

Acceleration Works!

Information for Educators



The [*Integrated Acceleration System*](#) was developed to assist schools and families in making an informed, appropriate decision regarding an individual student's educational placement. The goal is to lead a team of people to discover an optimal match, where the student's readiness to learn aligns with the curriculum and instruction experienced at school. When students experience this optimal match, their academic, social, and emotional needs are better met. Many times, for academically talented students, this requires utilizing some form of academic acceleration.

Acceleration works! Research has consistently revealed that academic acceleration meets the needs of advanced students. Therefore, the *Integrated Acceleration System* specifically targets four types of academic acceleration: Grade Skipping, Early Entrance to Kindergarten/1st grade, Subject-based Acceleration, and Early Entrance to College.

The *Integrated Acceleration System* is comprehensive. It considers the "whole child" and what is right for an individual student. It consists of ten modules that span several areas of importance. These areas target: family composition, student size and coordination, behavior, attendance, achievement in school, cognitive ability, attitude toward challenges, grades, work completion, extracurricular involvement, attendance, and student's thoughts and questions about the possibility of acceleration. The information is gathered throughout the modules in a variety of ways. Discussion and collaboration among team members is a key feature of the *Integrated Acceleration System*. Although the System does require scores from standardized tests, the *Integrated Acceleration System* itself is NOT a test, it is a process for deciding about an intervention. The student and the family are expected to be key contributors to the decision-making process.

The *Integrated Acceleration System* is typically initiated by the school and involves a team. **A parent or guardian is considered an essential member of the team.** There are multiple

occasions when input from a parent/guardian is tapped. In instances where an item or terminology is unclear, parents/guardians should contact the facilitator with questions.

Extracurricular involvement as well as a perspective from the home on a specific area are two areas to consult with a parent/guardian. The period of life before formal schooling begins includes relevant data that can only be provided by parents/guardians. The *Integrated Acceleration System* has a feature that allows for direct emails to a parent/guardian from the facilitator.

The information collected through the *Integrated Acceleration System* is not burdensome for any member of the team. Most of it is based on observations (by those who know the student well) and data that is easily accessed or administered at school. There might be circumstances (especially students in the primary grades) when some standardized testing needs to be conducted.

The *Integrated Acceleration System* succinctly guides a facilitator through a process culminating with a meeting that involves the entire team, including the parent/guardian. The modules walk the facilitator through the process that identifies specific data that is needed as well as suggests who should be contacted for insights when necessary. The data needed is addressed above in the areas found in the modules. Finally, a meeting is scheduled with the entire team to discuss the data and plan for appropriate differentiated instruction and/or placement. The *Integrated Acceleration System* synthesizes all the data entered and generates a student report that includes recommendations. The team is tasked to apply these recommendations into the local context. Because of the research-based development and comprehensiveness, it is a highly credible tool. The *Integrated Acceleration System* can be trusted to serve as an excellent guide for the team.

The meeting and the student report are invaluable in guiding the entire team toward making the best, objective student-centered decision.

The *Integrated Acceleration System* is not time or labor intensive on the part of the family. The bulk of the effort necessary to complete it is put forth by the school, specifically the facilitator. In the end, the *Integrated Acceleration System* provides a clear, comprehensive picture of a student's needs based on a variety of relevant data. This rich set of data provides excellent information to guide in planning for a current academic placement, as well as possibilities in the future. The aim of the *Integrated Acceleration System* is to fully inform a parent/guardian (as well as the rest of the team), so an appropriate decision about academic acceleration can be reached.

Additional Information

Acceleration Institute: <http://www.accelerationinstitute.org/>

A Nation Deceived report (see Volume I)

http://www.accelerationinstitute.org/nation_deceived/

A *Nation Empowered* report (See Volume I. Also see Volume 2 for up-to-date research information) www.nationempowered.org

<https://giftedchallenges.blogspot.com/2020/01/should-you-accelerate-your-gifted-child.html>

<https://medium.com/brightnow/what-parents-of-gifted-kids-should-know-about-grade-skipping-14a9ad76e4eb>

<http://www.nagc.org/sites/default/files/Publication%20PHP/NAGC%20TIP%20Sheet-Acceleration-FINAL.pdf>

<https://www.psychnewsdaily.com/grade-skipping-has-no-negative-psychological-effects/>