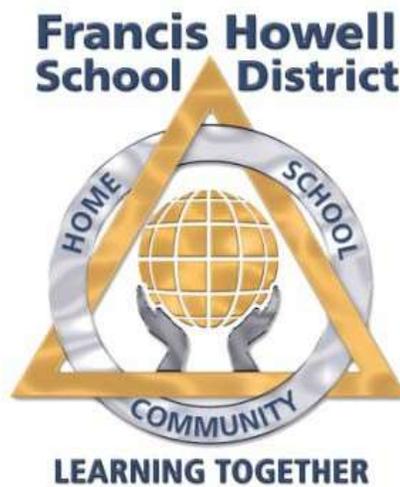


# SUBJECT-MATTER & WHOLE-GRADE ACCELERATION

FRANCIS  
HOWELL  
SCHOOL  
DISTRICT

ACADEMIC ACCELERATION GUIDELINES & PROCEDURES



# ACADEMIC ACCELERATION GUIDELINES & PROCEDURES

## TABLE OF CONTENTS

<u>TOPIC</u>	<u>PAGE</u>
Introduction	3
Board Policy 2525 – Student Academic Achievement	3
Board Regulation 2520 – Student Academic Achievement	3
Board Policy 6161 – Curriculum Services	3
Brief Overview of Acceleration Process	4
Acceleration Options	5
Placement Tests and Acceleration	5
Subject-Matter Acceleration Procedures	6
Subject-Matter Acceleration Flow Chart	7
Subject-Matter Acceleration Request Form – Teacher/School	8
Subject-Matter Acceleration Request Form – Parent/Guardian	9
Subject-Matter Acceleration Data Collection and Decision-Making Form	10
Whole-Grade Acceleration Procedures	13
Whole-Grade Acceleration Flow Chart	14
Whole-Grade Acceleration Request Form – Teacher/School	15
Whole-Grade Acceleration Request Form – Parent/Guardian	16
Whole-Grade Acceleration Data Collection and Decision-Making Form	17

## **Introduction**

Acceleration is an intervention that moves students through an educational program at rates faster, or at younger ages, than typical. It means matching the level, complexity, and pace of the curriculum to the readiness and motivation of the student. All acceleration requires high academic ability. The student's motivation, social-emotional maturity, and interests must be considered when making decisions about acceleration. The student whose level of achievement and ability significantly surpasses same age group peers as well as the student with high ability but who is not performing well in class are examples of who might be considered for subject-matter or whole-grade acceleration.

The procedures described in this packet are not intended to increase the number of requests for acceleration or to initiate a large number of adjustments to curriculum in most classrooms. Rather, they are for the exceptional situation in which on-going classroom accommodations for students with advanced ability are not sufficiently differentiated to make school a challenging place for the individual student to learn.

It should be pointed out that all building principals are familiar with the Board of Education's policies and regulations on acceleration and expect teachers to differentiate instruction in the classroom based on formal and informal assessments. Therefore, the expectation is that teachers are familiar with their students' strengths and needs and successfully accommodate learning differences on an on-going basis in their classrooms. It is also expected that parents with concerns about academic challenge have worked with both the classroom teacher and building principal before taking the step of completing an acceleration request form.

### **Board Policy 2525 Student Academic Achievement – Graduation Requirements**

Students must accumulate a minimum of twenty-seven (27) credits at graduation, unless prorated due to Advanced Standing acknowledgement of high school level coursework successfully completed before grade nine. Students in eighth grade or below who complete high school level courses will be able to use these courses to satisfy high school graduation requirements. High school courses completed by students in eighth grade or below will impact a student's high school GPA and transcript.

### **Board Regulation 2520 Student Academic Achievement – Promotion and Retention Requirements**

*"Double promotions, " that is, acceleration beyond the normal grade placement, are approvable for students who are working at an academic level of more than a year above placement and are sufficiently mature, socially and emotionally, to work with students of the advanced grade. Parent(s)/guardian(s), teachers and administrators must agree that it is in the best interest of the student under consideration.*

