

## School District #308 Acceleration Procedures Single Subject and Whole Grade Kindergarten – Eighth Grade

The Oswego School District recognizes the need for academic interventions for all students. Single Subject and Whole Grade acceleration is a curriculum intervention intended for Academically Talented and Gifted students.

**Single Subject or Whole Grade acceleration may be an appropriate procedure for mature and self-motivated students with significant above grade level performance. Please consider the long term effects of acceleration, including, but not limited to entering jr. high, high school, and college a year earlier. All of the following criteria will be considered:**

K- 1	2-5	6-8
<b>Socially and emotionally mature</b>	Identified as Academically Talented (3 <sup>rd</sup> -5 <sup>th</sup> )	Identified as Honors student
<b>Significantly</b> above grade level scores on academic work	MAP scores consecutively 98%ile+	MAP scores consecutively 98%ile+
<b>Significantly</b> above grade level scores on district academic assessments	<b>Significantly</b> above grade level scores on district assessments and classroom work	<b>Significantly above grade level scores on district assessment and classroom work</b>
Displays full mastery of current grade level material	Displays full mastery of current grade level material	Displays full mastery of current level subject matter
At least 95% on ALL Integrated Data System components for appropriate grade level	CogAT cognitive scores of 135+ composite	CogAT cognitive scores of 135+ composite
Minimum of 24 text level (Kindergarten)	TOMAG scores in very high or above (if applicable)	Mature and self-motivated
CogAT composite score of 135+	Mature and self-motivated	Socially and emotionally mature
	Socially and emotionally mature	

Upon written request of a teacher or parent using the Acceleration Request Form, a team of educators will gather the necessary data to evaluate the need for such placement. Acceleration Request Form can be obtained through building principal.

**\* Grade Acceleration for Kindergarten is not typically initiated before third quarter.\***

## **Outline of Acceleration Procedures**

### **1. Initiation**

- Parents and classroom teacher need to communicate to review student's progress and abilities. At this time, the classroom teacher and AT/Honors teacher will compile all achievement and cognitive testing data available. Principal also needs to be aware of this proceeding. If deemed appropriate, initiate procedures.

### **2. Meeting**

- The classroom/Honors teacher, AT teacher, principal, and parents will meet to determine if basic acceleration criteria has been met and discuss curriculum interventions and **six to eight week timeline**, if warranted.

### **3. Curriculum Interventions Begin**

- For the designated six to eight week period, the classroom teacher will institute and share on-going curriculum interventions for the student. A conference may also be requested with the building principal. Additional resources from the building AT/Honors teacher may be requested by the teacher or principal during the adaptation time period. After this period, the classroom teacher and parents will meet to review the interventions and student response to these interventions.

### **4. Curriculum Interventions Result Meeting**

- The classroom teacher, AT/Honors teacher, principal, and parents will meet to review the outcomes of the interventions and student response to these interventions. If the group believes additional program differentiation is necessary to meet the student's needs, further data collection is warranted.

### **5. Data Collection (allow 3 weeks)**

- Various school personnel will begin observing, interviewing, and testing the student to gather the necessary data to determine possible placement. Please refer to the list of data sources to determine appropriate data needed to make a well informed decision.

### **6. Data Review Meeting (ALL necessary data MUST be complete for meeting to be held.)**

- The classroom teacher, AT/Honors teacher, building principal, parents, and if appropriate, school social worker and psychologist, appropriate district administration personnel are considered the "review team" members. The review team will determine if subject grade acceleration is the best intervention for this student.
  - If it has been determined *subject acceleration* meets the student's needs, the following will take place:
    1. K through 4<sup>th</sup> and 6<sup>th</sup> through 7<sup>th</sup> grade students will receive the next grade level instruction from the next grade level classroom teacher.
    2. 5<sup>th</sup> and 8<sup>th</sup> grade students will be transported to the home junior high school or high school building to receive next level instruction. Accommodations for transportation and scheduling will be determined by the principals.
    3. The acceleration will be reviewed by the review team after nine weeks to ensure placement continues to meet the student's needs.
  - If it has been determined either whole grade or single subject acceleration does NOT meet the student's needs, the request may be resubmitted after one semester/two quarters of the same school year. Those requesting the acceleration must submit ADDITIONAL evidence of the student ability or achievement to the building principal to initiate further exploration into acceleration. The district does not require, but will review outside testing the parent(s) may have obtained if the testing was done by a degreed, licensed psychologist and the parents grant permission to consult the psychologist who administered the test.