



# Administrative Directive

## Acceleration of Students

4.20.011-AD

### I. General

Portland Public Schools will adhere to the procedure outlined in this Administrative Directive to implement the acceleration of students as outlined in Board Policy 4.20.010-P for Whole Grade Acceleration and Single Subject Acceleration in Mathematics.

### II. Definitions

- A. **Whole Grade Acceleration** is defined as the process through which students may accelerate through all content areas in the subsequent grade level, and begin the following school year in the approved accelerated grade level.
- B. **Single Subject Acceleration in Mathematics** is defined as the process that allows students to be accelerated in mathematics instruction by one grade beyond their current grade level for the following school year.
- C. **Compacted Mathematics** is defined as a year-long course combining all of the mathematical concepts and standards from Grade 7 and the majority of those from Grade 8 into a single academic year.
- D. **District TAG Coordinator** is the Portland Public Schools Administrator charged with oversight of the Talented and Gifted program.
- E. **Benchmark Assessment** is defined as the district adopted resource for students to demonstrate academic proficiency in mathematics.

### III. Whole Grade Acceleration Procedure

- A. Families of students in Kindergarten through grade 3, interested in applying for Whole Grade Acceleration (WGA) for their student for the following school year, will schedule a meeting with the school administrator or designee to discuss WGA and review eligibility criteria in accordance with the internal WGA guidance.
- B. If the student meets eligibility criteria, the school administrator or designee will submit an application to the district TAG office between March 1 - April 15 each academic year.
- C. The TAG office will:
  - i. Facilitate the administration of assessments to determine the student's readiness for the requested acceleration;
  - ii. Review the portfolio of evidence from the school and assessment results to make a placement determination; and

- iii. Communicate the placement determination with the school and family by May 31 each academic year.

D. Placements for students having completed the WGA process, as described above, are as follows:

Grade level during application process	Accelerated Grade Level
Kindergarten	2nd Grade
1st grade	3rd grade
2nd grade	4th grade
3rd grade	5th grade

#### IV. Single Subject Acceleration in Mathematics (SSA-M) Procedure

- A. Single Subject Acceleration in mathematics may provide, in exceptional cases, some 2nd-4th grade students with an accelerated placement beyond the normal grade level assignment.
- B. High achievement in grade level mathematics is a prerequisite for SSA-M, but must also be supported by clear evidence that the student is proficient in all mathematics standards for the grade through which the student would accelerate.
- C. The SSA-M procedure will be managed by the district TAG office in collaboration with school principals, as follows:
  - a. Families interested in applying for Single Subject Acceleration in Mathematics (SSA-M) for their student for the following school year will submit a request for consideration between March 1 - March 31 each academic year. The submitted request will be shared with the school and shall include:
    - i. Identification information for the student; and
    - ii. Acknowledgement of applicable board policies and family guidance, including the criteria for approval of acceleration.
  - b. The school principal or designee will facilitate a meeting with the family to discuss the student's math proficiency in current and subsequent grade level standards, and if appropriate will submit the SSA-M application to the TAG office.
  - c. Upon receipt of the SSA-M application, a formal written assessment determined by the TAG office in collaboration with district leaders in mathematics will be administered to all students for whom an application has been submitted by March 31 of each academic year. The assessment will be administered by the principal or designee, and will include content relevant to the grade level through which the

intended acceleration will occur.

- d. Formal written assessments will be submitted to the TAG office to be evaluated in terms of proficiency on mathematical concepts in domains including Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry.
  - e. The TAG office will make a determination based on the portfolio of evidence that includes the district-adopted benchmark assessment(s), formal written assessment, and teacher feedback.
  - f. The TAG office will notify the family and school of the determination for mathematics placement for the following school year.
- D. Students transferring into the district with an enrollment date after March 31 may request an exception to the standard procedure for Fall placement by submitting a written request to the TAG office. Such a request shall be considered and evaluated based on the criteria described above.

#### V. SSA-M Projected Course Sequence

- A. The projected course sequence for students having completed the SSA-M Process in a prior grade level, as described above, is as follows:

School Year Grade Level	Mathematics Projected Course Sequence
3rd Grade	4th Grade Mathematics
4th Grade	5th Grade Mathematics
5th Grade	Math 6
<i>The course sequence outlined below applies to <b>students who have completed the SSA-M</b> process in a <u>prior</u> grade level. Students in grades 6 and above are not eligible for consideration for single subject acceleration in mathematics.</i>	
6th Grade	Compacted Mathematics
7th Grade	Algebra 1-2
8th Grade	Geometry
9th Grade	Algebra 3-4

10th Grade +	Advanced mathematics courses as determined by school and family.
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## **VI. School Administrator Responsibilities**

- A. Adhere to the SSA-M process and internal guidance provided to schools by the TAG department.
- B. Communicate with staff and families about the SSA-M process and application window and ensure equitable access to the process.
- C. Facilitate the administration of SSA-M formal written assessment for students by the designated due date in the internal SSA-M guidance.
- D. Contact TAG department for SSA-M consideration for any transfer students.
- E. Ensure scheduling accommodations are in place for students to attend their approved accelerated mathematics class.
- F. Ensure adherence to internal SSA-M guidance for grading periods (report card) for students in accelerated placements.

## **VII. Appeals Process**

- A. Families wishing to file an appeal of an acceleration decision may contact the TAG office to submit a request for review.

Approved: 2/2025