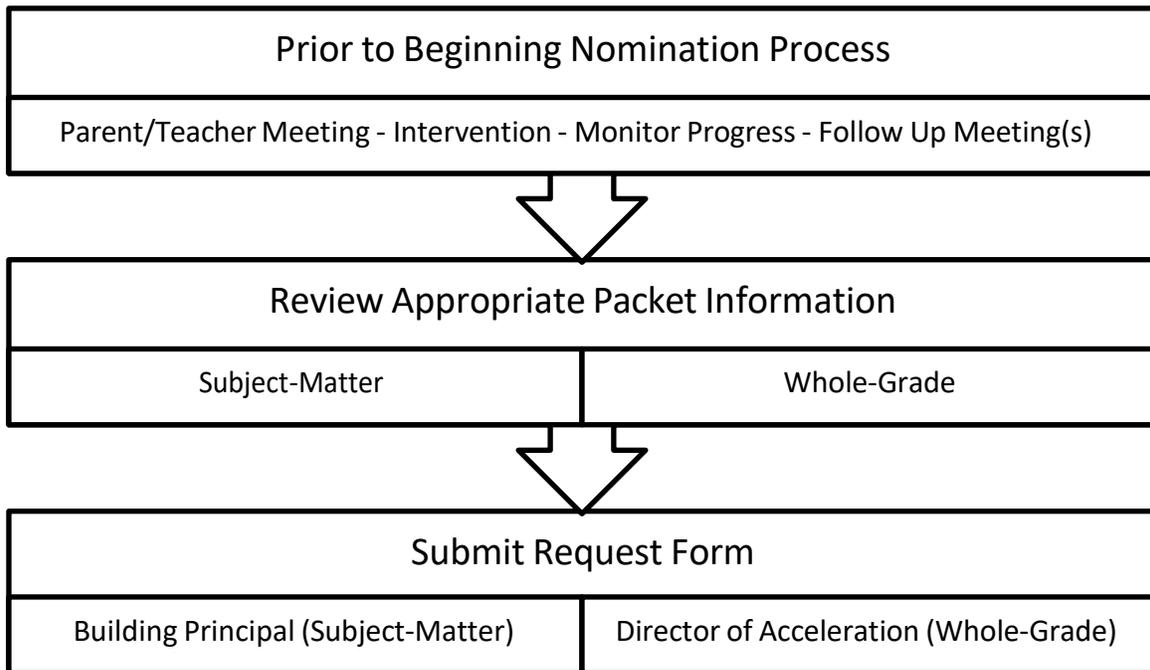
### **Board Policy 6161 Curriculum Services – Accelerated Mathematics Program**

*The Board of Education will endeavor to provide opportunities for students to participate in District and out-of-District approved accelerated mathematics programs. For this purpose, arrangements may be made for students qualifying for such programs to attend a selected middle school or high school site.*

**Brief Overview of Acceleration Process**

The Francis Howell School District adheres to a Board of Education policy that recognizes and supports acceleration as a key intervention for providing challenging educational opportunities for advanced learners. The following steps are recommended when parents believe that more accelerated offerings should be provided for their child:

1. Meet with your child’s classroom teacher to discuss your child’s academic needs and to hear about interventions that might already be taking place in the classroom. Follow-up meetings can be scheduled to get updated on progress and to share additional information with the teacher.
2. If discussions with your child’s classroom teacher have not resolved the issues of concern, make an appointment to talk with the building principal about your concerns.
3. If classroom accommodations are not viewed as adequate after repeated efforts to discuss the situation with building staff members, consider completing either a Subject-Matter Acceleration Request Form or a Whole-Grade Acceleration Request Form. Completion of these forms should not take place before reviewing the information within this packet. If forms are completed, they should be submitted to either the building principal for Subject-Matter Acceleration or the Director of Acceleration for Whole-Grade Acceleration.
4. Building and/or district personnel will gather information about your child and make recommendations.



## ACADEMIC ACCELERATION GUIDELINES & PROCEDURES

### Acceleration Options

**PLEASE NOTE:** While FHSD is able to support most of the options listed in the charts below, in certain instances it might be necessary for parents to assume responsibilities as well (i.e. fees, transportation, etc.) to successfully implement a plan that meets the student's needs. An asterisk (\*) has been placed next to the options where this is likely to occur.

