

Cambrian School District

Grade Acceleration Guidelines & Procedures



"Exploring Infinite Possibilities for Learning"

Educational Services/Student Services

4115 Jackson Drive
San Jose, CA 95126



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 the 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 school 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 challenges have worked with both the classroom teacher and school principal before taking the step of completing an acceleration request form.



CSD Board Policy 5123

The Governing Board expects students to progress through each grade level within one school year. To accomplish this, instruction should accommodate a variety of ways that students learn and include strategies for addressing academic deficiencies when needed. When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level.

CSD Board Procedure 5123: Promotion/Acceleration/Retention

Acceleration from Kindergarten to First Grade

A student enrolled in kindergarten may be admitted to the first grade at the discretion of the Superintendent or designee and with the consent of the parent/guardian, upon the determination that the child is ready for first-grade work. (Education Code 48011)

Admission shall be subject to the following minimum criteria: (5 CCR 200)

1. The student is at least five years of age.
2. The student has attended a public school kindergarten for a long enough time to enable school personnel to evaluate his/her ability.
3. The student has achieved the standards for kindergarten and has shown mastery of some first grade standards.
4. The parent/guardian of the student has filed a written statement with the school district approving the placement in first grade.
5. The kindergarten teacher has completed assessments on the student's progress that supports acceleration.
6. A Student Study Team agrees with accelerating the student to first grade.
7. The Iowa Acceleration Scale supports acceleration.

Acceleration from First through Eighth Grade

When high academic achievement is evident, the Superintendent or designee may recommend a student for acceleration into a higher grade level.

When a student is recommended for acceleration to a higher grade, a Student Study Team meeting will be scheduled. The parent/guardian is to be invited to the meeting.

Acceleration to a higher grade will be determined using the following criteria:

1. The student has attended the school long enough to enable school personnel to evaluate his/her ability.
2. The student shows mastery of some of the standards of the grade to which he/she is being accelerated.
3. Trend data verifies the student is progressing at a high level of achievement.
4. The Student Study Team supports the acceleration to a higher grade.
5. The Iowa Acceleration Scale supports acceleration.

Brief Overview of Acceleration Process

The Cambrian 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 school principal about your concerns.
3. If classroom accommodations are not viewed as adequate after repeated efforts to discuss the situation with school staff members, consider completing a Grade/Subject Matter 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 school principal for Grade/Subject Matter Acceleration. The school personnel will gather information about your child and make recommendations.

Acceleration Options for K-8	
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 the 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.
Accelerated Math (Integrated Math 1)	Available for middle school students who qualify by meeting expectations of an assessment matrix based on academic performance.



Grade/Subject Acceleration Guidelines & Procedures

Grade or Subject Acceleration

Although standard grade promotion should be the norm, research shows that acceleration for high-ability students can be effective. Exceptional cases based on their own merits may warrant acceleration, as high-ability students have unique academic, cognitive and social needs. For students whose needs are not being met, grade or subject acceleration may be considered.

Achievement above grade level is not in itself sufficient reason for grade acceleration. There is not any one factor, but rather a combination of factors that determine if grade or subject acceleration is appropriate. Grade or subject acceleration will only be considered after completion of Tier II and III interventions without significant success in meeting student's acceleration needs within the grade level.

The decision to accelerate a student has far-reaching implications for his or her total development. For this reason, a thorough evaluation of any student being considered for grade acceleration should be made by the teacher, principal, and appropriate student assistance personnel before reaching a final decision.

The corresponding Student Grade/Subject Matter Acceleration Data forms are designed to aid the gathering of the necessary information so that all factors are considered.

Grade Acceleration Procedures:

1. **Request Form Submission** - Parents, teachers, administrators, or students may initiate whole-grade acceleration consideration by submitting a Grade Acceleration Request Form. The CSD Grade/Subject Matter Acceleration Guidelines & Procedures packet should be reviewed before considering acceleration. The form should be submitted to the Assistant Superintendent of Educational Services.
2. **Information and Data Collection** - Upon receipt of a Grade Acceleration form, the school principal and school psychologist to review. The school psychologist will have a discussion with the student regarding the possibility of whole-grade acceleration in an effort to gain the student's perspective. The 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. The school principal will record background information on the Grade Acceleration Data Collection and Decision Making Form.
3. **Review and Recommendation** - The school principal will schedule a Student Study Team meeting for the purpose of assessing the student's suitability for whole-grade acceleration. Possible team members include the school principal, school psychologist, counselor, current teacher(s), receiving teachers(s), and other personnel as appropriate (i.e. parents, etc.). The student study team will review the information gathered and add any additional data.
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 Student Study Plan. Within 6 to 8 weeks following whole-grade acceleration, the school principal will contact the 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 student study team will meet to make the necessary modifications to the plan. All decisions will be recorded and filed in the student's cum file at the school site.

Appeal Process

Parents/guardians who do not agree with the decision of the staff as outlined above may request that the Assistant Superintendent of Educational Services review the information and procedure regarding their child to assure appropriate policy implementation.



Grade/Subject Acceleration Request Form
TO BE COMPLETED BY CURRENT CLASSROOM TEACHER OR SST TEAM
Submit This Form to the Educational Services/Student Services

The Cambrian 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 CSD Grade/Subject Matter Acceleration Guidelines and Procedures packet.

Student Name:	Date of Birth:	Date:
Teacher/Team:	Current Grade:	School:

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		
	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.



