

IEJ-R Above-Grade Acceleration

1/16/25

GBSA Reference: IEJ (Performance Contracting)

RATIONALE/OBJECTIVE:

In recognition that students who exceed grade level standards may benefit from acceleration, whole grade or single subject, administration will establish District procedures which take the whole child into consideration.

RULE:**A. GENERAL PROVISIONS:**

1. The following items are critical to successful acceleration: academic ability, aptitude, achievement, developmental factors/interpersonal skills, attitude, and support.
2. Oversight and guidance are provided by District Advanced Learning Program (ALP) staff. Local schools are responsible for the implementation of the acceleration process.
3. Acceleration forms are provided to the local school by the ALP office.
4. A student must be enrolled in a Cobb County School District school for a minimum of six (6) weeks before he/she can be considered for the acceleration process.
5. Acceleration from middle school to high school may not take place after the first ten days of the school year.

B. PROCEDURES:**1. Request:**

A formal request for consideration of acceleration, whole grade or single subject, must be initiated by a parent/guardian, teacher, counselor, school administrator, or District ALP staff, utilizing the approved Request for Consideration of Acceleration form obtained from the local school.

2. Review of Data:

- a. Once a request has been received, the local principal will designate a Local School Contact to manage the acceleration process.
- b. In conjunction with the student's regular classroom teacher, the Local School Contact will compile student performance data on the Local School Data Review form.
- c. A Child Study Team consisting of the school administrator, the student's current classroom teacher, the ALP lead teacher at the school, and any other staff as designated by the principal should review the parental request, student data, and current sample of classroom work.
- d. The Child Study Team may make a recommendation to submit the student's file to the District ALP office for further consideration or may deny the request. This decision should be based on quantitative and qualitative data and should be noted on the Local School Data Review form along with rationale. If the request is denied, the parent/guardian should be informed of the decision by the Local School Contact.
- e. If the Child Study Team makes a recommendation for assessment, the ALP office should review all documents and data provided and approve or deny the Child Study Team recommendation for consideration of acceleration. The decision will be communicated to the Local School Contact.
 - (1) If approved, a Parent Consent for Testing form will be sent to the parent/guardian by the local school. The ALP office will provide appropriate assessment and administrative documents to the Local School Contact. Administration and scoring of assessments will be the responsibility of the local school.
 - (2) If denied, the local school will be notified and the parent/guardian should be informed of the decision by the Local School Contact.

3. **Assessment:**
 - a. No assessment will be conducted unless parental permission is provided.
 - b. The Local School Contact should determine that all critical items are met, as determined by the District's current national acceleration assessment instrument.
4. **Acceleration:**
 - a. The Local School Contact will compile all the data from the District's current national acceleration assessment instrument in the Summary and Planning Record and the Acceleration Assessment Results form. The appropriate point requirement must be met for acceleration consideration.
 - b. The Local School Contact should schedule a meeting with the parent/guardian, the Child Study Team, and additional staff as needed. If the student is eligible based upon his/her score for consideration for acceleration, a representative from the next grade level should attend. If acceleration to the next level (i.e. child is accelerating from elementary to middle or middle to high) is being considered, the ALP supervisor and/or designee and an administrator or designee from the receiving school should also attend if possible.
 - c. The parent/guardian and Child Study Team should each receive a copy of the Acceleration Assessment Results form. The Child Study Team should review and discuss the data with the parent/guardian as needed.
 - d. The decision to accelerate the student must be a unanimous decision of the parent/guardian, the Child Study Team and other relevant staff (see item B.4.b. above).
 - e. If the decision is not unanimous, the student's placement may not be changed. A subsequent meeting may be scheduled after an additional six (6) weeks if new data is presented.
 - f. The Local School Contact should record the team's decision on the Summary and Planning Record as well as on the acceleration transition plan.
5. If acceleration is pursued, the student advances on a probationary status. A review date should be scheduled six (6) weeks later so that committee members can review whether the acceleration has been successful. At that time a final determination regarding long-term acceleration should be made. If it is determined at the review that the acceleration has been successful, the probationary period will be concluded. If it is determined that the acceleration has not been successful, the student will be returned to their previous placement unless the student has been accelerated to high school.
6. **Recordkeeping:**

Upon the conclusion of the acceleration process, test results should be placed in the student's permanent record. Copies of the results should be provided to the parent/guardian and forwarded to District ALP staff.
7. **Monitoring:**

School staff should continue to monitor accelerated student placement and performance in accordance with the plan developed by the Committee.

Revision Timeline*:

Adopted: 9/25/03

Reclassified an Administrative Rule: 9/1/04

Revised: 5/26/05; 2/13/08

Revised and recoded: 9/27/12 (Previously coded as Administrative Rule IKEB)

Revised: 5/14/14; 7/22/15; 1/16/25

**Administrative Rules and Board Policies are reviewed on a regular basis. Dates indicate when revisions were made, not the dates of document review.*

Division: Academics (Teaching & Learning)