<b>Acceleration Options Applicable for All Grades K-12</b>	
Differentiated Instruction	Consistently using a variety of instructional approaches to modify content, process, and/or products in response to learner readiness, interest, and/or learner profile of academically diverse students.
Individually Paced Instruction	The student is presented with materials that allow him/her to proceed at a self-selected pace.
*Virtual Instruction	The student is provided the opportunity to further their learning using curricular software and instruction delivered through the use of an electronic device and often involves receiving feedback from a virtual instructor in the same manner.
Curriculum Compacting	A procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace. Pre-testing identifies learning objectives already mastered, and allows students to move on to more complex and new material.
*Subject-Matter Acceleration	The student is placed for a part of a day with students at more advanced grade levels for one or more subjects without being assigned to a higher grade or the student works for part of a day on material above grade level for one or more subjects within his/her regular classroom.
Whole-Grade Acceleration	The student is promoted a full grade level, or more, beyond the normal grade level of their same age peers.
Pre-Advanced Placement (Challenge) Program	Available for middle school students who qualify by meeting expectations of an assessment matrix based on academic performance.
Advanced Placement	The student takes a course in high school that prepares him/her for taking an examination that can confer college credit for satisfactory performance.
Dual-Enrollment	The student is enrolled in course work or summer programs that confer advanced instruction and credit for study (e.g. fast-paced language or math courses offered by universities).
Early Graduation	Graduate from high school in less than four (4) years based upon current District Policy 2525 – Graduation Requirements.

### Placement Tests and Acceleration

At certain points in time, often when students transition from one level to the next (i.e. elementary to middle school), placement tests are given to all students in the district for the purpose of determining the most appropriate course to place the student in for the following school year. For example, this is done in math for students entering middle school. In instances such as this where placement is done in a subject area for all students, it is not necessary to complete the Subject-Matter Acceleration process. Likewise, if it is determined at a later date that a higher placement should have occurred, it is not necessary to complete the Subject-Matter Acceleration Process.

## **Subject-Matter Acceleration Procedures**

### **STEP 1: Request Form Submission**

Parents, teachers, administrators, or students may initiate subject-matter acceleration consideration by submitting a Subject-Matter Acceleration Request Form. The Academic Acceleration Guidelines & Procedures packet should be reviewed before considering acceleration.

The form should be submitted to the building principal.

**PLEASE NOTE:** FHSD will consider up to two Subject-Matter Acceleration requests per subject per student during the student's enrollment in the district.

### **STEP 2: Information and Data Collection**

Upon receipt of a Subject-Matter Acceleration form, the principal should make a copy for the school counselor to review. The school counselor will have a discussion with the student regarding the possibility of subject-matter acceleration in an effort to gain the student's perspective.

The building principal will gather data from school records, parents, teachers, and the student. The data gathered should contain information about the student's school history, academic ability, achievement, and aptitude. Additional academic information can be gathered from the curriculum content leader and academic directors. The building principal will record background information on the Subject-Matter Acceleration Data Collection and Decision Making Form.

### **STEP 3: Review and Recommendation**

The building principal will schedule a Subject-Matter Acceleration Study Team meeting for the purpose of assessing the student's suitability for subject-matter acceleration. Possible team members may include: the building principal, school counselor, current teacher(s), receiving teachers(s), curriculum content leader/director, and others as requested by the building principal (i.e. parents, gifted teacher/leader, special education teacher, etc.). The study team will review the information gathered by the building principal and add any additional data.

### **STEP 4: Next Steps and Monitoring**

#### **For Students Accelerated**

If the recommendation in STEP 3 was to accelerate, the study team should discuss and create a plan keeping in mind the following points:

- Acceleration should take place at natural transition points.
- Accelerated students should be placed with the high ability students in the new class.
- An effort should be made to combine students who have been accelerated.
- A comprehensive curricular/course of study (K-12) should be created.

Within 6 to 8 weeks following subject-matter acceleration, the building principal will contact parents and the teacher(s) to review the student's progress. If the student is progressing, the current plan continues. If there is a concern, the study team will meet to make the necessary modifications to the plan.

All decisions will be recorded and filed in the student's confidential file at the building level.

