



Whole Grade Acceleration Process Checklist

1. Request for Grade Acceleration:

___ The *Request for Consideration of Acceleration* is completed by requesting parent or guardian. It is returned to the local school.

___ A local school contact (LSC) is selected to manage the process.

___ With assistance from the classroom teacher, the LSC completes the assessment and strategies chart on the *Local School Data Review* form.

2. Review of Data:

___ A Child Study Team is convened that consists of at least one administrator, the current classroom teacher, the ALP Lead teacher, and the LSC (if not one of the previously named staff members).

___ The committee reviews the parent information and all existing data. The classroom teacher may also use this time to present multiple examples of the student's in-class work.

___ The committee determines whether the child is a candidate for the whole grade acceleration process and marks their decision on the *Data Review* and *Request for Consideration* Forms (an affirmative response requires rationale).

___ If the committee decision is to pursue acceleration, Copies of the *Request for Consideration* and *Local Data Review* are faxed (770-429-5884) or mailed to the ALP Office.

___ The District ALP Office will review the forms and approve or deny the recommendation for consideration of acceleration. The LSC will be contacted regarding the decision.

___ If approved, a *Parental Consent for Testing* form, and appropriate test materials will be sent to the LSC. Staff at the local school are responsible for administration and scoring of mental ability, aptitude and achievement tests.

***DO NOT BEGIN TESTING UNTIL THE PARENTAL CONSENT FORM HAS BEEN RETURNED.** If the parent/guardian does not give permission for testing, return the test materials and contact the ALP Office immediately.

3. Assessment for Whole Grade Acceleration:

___ Assessment begins.

*Assessment may take place before and after school so that instruction is not disrupted and the LSC is able to continue normal duties.

___ The mental abilities test is administered first. If a mental abilities assessment has been given within that school year, the composite SAS (standard age score) will be used.

___ The composite score is then communicated to the ALP office by email. This email should include the child's name and score. The ALP office will determine and communicate next steps at this time. *The IAS **requires** an Intellectual Quotient of >115 be obtained on the mental abilities evaluation for mental abilities. If the composite score is less than 115, consideration for acceleration stops here. If the score is >115, an IAS summary and scoring booklet will be sent to the LSC.

___ LSC determines that all other critical items are met (IAS section III, pg. 4).

___ The LSC creates a schedule for aptitude and achievement testing.

___ The aptitude test is administered second.

___ The achievement is administered last. It may NOT be needed - *If the percentile score for a subtest on the aptitude test is greater than 90%ile, the achievement subtest for that area will **not** need to be administered and the full 2 points will be given in achievement for that subtest. If a nationally normed has been given within a year, the data will be used.

___ The AAAA Subscale score (p.9) is greater than or equal to 10. If this score is not received, the process ends as the student will NOT be considered for acceleration.

___ The LSC completes the IAS Form booklet as testing proceeds. This form may require collaboration among many people including classroom teacher, Gifted Lead teacher (if the child is gifted), parents, counselor, etc.

4. **Compiling and reviewing the data:**

___ Once all testing and the IAS Form is complete; the LSC transfers the information to the IAS Summary and Planning Record and the *Acceleration Assessment Results* form. ***A minimum of 46 points is required for acceleration.**

___ The LSC schedules a meeting of the Child Study Team and the parents/guardians.

A child study team generally consists of an administrator, the current classroom teacher, the potential receiving teacher, the counselor (if potential for acceleration), the ALP Lead teacher, the LSC, and the ALP Supervisor if desired.

*The ALP supervisor and a receiving school administrator **must** attend if a school building change is required (child is accelerating from elementary to middle or middle to high).*

___ A copy of the *Acceleration Assessment Results* form was provided for each member attending the meeting and then destroyed after the meeting.

___ The committee reviewed the information and discussed each team member's feedback regarding acceleration of the student.

___ A placement decision is made and the IAS Summary and Planning Record is completed in full.

___ If acceleration is pursued, the student advances on a probationary status. A review date is scheduled 6 weeks later so that committee members can ensure the acceleration is successful. At that time a final determination regarding long-term acceleration is made.

5. **Recordkeeping and Management of files:**

___ The LSC returns all non-consumable test materials to the ALP office. Consumable items stay at the local school. *Remove all student information and used test booklets from the test packet when returning materials to the ALP office.*

___ The LSC sends copies of the IAS Summary and Planning Record (p. 1-4) and completed *Test Security* form to the ALP office.

___ The original *IAS* is placed in the student permanent record.

___ The LSC maintains a file with the original copies of the *Request for Consideration of Whole Grade Acceleration, Local Data Review for Whole Grade Acceleration Request, Parental Consent for Above-Grade Acceleration Testing, and Acceleration Assessment Results* forms.