

An Educator's Guide to Single Subject Acceleration in MATH

Definition:

Single Subject Acceleration (SSA) refers to the process and possible placement of a student in a math course higher than the grade level math course they are currently enrolled in.

Usually, the student has been identified as Talented and Gifted, but acceleration is for any student for whom flexible grouping, curriculum extension, and other appropriate interventions appear to not meet her/his advanced rate and level of academic learning. SSA may be recommended after differentiation and support have been exhausted in the classroom.

Process:

Parents/guardians/school personnel who seek acceleration for a student must begin the conversation at the school with the current math teacher. The teacher and school leadership, i.e. TAG Facilitator, counselor, assistant principal, and/or principal are involved. Using body of evidence, the school team may determine acceleration to be appropriate. The school then must make a request to the TAG office by completing the Application for Single Subject Acceleration.

SSA decisions are based on the whole child and should follow these guidelines:

- SSA process has been followed
- The student shows a need for placement
- Current achievement is at least one grade level above the current grade level
- Academic gaps will not be created as an unintended consequence
- Student agrees to acceleration
- Receiving school or classroom is aware and supportive
- Same-race peer relationships have been considered
- The child's linguistic and cultural needs are addressed
- Transportation has been considered and is provided by the parent
- The social/emotional well-being of the student is seriously considered. Not all students are prepared to be placed with older students
- Parent, teacher, student have given input and discussion has taken place in order to determine how best to meet the students' needs

Other factors to consider:

- Female students are often overlooked in regards to mathematics and science
- Students who are truly gifted may underperform or underachieve even though they have the skills and intellectual capacity to master higher levels of math
- Students of color may underperform and/or underachieve, so may be overlooked
- A student may not be demonstrating in the ways we typically think about performance. This may cause dissonance between perception and reality
- Boredom may mask ability and/or motivation

Timeline:

The timing of acceleration is a critical factor in making decisions. It will be the responsibility of the parent and/or school to adhere to the schedule. We will not be able to accommodate makeup sessions. Place and time will be determined at a later date.

Parent/Guardian Right to Appeal:

If a parent is in disagreement with the decision, they have a right to appeal that decision.

Appeal's Process in order of resolution:

- Contact TAG Department
- Contact school's Senior Director
- Contact PPS Ombudsman