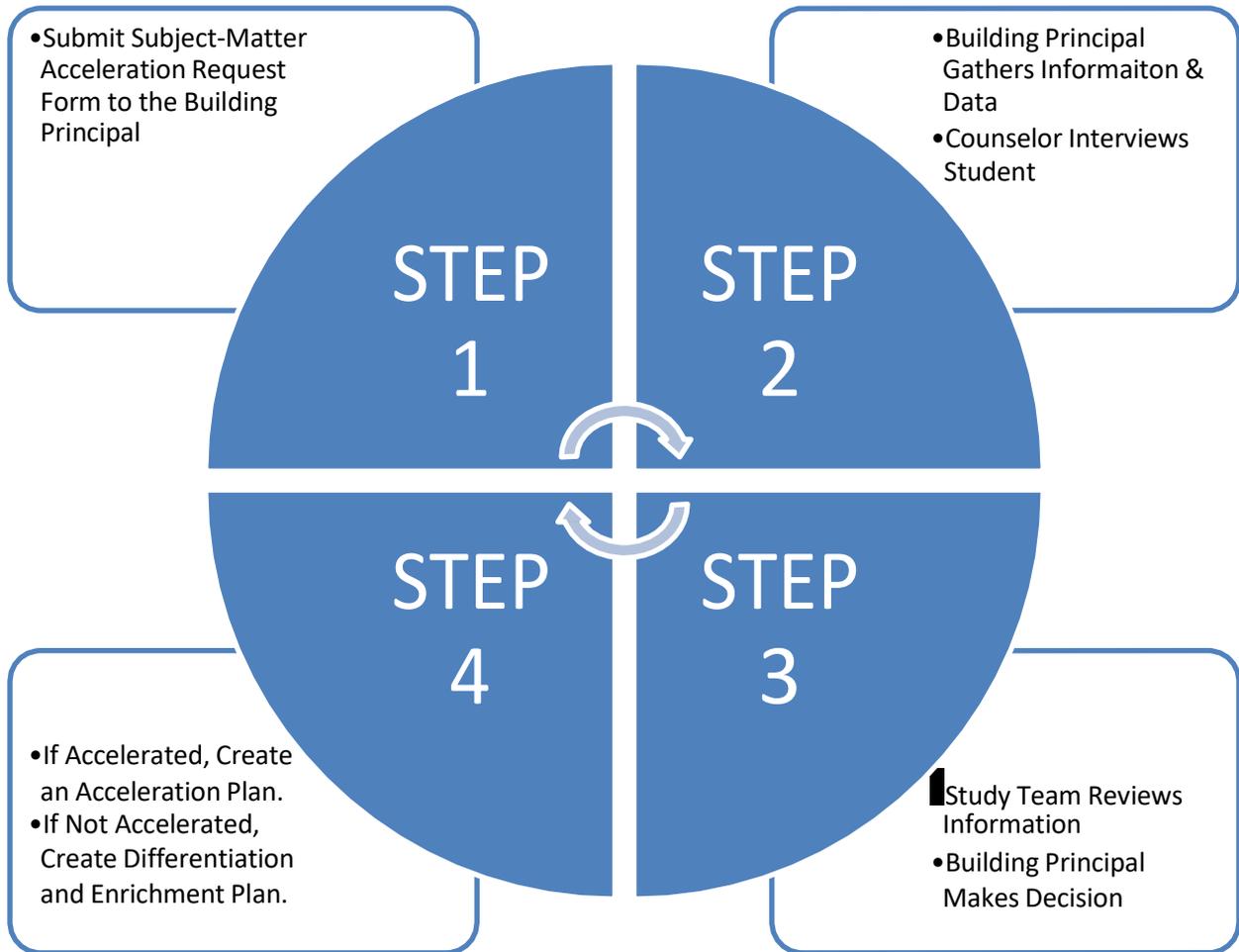
**For Students Not Accelerated**

If the recommendation in STEP 3 was not to accelerate, the study team should discuss and create a plan for a challenging program to include opportunities for differentiation and/or enrichment.

All decisions will be recorded, referred to, and built on in the event of subsequent meetings and will be filed in the student’s confidential file at the building level.

**PLEASE NOTE:** If the nominator does not agree with the decision of the building principal, they may appeal the decision to the Chief Academic Officer.

**Subject-Matter Acceleration Flow Chart**



ACADEMIC ACCELERATION GUIDELINES & PROCEDURES

**Subject-Matter Acceleration Request Form  
TO BE COMPLETED BY CURRENT CLASSROOM TEACHER OR TEAM**

Submit This Form to the Building Principal

The Francis Howell School District is committed to academic and personal success for every student. This includes providing education with high academic standards and rigor, which will promote the maximum academic, social-emotional, and physical development of each student. Acceleration is an educational intervention that moves students through an education program at a significantly faster pace or at a younger than typical age. Prior to completing this form, please read the Academic Acceleration Guidelines and Procedures packet.

