Subject Acceleration Procedures for Math  
(Grades K-5)

**Procedures**

An elementary student may subject accelerate in math using the procedures and criteria listed below.

**Process:**

1. A parent or staff member can initiate subject acceleration.
2. The Gifted Education Specialist should share these procedures with the staff members and/or parents who are considering subject acceleration for a student. The process may be initiated at any time during the school year. To be considered for the following fall, acceleration requests should be initiated no later than the first day of fourth quarter. The Gifted Education Specialist will coordinate the process.
3. The classroom teacher will try at least two strategies for meeting the student’s needs and document their results. The teacher may consult with the school’s student support team or Gifted Education Specialist for ideas.
4. An Acceleration Committee, including a teacher, the principal, and the gifted education specialist and other personnel as deemed necessary by building principal, is formed to review the request. A subject acceleration application should be filled out and signed by parent. Parents may choose to meet with Acceleration Committee or principal to present application.

**Criteria**

The Acceleration Committee will review each request for subject acceleration in math based on the following criteria. The student will:

1. Show a demonstrated need based on documented strategies tried in the regular classroom.
2. Demonstrate high achievement in math by scoring at or above the 97th percentile on math portion of grade level nationally recognized standardized test. (More than one MAP score above the 97th percentile is preferred.)
3. Demonstrate off-level standardized testing performance at least two years above current placement. The target score is at or above the 75th percentile as compared to students two years older (nationally).
   - Student in grades 1 and 2 scoring between the 50th and 75th percentile as compared to students two years older (nationally) will be considered based on the testing instrument used. Other criteria should be met at a high standard.
4. Demonstrate mastery of district math materials at least one year ahead of current placement. Mastery is considered achieving at least 85 percent or above on a beginning of the year test for the grade level that the student would be accelerated into.
   - Recognizing that learning gaps may exist, students scoring between 75 and 85 percent mastery may retest in up to two specific skill areas using targeted chapter tests. This should be completed within four weeks of initial assessment. Materials will be provided to parents for remediation upon request. These students must have met previous criteria at a high level.
5. Demonstrate a desire to subject accelerate without parental pressure.

The Acceleration Committee will identify the specific assessment procedure(s) necessary to demonstrate fulfillment of the above criteria.

The Acceleration Committee should also consider the traits listed below. A student should exhibit all or most of the following:

- social/emotional maturity, academic motivation and persistence.
- an intense interest in the specific academic area.
- strong independent study skills.
Placement Guidelines:
Where subject acceleration is granted, the student will be placed in a curriculum no more than one year ahead of current placement. The goal is to provide the student appropriate challenge, but continue to allow the student to perform at a high level with new curriculum. Essential Learnings of grade level missed should be reviewed to determine if student has learning gaps to address.

Recommendation:
1. The criteria and placement guidelines for subject acceleration are meant to guide the Acceleration Committee to make the most appropriate recommendation for the student. Each candidate will be considered on an individual basis.
2. The building principal must approve of the final recommendation.

If subject acceleration is recommended by the Acceleration Committee:
1. A plan for the student will be developed and signed by the parent(s) and Acceleration Committee. The plan could include:
   - Attending class in a different grade level.
   - Working with above grade level curriculum with a small group or independently in the student’s own age-based classroom, (supervised by the current classroom teacher).
2. If subject placement in the advanced grade is necessary within the school year, it should occur at a natural transition time.
3. The subject acceleration will be on a trial basis. (Six weeks is recommended.)
4. Follow-up meetings will be scheduled, if necessary.
5. Communication between school sites servicing the student is crucial. A request for enrollment into a middle school course needs to be made by May 1st for placement the following fall. Transportation is the responsibility of parents.
6. Plans should be re-evaluated yearly.
   - Subject acceleration requires a partnership between the school district and families. Parents should be aware that future years might require independent study, out-of-school programming or dual enrollment options.
   - The Gifted Education Specialist will document acceleration in student’s cumulative file.

If subject acceleration is not recommended by the Acceleration Committee:
1. If deemed necessary, recommendations for the current grade will be developed.
2. The classroom teacher and/or Gifted Education Specialist will monitor student progress.
3. Parents may appeal the Committee’s decision by writing letter of request for further consideration to the building principal. The building principal will work with the Gifted Steering Committee to review this request.