**Grade/Subject Acceleration Request Form
TO BE COMPLETED BY PARENT/GUARDIAN
Submit This Form to the School Principal/School Psychologist**

The Cambrian 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 Grade/Subject Matter 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/Subject Matter Requested for Acceleration:	
Current Grade:	Current School:
Date of Birth:	Age:

Sibling(s) Information			
Name(s)	Age	Grade	School

On a separate sheet of paper, give specific examples that you have observed 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



**Grade/Subject Acceleration
DATA COLLECTION AND DECISION-MAKING FORM
Completed by the School Principal/School Psychologist/Student Study Team**

Basic Information

Date:	Student Name:
School:	Current Grade:
Current Teacher:	Potential Receiving Teacher:
Grade/Subject Matter Level Requested for Acceleration:	
Individual Submitting Request & Relation to Student:	
Individuals on Student Study Team (Name and Role):	

Part I: School & Academic Factors

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

Iowa Acceleration Scale (Administered by the School Psychologist or Trained Personnel)

The Iowa Acceleration Scale is a tool to help educators and/or parents determine if grade acceleration is an appropriate option for a particular student. For more information, read the [Iowa acceleration scale \(IAS\): A guide for grade acceleration K-8](#)

	Subtotals	Subscore	Of a Possible
1	Evaluation of Student Ability, Aptitude, and Achievement including the results of ability, aptitude, and achievement testing.*		
2	School and Academic Factors including grade placement under consideration, current grade level of siblings, motivation, attitude about learning and participation in out of school community extracurricular activities.		
3	Developmental Factors including age, physical size, and motor coordination.		
4	Interpersonal Skills including emotional development, behavior, relationship with peers, relationship with teachers and participation in non-school activities.		
5	Attitude and Support including the student's attitude regarding whole grade acceleration, his/her parent's attitude and support, the school system's attitude and support, and the planning that has been done to		



	consider acceleration in the past.		
	Iowa Acceleration Scale Grand Total		

* If the Academic Ability, Achievement, and Aptitude Subscale Score is less than 10, a child should not be considered for whole grade acceleration.

Interpreting the Iowa Acceleration Scale Grand Total

Point Total	Assessment
60-80 total points	Excellent candidate for grade acceleration
46-59 total points	Good candidate for grade acceleration
35-45 total points	Marginal candidate for grade acceleration
34 or fewer points	Grade acceleration is not recommended

Grade Acceleration Forms - Include and review the acceleration request forms completed by the teacher and parent.

Summary: Evaluation (check one):

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

Other Data & Information Pertinent to the 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 Narrative:



Part II: Developmental & Interpersonal Factors

The Student Study Team will collaboratively review information gathered from the teacher, school psychologist, 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 II:

Part III: Recommendation & Implementation Plan

Recommendation:

- The student is recommended for grade/subject matter acceleration.
- The student is *NOT* recommended for grade/subject matter acceleration.

Transition Plan for Grade/Subject Matter Acceleration (If applicable):

Include a timeline and longitudinal course of the study plan.

Monitoring Student Progress:

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



**Grade/Subject Matter Acceleration
Parent Notification**

To the Parent(s)/Guardian(s) of:	Date:
----------------------------------	-------

RE: Grade/Subject Acceleration

This letter is written to inform you of the decision of the Student Success Team (SST) in response to your request for grade/subject matter acceleration for your child.

Deciding whether or not to allow a young child to skip a grade or subject matter is a complex decision. The decision-making process used in the Cambrian School District is drawn from a thorough and thoughtful process through the Student Study Team (SST), in which parents/guardians are invited to participate. The process includes information drawn from the Iowa Acceleration Scale (IAS). The Iowa Acceleration Scale is used by schools in all 50 states as well as Australia, Canada, and New Zealand. The SST process collects information from various sources to guide decision-making about whether a student is a strong candidate for whole grade acceleration.

This screening process has provided valuable information on your child’s learning strengths. Based on the information from the SST process, per CA Ed Code Section 48070 and Cambrian School District Board Policy & Procedures 5123:

Student Name:	Current Grade:	School:
<input type="checkbox"/> Is recommended for grade/subject matter acceleration.		
<input type="checkbox"/> Is <i>NOT</i> recommended for grade/subject matter acceleration.		

Please contact the school office to set an appointment to discuss your child’s results.

Sincerely,

Assistant Superintendent of Educational Services

NOTE: CSD Board Policy & Procedure on Promotion/Retention/Acceleration, visit:
<https://www.cambriansd.org/Page/58>



**Grade/Subject Matter Acceleration
Parent Consent Form**

Student Name:	Current Grade:	School:
---------------	----------------	---------

Please complete the top half or bottom half of this letter by indicating your consent for grade/subject matter acceleration or refusing this service at this time. This form needs to be on file at school in order for the child to receive services as needed.

I, the undersigned parent/guardian of, _____ do give consent for my child to enter grade in Cambrian School District.

I understand that I have the right to request that my child be withdrawn from the services after consultation with the school principal, school psychologist, classroom teacher, and Student Study Team as provided under Board Policy.

Parent/Guardian Signature:	Date:
Parent/Guardian Signature:	Date:

OR

Waiver of Grade/Subject Matter Acceleration Option

I, the undersigned parent/guardian of, _____ understand that he/she is eligible for grade/subject matter acceleration. However, I waive this option.

Parent/Guardian Signature:	Date:
Parent/Guardian Signature:	Date:

Once this form is returned to school, the school will acknowledge receipt by adding staff signatures below and returning a signed copy to the parent/guardian and filing the original copy in the student's cumulative folder.

Principal:	Date:
Assistant Superintendent of Educational Services:	Date: