

Single Subject and Whole Grade Acceleration: Information Night

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Agenda

Welcome

Purpose of Acceleration

Definition of Single Subject and Whole
Grade Acceleration

Benefits of Acceleration

The Process

Connector

What are your hopes for your child as you explore either single subject or whole grade acceleration?

What does it mean to be
gifted?

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gifted?

Characteristics of Gifted and Talented Students

Children are gifted when their ability is significantly above the norm for their age.

Giftedness may manifest in one or more domains such as; intellectual, creative, artistic, leadership, or in a specific academic field such as language arts, mathematics or science.

What is the Accelerated Placement Act?

The Accelerated Placement Act expands services to ALL students, not only those identified as gifted and talented by local policy, who demonstrate high ability and who may benefit from accelerated placement. It requires the development of local policy to identify such students through a fair and equitable decision making and multiple measure assessment process.

Accelerated placement refers to the placement of a student in an academically appropriate instructional setting with appropriate level curriculum that may include, but is not limited to:

- a child entering kindergarten or first grade early,
- **a child accelerating in a single subject, and**
- **a child accelerating through grades.**

Purpose of Acceleration

- is to identify and serve the few highly advanced children who require comprehensive academic acceleration
- is intended to support students who are evaluated to be exceptional in aptitude/cognitive reasoning, academics, and motivation.

Single Subject Acceleration

is the practice of assigning a student to a higher subject level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in one or more subject areas. This will be accomplished by moving the student to a higher level class for instruction.

Whole Grade Acceleration

is the practice of assigning a student to a higher grade level than is typical, given the student's age, for the purpose of providing access to appropriately challenging learning opportunities in all subject areas. Grade acceleration may be done at the beginning of the school year.

Considerations for Acceleration

- any relevant school history
- measurement of ability (measured by an intelligence (IQ) assessment)
- assessments of aptitude that are meant to indicate a student's potential to learn new material. This is typically measured with an above-level achievement assessment.
- assessments of achievement that are meant to reflect the degree to which a student has mastered academic content to date
- assessments of social/emotional skills as well as motivation, perseverance, etc.

Implications

- Scheduling conflicts may arise when teams consider single subject acceleration given that the master schedule is largely static
- Delivery of middle school content (single subject) for students in elementary school as well as delivery of high school content for students in middle school requires transportation to the school housing the subject and grade of acceleration
- Students will miss at least one year's worth of content in the grade indicated by age

Assessment Process

The district has established a collaborative process for evaluation.

- This process ensures that families are a part of the team, as well as students when appropriate. Teachers, families, students or administrators can request that a student be single-subject or whole grade-level accelerated.
- District 97 staff and school administrators are responsible for evaluating referrals.
- Referrals are only accepted between **March 1 and Aug. 15** of each school year.

Assessment Process

Step One: Families and/or students must submit a written request to their school principal or assistant principal.

Step Two: Once the school's administrative team has reviewed and approved the referral request, families should complete the Acceleration Referral Form and return it to the principal. If the form is completed during the summer, it should be sent to Dr. Ebony Lofton, at elofton@op97.org.

Step Three: Assessments will be conducted by the school Multi Tiered System of Supports (MTSS) team within 45 to 60 school days.. During the summer months, the school psychologist will complete relevant assessments and the team will review the assessments in the fall..

Note: The team will analyze multiple criteria from a body of evidence, resulting in a profile of strengths, needs and interests of the child. Test scores alone will not determine acceleration.

Step Four: Complete a transition plan with the school MTSS team

Frequently Asked Questions

1. How does scheduling work for single subject acceleration?
2. How does single subject acceleration work for students in fifth grade who require sixth grade content?
3. Is there anything parents can do to prepare students for the assessments?
4. Why does the assessment process require 45 to 60 school days to complete?

Additional Questions?

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