

## Single Subject Acceleration in Math Standard Operating Procedures

### Eligibility

<b>Kindergarten and 1st Grade</b>	Students in kindergarten and first grade are <i>not eligible</i> for Single Subject Acceleration.
<b>2nd - 4th Grade</b>	Students in 2nd, 3rd, and 4th grade are eligible to apply for SSA to skip a grade in math.
<b>5th Grade</b>	<p>5th graders can apply for SSA to skip 6th grade Common Core Math and start 6th grade in 7th Common Core Math.</p> <p>5th graders applying for SSA to Compacted Math Year 1 constitutes double acceleration and is <i>not supported</i>.</p>
<b>6th Grade</b>	<p><b>FALL SSA:</b> students would accelerate from 6th grade Common Core math to 7th grade Common Core math, <b>not</b> Compacted Year 1 math (double acceleration is <i>not supported</i>).</p> <p><b>SPRING SSA:</b> 6th grade students can apply for SSA to transition into 8th grade Common Core Math in the Spring only, for the following school year.</p> <p>Placements for 6th grade students moving into 7th grade are made at the school level. Options include Compacted Year 1 or 7th Grade Common Core Math. <i>SSA application is not required</i>.</p>
<b>7th Grade</b>	<p>7th graders in 7th Common Core Math can apply for SSA to accelerate into Compacted Math Year 2 for 8th grade.</p> <p>7th graders in Compacted Math Year 1 can apply for SSA to accelerate into Geometry for 8th grade.</p>

**Process: Spring or Fall Application**

<b>Spring: April 15 - May 15</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 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).
<b>Complete the SSA application as a team</b>	Applications must be completed <b>together</b> , with a parent/guardian and the math teacher. Whenever possible, the receiving teacher or a math teacher 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> </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 recommendation will be communicated to the TAG facilitator.
<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> </ul>
<b>Finalize student schedule for fall</b>	No later than the last day of school.

**Fall: September 1-15**  
**For SSA in the current school year**

<p><b>Confirm Fall MAP math assessment data falls in the range for eligibility</b></p>	<p>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)  <b>*Grade 5:</b> students must take the Growth: Math 6+ level of MAP</p>
<p><b>Complete the SSA application as a team</b></p>	<p>Applications must be completed <b>together</b>, with a parent/guardian and the math teacher. Whenever possible, the receiving teacher or a math teacher from the receiving grade/school should also participate in this conversation which should also include:</p> <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> </ul>
<p><b>Submit application to TAG department for review</b></p>	<p>The TAG department will review application materials and apply the decision rules (see below).</p> <p>The recommendation will be communicated to the TAG facilitator.</p>
<p><b>Final decision made and communicated to family and school/receiving teacher.</b></p>	<p>Schools are responsible for communicating with each other regarding acceleration needs of these students</p> <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> </ul>
<p><b>Student schedule revised.</b></p>	<p>No later than October 15.</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*.

Current grade level in math	Grade to skip	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+

## 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>