**Basic Information**

Name of Student:	Today's Date:
Date of Birth:	Teacher/Team:
Current Grade:	School:
Subject Area Requested for Acceleration:	

**Document the differentiation that has been utilized to accommodate this student's needs. List all that apply.**

Applicable (Yes or No)	Differentiation	Length of Implementation	Successful (Yes or No)
	Curriculum Compacting		
	Differentiation		
	Higher Level Questioning		
	Adjusted Pace/Depth		
	Enrichment Opportunities		
	Independent Research		
	Open-Ended Assignments		
	Tiered Assignments		
	Student Choice		
	Learning Contracts		
	Learning Centers		
	Other		

**Give specific examples of how this student functions at a significantly higher level than students of the same age. Please continue on a separate sheet of paper if needed.**

ACADEMIC ACCELERATION GUIDELINES & PROCEDURES

**Subject-Matter Acceleration Request Form**  
**TO BE COMPLETED BY PARENT/GUARDIAN**  
Submit This Form to the Building Principal

The Francis Howell School District is committed to academic and personal success for every student. This includes providing education with high academic standards and rigor, which will promote the maximum academic, social-emotional, and physical development of each student. Acceleration is an educational intervention that moves students through an education program at a significantly faster pace or at a younger than typical age. Prior to completing this form, please read the Academic Acceleration Guidelines and Procedures packet.

**Basic Information**

Today's Date:	Student Name:
Parent/Guardian Name:	Date of Birth:
Phone Number(s):	Current Grade/Placement:
Address:	School:
	Teacher(s):
Subject Area Requested for Acceleration:	

**On a separate sheet of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the subject area requested for acceleration.**

In your narrative, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

ACADEMIC ACCELERATION GUIDELINES & PROCEDURES

FRANCIS HOWELL SCHOOL DISTRICT  
**SUBJECT-MATTER ACCELERATION**  
DATA COLLECTION AND DECISION-MAKING FORM  
Completed by Building Principal

**Basic Information**

Name of Student:	Today's Date:
Date of Birth:	Teacher/Team:
Current Grade:	School:
Subject Area Requested for Acceleration:	
Individual Submitting Request & Relation to Student:	
Individuals on Study Team (Name and Role):	

**PART I: CRITICAL ISSUES**

Check all that apply.

- |   |  |
|---|--|
| <input type="checkbox"/> Student expressed interest in acceleration.      | <input type="checkbox"/> Sibling is currently in same grade.           |
| <input type="checkbox"/> Student is in gifted program.                    | <input type="checkbox"/> Sibling will be in same level if accelerated. |
| <input type="checkbox"/> Student IQ is one standard deviation above mean. |  |

Comments:

**PART II: SCHOOL & ACADEMIC FACTORS**

There are three areas available for school and academic related information to be summarized and evaluated. This form can be used to guide and structure the study team meeting.

**SUBJECT AREA ACHIEVEMENT AND/OR INTELLIGENCE TEST RESULTS**

Include current and longitudinal data such as MAP, EOC, EXPLORE, PLAN, ACT, etc. as well as any other standardized achievement and/or intelligence test results.

Summary:

Evaluation (check one):

- Clearly indicates need for acceleration
- Partially indicates need for acceleration
- No need for acceleration indicated
- Information is not available

ACADEMIC ACCELERATION GUIDELINES & PROCEDURES

**SUBJECT-MATTER ACCELERATION FORMS**

Include and review the acceleration request forms completed by both the teacher and parent.

Summary:

Evaluation (check one):

- Clearly indicates need for acceleration
- Partially indicates need for acceleration
- No need for acceleration indicated
- Information is not available

**OTHER DATA & INFORMATION PERTINENT TO DECISION**

Include information not yet covered such as current classroom (non-standardized) scores, student work, and observations as well as feedback from the student.

Summary:

Evaluation (check one):

- Clearly indicates need for acceleration
- Partially indicates need for acceleration
- No need for acceleration indicated
- Information is not available

**SUMMARY NARRATIVE FROM PARTS I & II:**

**PART III: RECOMMENDATION & IMPLEMENTATION PLAN**

**Recommendation:**

**Implementation Plan for Subject-Matter Acceleration:**

Include a timeline and longitudinal course of study plan (i.e. future courses within the subject area).

**Monitoring Student Progress:**

Provide specific dates and outline the process used to determine success as well as assigning responsibilities.

## **Whole-Grade Acceleration Procedures**

### **STEP 1: Request Form Submission**

Parents, teachers, administrators, or students may initiate whole-grade acceleration consideration by submitting a Whole-Grade Acceleration Request Form. The Academic Acceleration Guidelines & Procedures packet should be reviewed before considering acceleration. The form should be submitted to the Director of Acceleration.

