

# Single Subject Acceleration in Math

## Standard Operating Procedures

**Eligibility:** Use the [Eligibility Checklist](#) along with the chart below.

<b>Kindergarten and 1st Grade</b>	Students in kindergarten and first grade are <i>not eligible</i> for Single Subject Acceleration.
<b>2nd - 7th Grade</b>	<p><b>FALL:</b> Students in 2nd-7th grade are eligible to apply for SSA to accelerate to the next grade in math.</p> <p><b>SPRING:</b> Students in 2nd-7th grade can apply for SSA to skip a grade starting the next school year.</p>

### Assessment

The TAG Office uses the Measure of Academic Progress (MAP) Assessment and guidance from the developer of the assessment, the Northwest Evaluation Association (NWEA), to determine which students would benefit from acceleration in Math. NWEA recommends acceleration for students with a MAP Math score that would be at the 90<sup>th</sup> percentile or above for the spring of the grade being skipped. This recommendation is based on a linking study that shows that for grades 2-8, a student scoring in the 90<sup>th</sup> percentile or higher in the spring has a high probability (> 0.98) of being classified as proficient (i.e. Level 3) on the Oregon Smarter Balanced summative assessment (OSAS). **NWEA also recommends that students should not be accelerated if they have an instructional strand that has been identified as an *Area of Focus*.**

### For applications in the FALL:

Current grade level in math	Grade to skip <b>TO</b>	Minimum RIT Required	MAP Assessment
2*	3	219	MAP Growth 2-5
3	4	230	MAP Growth 2-5
4	5	240	MAP Growth 2-5
5**	6	245	MAP Growth 6+
6	7	251	MAP Growth 6+
7	8	256	MAP Growth 6+

**How to read this chart:** find the current grade, slide across to see the grade to be skipped **TO** and the minimum RIT score needed. For example, if you are a 5th grade teacher and the student wants to skip **TO** 6th grade **math**, the minimum RIT is 245, but it **MUST** be based on the MAP Growth 6+ assessment. Please make note of which assessment is required if you are testing a **2nd** or **5th** grade student.

### For applications in the SPRING:

Current grade level in math	Grade to skip <b>PAST</b>	Minimum RIT Required	MAP Assessment
2*	3	219	MAP Growth 2-5
3	4	230	MAP Growth 2-5
4	5	240	MAP Growth 2-5
5**	6	245	MAP Growth 6+
6	7	251	MAP Growth 6+
7	8	256	MAP Growth 6+

**How to read this chart:** find the current grade, slide across to see the grade to be skipped and the minimum RIT score needed. For example, if you are a 5th grade teacher and the student wants to skip 6th grade **math**, the minimum RIT is 245, but it **MUST** be based on the MAP Growth 6+ assessment. Please make note of which assessment is required if you are testing a **2nd** or **5th** grade student.

## Process: Spring or Fall Application

	<b>FALL</b> <b>Align to MAP fall window</b> <b>For SSA in the same school year</b>	<b>SPRING</b> <b>Align to MAP spring window</b> <b>For SSA in the next school year</b>
<b>Student completes the MAP math assessment in the Spring window.</b>	MAP assessment can either be administered by the classroom teacher or a TAG Assessment proctor.  <b>*Grade 2:</b> students must take the Growth: Math 2-5 level of MAP. <b>**Grade 5:</b> students must take the Growth: Math 6+ level of MAP.	
<b>Confirm MAP math assessment data falls in the range for eligibility</b>	PPS Policy aligns with the NWEA recommendation to accelerate students with a MAP Math* score that would be at the 90 <sup>th</sup> percentile or above for the spring of the grade being skipped (see “Assessment” below).  After review the teacher contacts the family to let them know the status of the process: <ul style="list-style-type: none"> <li><input type="checkbox"/> SSA is not recommended because of current ability and achievement data</li> <li style="text-align: center;"><b>OR</b></li> <li><input type="checkbox"/> The <a href="#">SSA Application</a> is moving to the next phase and set up a team meeting</li> </ul>	
<b>Complete the SSA application as a team</b>	Applications must be completed <b>together</b> , with a parent/guardian, an administrator, and the math teacher. Whenever possible, the receiving teacher and an administrator from the receiving grade/school should also participate in this conversation which should also include: <ul style="list-style-type: none"> <li>• What happens when a 5th/8th grade student needs to go to the middle/high school for math (PPS does not provide transportation)?</li> <li>• The student must not miss other content/instruction during math time (needs to have math scheduled at the same time as it occurs in the regular classroom)</li> <li>• What happens if the next grade level cannot accommodate additional students (at maximum class size already)?</li> <li>• If the student will enroll in ORVED, how will the school provide the required learning environment (outside of the classroom, supervised by a staff member; staff member does not provide instruction)?</li> </ul>	
<b>Submit application to TAG department for review</b>	The TAG department will review application materials and apply the decision rules (see below).  The TAG Department will share final results with the TAG facilitator, administrator, and family.	
<b>Final decisions made and communicated to family and receiving school/teacher.</b>	Schools are responsible for communicating with each other regarding acceleration needs of these students <ul style="list-style-type: none"> <li>• How will a middle/high school know that they have accelerated students coming?</li> <li>• What evidence/data/proof do the receiving schools need to properly enroll these students in the appropriate math class?</li> <li>• Which students may need access to ORVED for online learning?</li> </ul>	
<b>Finalize student schedule</b>	<b>FALL:</b> by mid-October	<b>SPRING:</b> no later than the last day of school.

## Decision Rules

Multiple measures are used to determine student readiness for acceleration. Does the SSA application clearly indicate that the student can be accelerated without creating gaps in conceptual knowledge?

- **Spring RIT score:** Does the spring RIT score recommendation from NWEA fall within the students' score range? We use a Standard Error of Measurement (SEM) of +/- 3 to determine the range
- **MAP Areas of focus:** Are there any instructional strands indicated in the MAP student report that have been identified as an Area of Focus?
- **Additional information:** Are there additional MAP data points, information from the application, or additional evidence that suggest the student would benefit from acceleration?

There must be evidence for at least 2 of the three indicators for students to be considered for acceleration.

<b>Spring RIT Score</b>	At or above required RIT <b>no</b> ➔ <b>yes</b>		Falls BELOW (up to -3) required RIT score	
<b>MAP Area(s) of focus</b>	<b>No Areas of Focus indicated</b>	<b>One or more Areas of Focus</b>	<b>No Areas of Focus indicated</b>	<b>One or more Areas of Focus</b>
<b>Additional Information</b>	evidence suggests the student would benefit from acceleration		evidence suggests the student would benefit from acceleration	
	<b>yes</b>	<b>no</b>	<b>yes</b>	<b>no</b>
<b>Recommendation</b>	<b>YES</b>	<b>NO</b>	<b>YES</b>	<b>NO</b>