

## 599P PROCEDURE Student Acceleration for Double Math Acceleration

### I. Fridley Middle School and Fridley High School Double Math Acceleration Procedures

Given that each student is an individual comprised of unique strengths, abilities and potential, it is the goal of Fridley Public Schools to provide a range of opportunities appropriate for all students, including those with exceptional abilities. Therefore, the differentiation of instruction is a critical element of all instructional offerings is the foundation of programming for exceptional learners. There are a variety of options available to highly capable students including class/course acceleration for math. When appropriate for student learning students may be accelerated through math curriculum through differentiation, course acceleration, dual enrollment, or course compacting

Double acceleration is when a student advances two course levels above their peers. This placement is considered on an individual basis, and decisions are made based upon evidence-based best practice. Students may be considered based on data collected and reviewed by a placement team including but not limited to: the student, parent(s)/guardian(s), subject teacher(s), district math personnel, dean/counselor, school psychologist, and administrator.

Data	Method of Collection	Criteria
<b>General information</b> <ul style="list-style-type: none"> <li>• Student age</li> <li>• Current and proposed math course</li> </ul>	Survey of student and parent	Considered as anecdotal evidence.
<b>School History</b> <ul style="list-style-type: none"> <li>• Past history of acceleration</li> <li>• Participation in gifted/enrichment programming</li> <li>• Course grades</li> <li>• Attendance</li> <li>• Past educational evaluation</li> </ul>	School cumulative files and math teacher recommendation	<p>Student should consistently exceed standards demonstrating accelerated performance</p> <p>Student earns meets or exceeds on their Approaches to Learning Skills (collaboration, work completion, and self management).</p> <p>Student seeks and persists in</p>

		academic challenges.
<b>Assessment of Achievement</b> <ul style="list-style-type: none"> <li>State-mandated achievement tests</li> <li>NWEA Tests and/or other locally administered assessments</li> <li>Internal summative assessment on proposed math course to be bypassed.</li> </ul>	Dean/Counselor or designee will administer if not previously taken	<b><u>Standardized Test Scores</u></b> Score of two standard deviations above the student's standardized test score for their current grade level. MCA score must fall in exceeds score range.  <b><i>Map Score Chart (2015 norms)</i></b> 5th Grade 253.76 6th Grade 258.72 7th Grade 264.04 8th Grade 269.12  <b><u>Internal Assessments</u></b> Score of 85% accuracy or above.
<b>Student Evaluation</b> (when needed) <ul style="list-style-type: none"> <li>standardized ability assessment</li> </ul>	Psychologist will administer if necessary	Provides a reliable and valid measure of general ability. Scores should be at least two standard deviations above the mean. May be needed to determine if there is a significant discrepancy between ability and performance
<b>Developmental factors</b>	Informal survey of parents	Student's age, size, and physical abilities are not an obstacle to success.
<b>Interpersonal Skills</b>	Informal survey of parents and teachers	<ul style="list-style-type: none"> <li>Student responds appropriately to feedback, including criticism.</li> <li>Student demonstrates good interpersonal skills with older students, and adults.</li> </ul>
<b>8th Grade/HS Transition Considerations</b>		Student in 8th grade may need to walk to the high school for the correct

		<p>placement.</p> <p>Student will be placed in a study period in place of middle school math class.</p> <p>Student may miss out on Encore class based on high school math availability.</p>
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Procedures developed in alignment with School Board Policy 599.

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Reviewed December 20, 2019  
Revised December 20, 2019

## **Parent Request Double Math Acceleration Procedures Checklist**

1. \_\_\_\_ Parent contacts building principal by November 1st.
2. \_\_\_\_ Secondary math coach meets or speaks with the parents, explains the process and criteria and shares the Double Math Acceleration Procedures.
3. \_\_\_\_ If parent/guardian chooses to pursue double math acceleration for their child, the secondary math coach contacts the school psychologist.
4. \_\_\_\_ School psychologist and the district math department arrange comprehensive testing with the student and parents. During the summer the appropriate staff will be contacted by phone and email.
5. \_\_\_\_ School psychologist and district math department reviews the data with the principal. The building principal arranges meeting with parent/guardian and school psychologist and district math department to review findings and inform the parents of the decision. If needed, plan and timeline for demonstrating missed content will be established and agreed upon.
6. \_\_\_\_ Based on acceptance, administration will complete the scheduling changes and communicate them with the family and student.

## **Math Department Double Math Acceleration Checklist**

1. \_\_\_\_\_ District math department screens standardized data for students scoring at the 95th percentile or above beginning in spring of grade 5 or fall of grade 6 identifying potential students.
2. \_\_\_\_\_ District math department reviews potential students with math teachers, deans, and administration to determine eligibility.
3. \_\_\_\_\_ Parents of students identified as candidates for double acceleration will be contacted by district math personnel to determine interest in double acceleration. Procedures and expectations will be communicated along with timeline to review data and recommendations.
4. \_\_\_\_\_ If parent/guardian chooses to pursue double math acceleration for their child, the secondary math coach contacts the school psychologist.
5. \_\_\_\_\_ School psychologist and the district math department arrange comprehensive testing with identified students and parents.
6. \_\_\_\_\_ School psychologist and district math department reviews the data with the principal. District math personnel review findings and inform the parents of the decision. If double acceleration is recommended, a plan and timeline for making up any missed content will be established and agreed upon.
7. \_\_\_\_\_ Based on mutual agreement among staff, parent/family, and student, administration will implement scheduling changes and communicate them with the family.