**PLEASE NOTE:** FHSD will consider up to two Whole-Grade Acceleration requests per subject per student during the student's enrollment in the district.

### **STEP 2: Information and Data Collection**

Upon receipt of a Whole-Grade Acceleration form, the Director of Acceleration should make a copy for the school principal and counselor to review. The school counselor will have a discussion with the student regarding the possibility of whole-grade acceleration in an effort to gain the student's perspective.

The Director of Acceleration will gather data from school records, parents, teachers, and the student. The data gathered should contain information about the student's school history, academic ability, achievement, and aptitude. Additional academic information can be gathered from the curriculum content leader and building stakeholders. The Director of Acceleration will record background information on the Whole-Grade Acceleration Data Collection and Decision Making Form.

### **STEP 3: Review and Recommendation**

The Director of Acceleration will schedule a Whole-Grade Acceleration Study Team meeting for the purpose of assessing the student's suitability for whole-grade acceleration. Possible team members may include: the building principal, school counselor, current teacher(s), receiving teachers(s), curriculum content leader, and others as requested by the academic director (i.e. parents, gifted teacher/leader, special education teacher, etc.). The study team will review the information gathered by the Director of Acceleration and add any additional data.

### **STEP 4: Next Steps and Monitoring**

#### **For Students Accelerated**

If the recommendation in STEP 3 was to accelerate, the study team should discuss and create a plan keeping in mind the following points:

- Acceleration should take place at natural transition points.
- Accelerated students should be placed with the high ability students in the new class.
- An effort should be made to combine students who have been accelerated.
- A comprehensive curricular/course of study (K-12) should be created.

Within 6 to 8 weeks following whole-grade acceleration, the academic director will contact parents, building principal, and the teacher(s) to review the student's progress. If the student is progressing, the current plan continues. If there is a concern, the study team will meet to make the necessary modifications to the plan.

All decisions will be recorded and filed in the student's confidential file at the building level.

