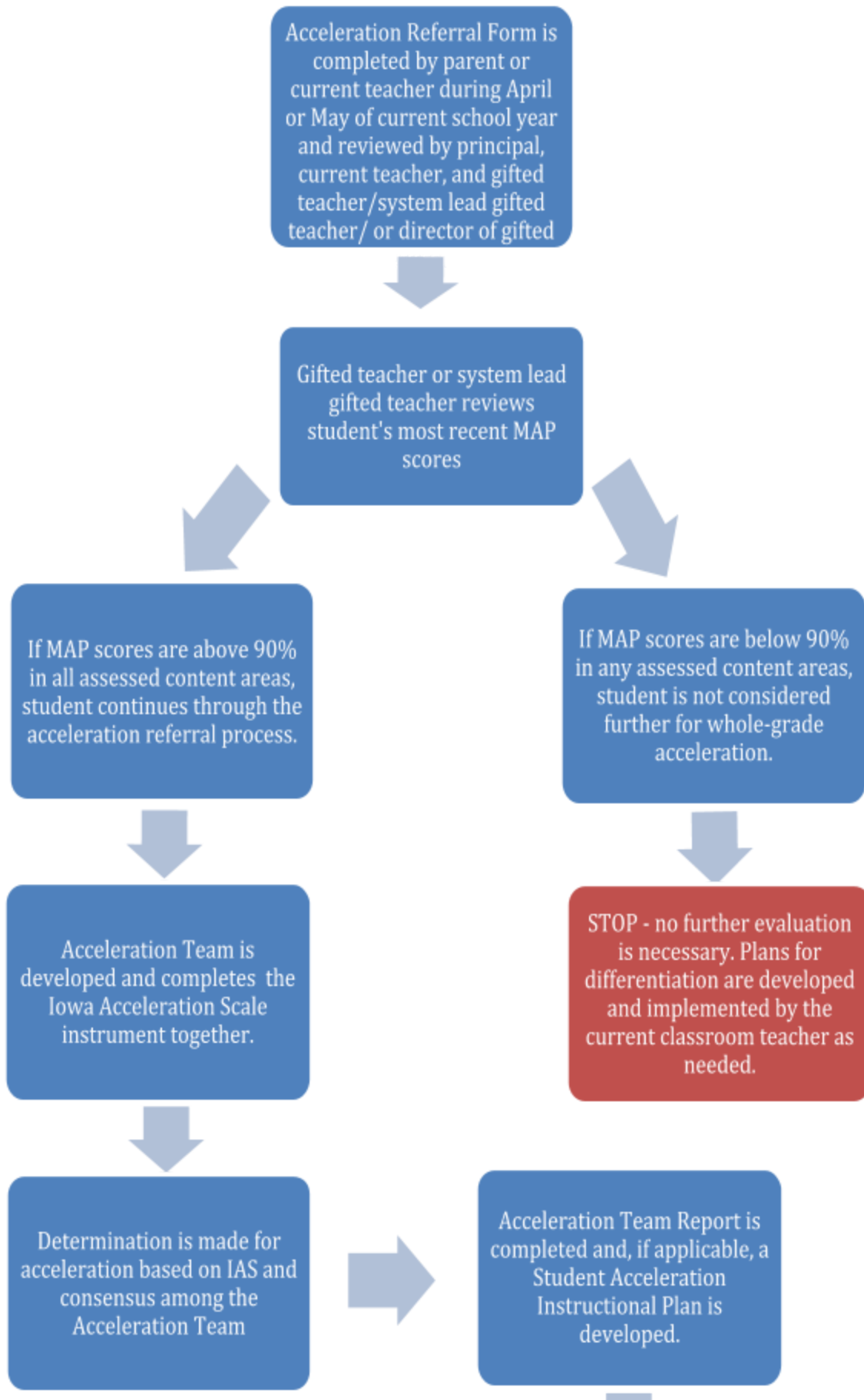


## RCS Academic Acceleration Process Graphic



## **Rome City Schools**

### **RCS Guidelines and Procedures for Student Academic Acceleration**

Academic acceleration is an educational intervention based on progress through an educational program at rates significantly faster or at ages significantly younger than typical (Pressey, 1949). It is ideally suited to academically advanced students – young people who have an enhanced capacity to learn. Acceleration practices can provide the appropriate level of challenge and reduce the time necessary for students to complete traditional schooling (NAGC, Position Paper, 1992).

