

Millburn District 24
Acceleration Guidelines

District 24's Guidelines:

In the past, Millburn has been supportive of acceleration for gifted students, and each child has been handled on a case-by-case basis. These are the general guidelines to be followed when considering acceleration for a student, whether it is single-subject or grade-skipping acceleration.

1. The idea of acceleration may be broached by a child's parents or teacher and should be brought to the attention of an administrator.
2. The psychologist along with the child study team will assess what is already known about the child including observations, testing information as appropriate, such as MAP (NWEA) scores, AIMsweb benchmark tests and others measures. The psychologist will also observe the student to help assess social skills, attention to task, etc. The psychologist will also give a brief intelligence test, and use behavior-rating scales to assess behavior and adaptive skills. Other qualitative measure may be considered such as work samples, discussions with parents and the classroom teacher. This information will form the basis of a case study.
3. The principal will meet with the child-study team regarding the student. It will be determined if any further information needs to be gathered at this point.
4. If further information is to be gathered it may include:
 - Above-grade level baseline testing using a traditional math text to avoid the vocabulary rich Everyday Math program
 - Above-grade level reading theme tests
 - Cognitive Abilities Testing
 - Key Math testing
 - Woodcock-Johnson
 - Iowa Acceleration Scale
 - Other measures as deemed appropriate by the school psychologist.
5. The school psychologist will compile the information and bring recommendations to the principal and child-study team.

6. If acceleration is not recommended, a meeting with the parents is held to discuss the case study and other options available.
7. If acceleration is recommended, a receiving teacher is contacted. A meeting is held with the parents, administrators, sending teacher, receiving teacher, and gifted education coordinator. Options are discussed and a plan is formulated regarding timing, content of the skipped and receiving grade, and social-emotional needs.
8. Appropriate personnel will provide support and follow-up for the child, parent(s), and receiving teacher. Continued evaluation of the placement is crucial for the first six to eight weeks. A change can be made for the child to return to the sending grade at the end of that time if the parent(s), child, child-study team, and principal deem it necessary.
9. Further acceleration needs can be considered at a later date for highly gifted children.
10. Other general understandings:
 - The child should have an IQ of at least two standard deviations above the norm (128+ on the CogAT)
 - The child should demonstrate skill levels well above the mean of the advanced grade.
 - The first six to eight weeks are a “trial basis”.

Resources

Acceleration. (2004). National Association of Gifted Children Position Paper.

Retrieved July 25, 2005 from www.nagc.org

Colangelo, N., Assouline, S. G., & Gross, M. U. M. (2004). *A nation deceived: how schools hold back America's brightest students: The Templeton national report on acceleration.* Iowa City, IA: Belin-Blank Center.

Rogers, K. (2002). *Re-forming gifted education: Matching the program to the child.* Scottsdale, AZ: The Great Potential Press, Inc.