## ACADEMIC ACCELERATION GUIDELINES & PROCEDURES

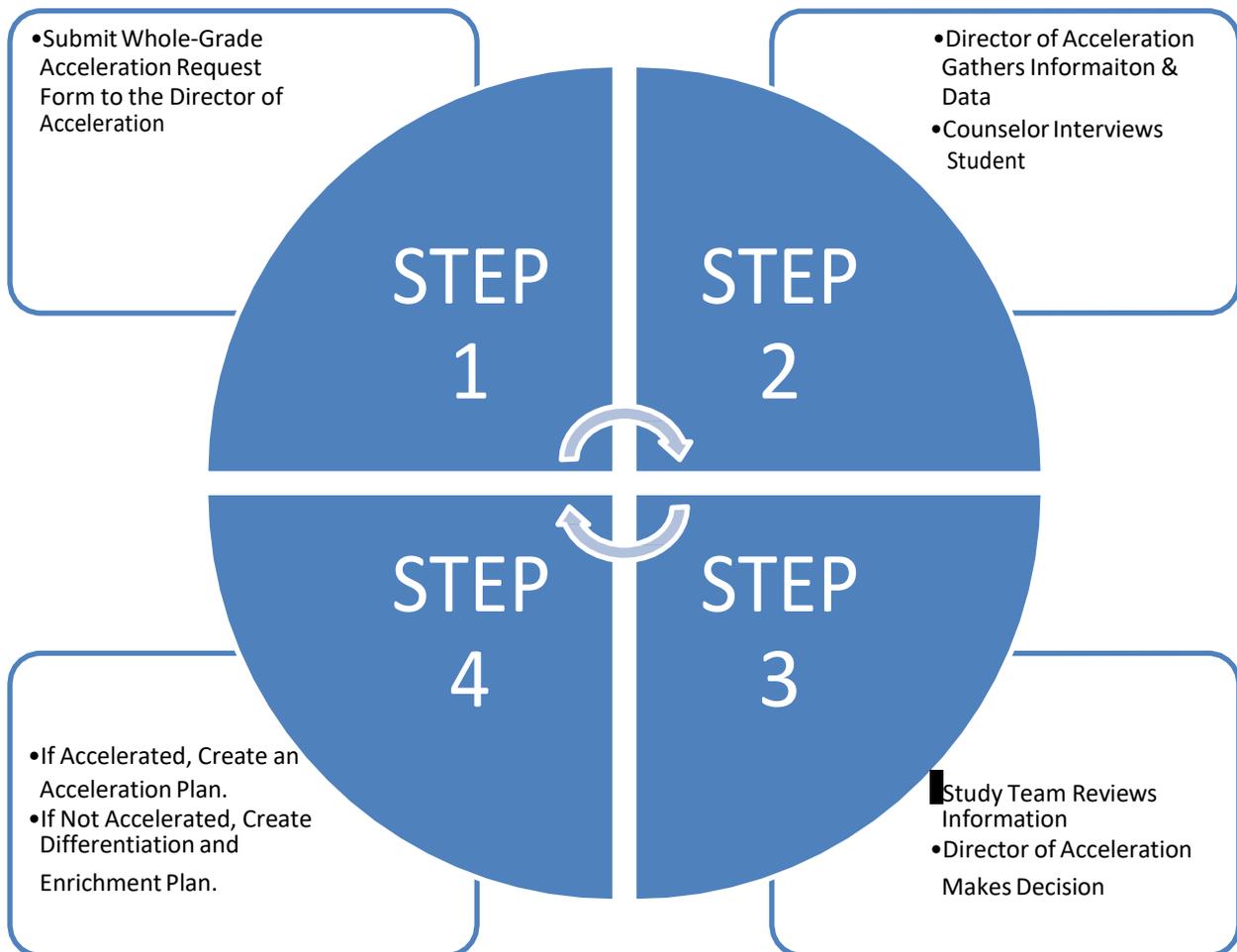
### For Students Not Accelerated

If the recommendation in STEP 3 was not to accelerate, the study team should consider Subject-Matter acceleration, following the Subject-Matter Acceleration Guidelines, as well as discuss and create a plan for a challenging program to include opportunities for differentiation and/or enrichment.

All decisions will be recorded, referred to, and built on in the event of subsequent meetings and will be filed in the student's confidential file at the building level.

**PLEASE NOTE:** If the nominator does not agree with the decision of the Director of Acceleration, they may appeal the decision to the Chief Academic Officer.

### Whole-Grade Acceleration Flow Chart



ACADEMIC ACCELERATION GUIDELINES & PROCEDURES

**Whole-Grade Acceleration Request Form**  
**TO BE COMPLETED BY CURRENT CLASSROOM TEACHER OR TEAM**

Submit This Form to the Director of Acceleration

The Francis Howell School District is committed to academic and personal success for every student. This includes providing education with high academic standards and rigor, which will promote the maximum academic, social-emotional, and physical development of each student. Acceleration is an educational intervention that moves students through an education program at a significantly faster pace or at a younger than typical age. Prior to completing this form, please read the Academic Acceleration Guidelines and Procedures packet.

**Basic Information**

Name of Student:	Current Grade:
Name of Teacher:	School:
Teacher Contact Information (phone, email):	Length of Time with Student:
Grade Requested for Acceleration:	

**Document the differentiation that has been utilized to accommodate this student's needs. List all that apply.**

Applicable (Yes or No)	Differentiation	Length of Implementation	Successful (Yes or No)
	Curriculum Compacting		
	Differentiation		
	Higher Level Questioning		
	Adjusted Pace/Depth		
	Enrichment Opportunities		
	Independent Research		
	Open-Ended Assignments		
	Tiered Assignments		
	Student Choice		
	Learning Contracts		
	Learning Centers		
	Other		

Has the student demonstrated high ability, accelerated performance, and/or talent as compared with age mates in the following areas? (Mark all that apply)

\_\_\_ Reading    \_\_\_ Math    \_\_\_ Science    \_\_\_ Social Studies    \_\_\_ Other: \_\_\_\_\_

**Please describe and give specific examples of how the student has shown exceptional talent in the advanced area(s) marked above. Please continue on a separate sheet.**

ACADEMIC ACCELERATION GUIDELINES & PROCEDURES

**Whole-Grade Acceleration Request Form**  
**TO BE COMPLETED BY PARENT/GUARDIAN**  
 Submit This Form to the Director of Acceleration

The Francis Howell School District is committed to academic and personal success for every student. This includes providing education with high academic standards and rigor, which will promote the maximum academic, social-emotional, and physical development of each student. Acceleration is an educational intervention that moves students through an education program at a significantly faster pace or at a younger than typical age. Prior to completing this form, please read the Academic Acceleration Guidelines and Procedures packet.