Acceleration does not mean expecting more of a child than he/she is capable. It does not mean forcing a child to learn advanced material or to socialize with older children before he/she is ready. Indeed, it is the exact opposite. Acceleration is about appropriate educational planning. It is about matching the level and complexity of the curriculum with the readiness and motivation of the child. Acceleration is about respecting individual differences and the fact that some of these differences merit educational flexibility (The Templeton National Report on Acceleration, 2004).

In recognition that students demonstrating exceptional potential may benefit from acceleration, district procedures take into consideration the “whole child” and appropriate instructional best practices for the individual student. Oversight, determining the need for, supervision and implementation of the acceleration process is one of the responsibilities of school principals.

The following provisions are applicable *only* to acceleration considerations involving whole-grade acceleration (i.e., student skips one grade level)

- Superior range mental ability (standardized test scores) as reviewed by the principal and documented by classroom teacher and counselor before a student may be considered for whole grade acceleration.
- Significantly above average mental ability (standardized test scores) as reviewed by the principal and documented by classroom teachers and counselors before a student may be considered for subject advancement across grades.

Additional factors which will be considered by the principal and placement team and which are critical to successful whole-grade acceleration include: student achievement, developmental factors, interpersonal skills, attitude, parental support, and the following special considerations:

- Georgia State Laws 20-2-150 and 20-2-151 limit whole-grade acceleration in Kindergarten.
- Any previous or current curriculum modifications implemented for students receiving Gifted Education Services or Special Education Services will be reviewed prior to consideration for acceleration.
- Developmental needs of student under consideration for acceleration
- School and academic factors
- Interpersonal skills and social adjustment of the individual student
- Sibling ages and grade levels
- Attitude of student regarding potential for acceleration and support from school and family
- Rome City Schools recommends that acceleration be considered for only students finishing kindergarten, first grade, and second grade due to End-of-Grade testing.

## Acceleration Process

1. Student is referred for acceleration consideration (by parent, teacher, or student) in April or May of the current school year.
2. Acceleration Referral (Form A) is completed by the referring person and submitted to the school principal.
3. Acceleration Referral is reviewed by the school principal, current teacher, and school-level gifted teacher.
4. The gifted lead teacher (school) and the System Lead Gifted Teacher/Director of Gifted Education (system) reviews student's most recent Measures of Academic Progress (MAP) scores in each subject area.
  - a. Students scoring at or above 90% in each assessed subject area on MAP are considered for further evaluation.
  - b. Students scoring below 90% in any of the assessed subject areas are not considered for whole-grade acceleration. In that case, plans will be implemented at the classroom level for differentiation, including but not limited to, subject-area acceleration when appropriate.
5. Students scoring at or above 90% in all assessed subjects on MAP will then be considered for acceleration through the development of an Acceleration Team. This team will consist of the current teacher, the potential receiving teacher, the school's gifted lead teacher, the school counselor, the school principal, and the system lead gifted teacher/director of gifted education.
6. The Acceleration Team will work together to complete the Iowa Acceleration Scale (IAS) which assesses the following factors: school history and prior performance; performance on achievement, ability, and aptitude assessments; school and academic factors; developmental factors; interpersonal skills; and attitude and support.
7. The Acceleration Team will review and discuss the results of the IAS and any other relevant factors that should be considered.
8. A determination for the appropriateness of acceleration will be made by the Acceleration Team based on a consensus/majority vote.
9. An Acceleration Team Report (Form B) will be completed by the principal.
10. Notification will be made to the parents by the principal.
11. A Student Acceleration Instructional Plan (Form C) will be completed (if applicable).

This plan will include not only a support plan for the student but will also include a provision for the student to be returned to his/her original previous grade if he/she is not experiencing success in the acceleration grade. This provision must be invoked before **October 1** of the school year in which the student was placed in the accelerated grade.