitable for this student.

NAME \_\_\_\_\_

Standardized Test Data	Orleans-Hanna: Basic 45-49 points (4 points)	Orleans-Hanna: Proficient 50-54 points (8 points)	Orleans-Hanna: Advanced 55-60 points (12 points)
Outcomes	Not all passed Needed re-teaching (3 points)	Passed all 1 <sup>st</sup> time No re-teaching needed (6 points)	Passed all 1 <sup>st</sup> time 90%+ Proficiency-some mastery (9 points)
Work Habits	<ul style="list-style-type: none"> <li>• Easily frustrated</li> <li>• Failure to complete assignments</li> <li>• Does not work well independently</li> <li>• Confuses or does not know process</li> </ul> <p style="text-align: center;">(1 point each)</p>	<ul style="list-style-type: none"> <li>• Works through frustration</li> <li>• Completes assignments on time</li> <li>• Will work independently</li> <li>• Understands process</li> </ul> <p style="text-align: center;">(2 points each)</p>	<ul style="list-style-type: none"> <li>• Learns by example</li> <li>• Seeks out challenges</li> <li>• Works with minimal guidance</li> <li>• Able to explain process</li> </ul> <p style="text-align: center;">(3 points each)</p>
Teacher Recommendation	Not recommended (2 points)	Recommended with reservations (4 points)	Strongly recommended (6 points)

A score of 33-39 indicates placement in Algebra I

A score of 27-32 indicates placement in 8E

A score of 26 or lower indicates placement in 8<sup>th</sup> grade math

SCORE