**Basic Information**

Today's Date:		Student Name:	
Father/Guardian Name:		Mother/Guardian Name:	
Phone Number(s):		Phone Number(s):	
Address:		Address:	
Grade Requested for Acceleration:			
Current School:		Current Grade-level:	
Student Date of Birth:		Current Age:	
<b>Sibling(s) Information</b>			
Name(s)	Age	Grade	School

**On a separate sheet of paper, give specific examples that you have observed of how your child functions at a significantly higher level in the grade requested for acceleration.**

In your narrative, describe each of the following:

1. Academic performance
2. Ability to apply, analyze, and evaluate ideas at an advanced level
3. Ability to work independently
4. Ability to think creatively
5. Motivation to work on advanced material

ACADEMIC ACCELERATION GUIDELINES & PROCEDURES

FRANCIS HOWELL SCHOOL DISTRICT  
**WHOLE-GRADE ACCELERATION**  
DATA COLLECTION AND DECISION-MAKING FORM  
Completed by the Director of Acceleration

**Basic Information**

Today's Date:	Student Name:
Current School:	Current Grade-level:
Current Teacher(s):	Potential Receiving Teacher(s):
Grade Requested for Acceleration:	
Individual Submitting Request & Relation to Student:	
Individuals on Study Team (Name and Role):	

**PART I: CRITICAL ISSUES**

Check all that apply.

- Student expressed interest in acceleration.       Sibling is currently in same grade.  
 Student is in gifted program.       Sibling will be in same level if accelerated.  
 Student IQ is one standard deviation above mean.

Comments:

**PART II: SCHOOL & ACADEMIC FACTORS**

There are three areas available for school and academic related information to be summarized and evaluated. This form can be used to guide and structure the study team meeting.

**ACHIEVEMENT AND/OR INTELLIGENCE TEST RESULTS**

Include current and longitudinal data such as MAP, EOC, EXPLORE, PLAN, ACT, etc. as well as any other standardized achievement and/or intelligence test results.

Summary:

Evaluation (check one):

- Clearly indicates need for acceleration  
 Partially indicates need for acceleration  
 No need for acceleration indicated  
 Information is not available

ACADEMIC ACCELERATION GUIDELINES & PROCEDURES

**WHOLE-GRADE ACCELERATION FORMS**

Include and review the acceleration request forms completed by the teacher and parent.

Summary:

Evaluation (check one):

- Clearly indicates need for acceleration
- Partially indicates need for acceleration
- No need for acceleration indicated
- Information is not available

**OTHER DATA & INFORMATION PERTINENT TO DECISION**

Include information not yet covered such as current classroom (non-standardized) scores, student work, and observations as well as feedback from the student.

Summary:

Evaluation (check one):

- Clearly indicates need for acceleration
- Partially indicates need for acceleration
- No need for acceleration indicated
- Information is not available

**SUMMARY NARRATIVE FROM PARTS I & II:**

**PART III: DEVELOPMENTAL & INTERPERSONAL FACTORS**

The Study Team will collaboratively review information gathered from the teacher, counselor, and parent that provide information about the following categories: academic self-concept, academic motivation, special talents, age relative to classmates, size relative to classmates, motor coordination, maturity, behavior, relationship with peers, relationship with teachers, and extracurricular activities.

**SUMMARY OF PART III:**

**PART IV: RECOMMENDATION & IMPLEMENTATION PLAN**

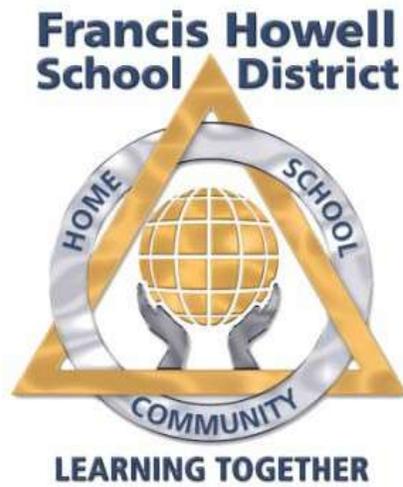
**Recommendation:**

**Transition Plan for Whole-Grade Acceleration (If applicable):**

Include a timeline and longitudinal course of study plan.

**Monitoring Student Progress:**

Provide specific dates and outline the process used to determine success as well as assigning responsibilities.



SUBJECT-MATTER AND WHOLE-GRADE

ACADEMIC ACCELERATION GUIDELINES AND PROCEDURES