

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE EXECUTIVE SUPERINTENDENT
INSTRUCTION & INTERVENTIONS**



**ACTION
REQUESTED**

February 12, 2013

TO: All Principals/Guidance Directors

FROM: Marie Wright, Ph.D., Executive Director
Instruction & Interventions

VIA: Desmond Blackburn, Ph.D.
Chief School Performance and Accountability Officer

SUBJECT: **ACCEL LEGISLATION IMPLEMENTATION**

As of July 1, 2012, in accordance with F.S. 1002.3105, all Broward County Public Schools must provide Academically Challenging Curriculum to Enhance Learning (ACCEL) opportunities to all eligible K-12 students and inform parents and students of these options.

To facilitate the implementation of this new legislation a *K-12 ACCEL Work Group* began meeting in the fall of 2012. The purpose of this group was to develop guidelines and products for school use in complying with ACCEL Legislation as follows:

Definition of Acceleration: *Acceleration is when a student is engaged in coursework that expands beyond the normal coursework for that student's grade level.*

Products to assist with the acceleration process:

- Academic Acceleration Referral Form (for use in referring a student for an ACCEL option)
- Internal Acceleration Checklist (to assist schools in identifying appropriate acceleration options)
- Acceleration Criteria Guide (to provide guidance in identifying ACCEL options to meet a student's needs)
- ACCEL Recommendation Form (to record assessment data and provide a recommendation)
- ACCEL Parent and Student Opportunity Agreement (to identify obligations of the parent, student and school)
- ACCEL Assessment Framework Guide (a menu of possible assessments to be used in determining ACCEL option eligibility for grades K-8)
- ACCEL Statement for School Release to the Public (a generic statement provided to principals to meet the public notification requirement of informing parents and students of the ACCEL opportunities available at their school)

These are fluid, generic documents designed to meet K-12 school needs. It is expected that they will be reviewed and updated periodically based on user feedback and *K-12 ACCEL Work Group* recommendations.

As a reminder, schools should have already published (as required by the legislation and previously communicated) a general statement describing the ACCEL options available at the school. This general statement was distributed through the respective principal groups in October. It is also included as an attachment to this memo.

If you have any questions, please contact **Donna Rose, Student Progression Supervisor, at 754-321-2119.**

DKB/MW/CP:sd
Attachments

cc: Senior Leadership Team
Directors, Office of School Performance and Accountability

BROWARD COUNTY PUBLIC SCHOOLS
ACADEMIC ACCELERATION REFERRAL FORM

Student Number: _____ School Year: _____

Student Name: _____ Grade: _____

School Name: _____ Date: _____

Type of Acceleration to Be Considered:

Subject or Subjects (specify): _____

Whole-grade Promotion: From Grade: _____ To Grade: _____

Credit Acceleration Program Subject(s): _____ Course(s): _____

Mid-year Promotion From Grade: _____ To Grade: _____

Explain why you are referring this student for acceleration. Include any evidence you may have to indicate the student will be successful in an accelerated placement:

Signature of Person Initiating Referral: _____

Relationship to Student: _____

My student may be evaluated by designated Broward County Public Schools (BCPS) personnel using BCPS approved assessment instruments. Within ten business (10) days of completion of assessment, I will be informed of whether or not my student qualifies for the requested ACCEL option.

I give permission for assessment(s) to be administered to my student.

I do not give permission for assessment(s) to be administered to my student.

Parent Signature: _____

Daytime Telephone Number: _____

Return this completed form to the student's principal. Determination regarding ACCEL opportunities will be discussed and determined by the principal and designated leadership team.

Note: The ACCEL request window and application period for consideration of ACCEL options is limited to time windows that allow for planning and implementation of required assessments. The windows are as follows:

Whole-grade Promotion
April 1 – October 1

Mid-year Promotion
May 1 – December 1

**BROWARD COUNTY PUBLIC SCHOOLS (BCPS)
INTERNAL ACCELERATION CHECKLIST**

BCPS Working Definition of Acceleration: Acceleration is when a student is engaged in coursework that expands beyond the normal coursework for that student’s grade level.

This internal checklist is to be used by the designated school leadership team when identifying the type of ACCEL opportunity appropriate for a student.

Type of Acceleration?	Currently in Place	Would it be Effective?	Recommendation and Implementation?
<i>Whole grade promotion</i> (advance one grade level ahead of peers)			
<i>Continuous Progress</i> (match pacing of content to student’s rate of learning)			
<i>Subject Matter Acceleration</i> (student accelerates in one or more core content areas)			
<i>Combined classes</i> (academic interaction between students of different grade levels)			
<i>Curriculum compacting</i> (focusing on advanced content and enrichment activities)			
<i>Mid-year Promotion</i> (promoted to next grade at the midyear point)			
<i>Telescoping curriculum</i> (increasing pace of instruction to result in advanced grade placement)			
<i>Mentoring – tutor</i> (supports advanced instruction)			
<i>Extracurricular Programs</i> (courses completed outside of school for credit)			
<i>Virtual Courses</i>			
<i>Advanced Placement (AP), Advanced International Certificate of Education (AICE), International Baccalaureate (IB) (HS only)</i>			
<i>CAP</i> (credit by successful completion of an End-of-Course Exam)			
<i>Dual Enrollment</i> (college classes for HS credit)			
<i>Early Admission</i> (college classes for HS credit)			
<i>Early Graduation</i> (18 or 24 credit option < 4 yrs.)			

BROWARD COUNTY PUBLIC SCHOOLS
ACCELERATION CRITERIA GUIDE

Broward County Public Schools (BCPS) Working Definition of Acceleration: *Acceleration is when a student is engaged in coursework that expands beyond the normal coursework for that student's grade level.*

1. To be considered for acceleration:
 - a. Student has academic skill levels superior to age/grade peers as demonstrated on BCPS assessments and/or individual assessments administered by educational diagnosticians
 - i. This is demonstrated as obtaining the required score or higher on the BCPS required assessments (or State End-of-course Exams) (These requirements do not apply to over-age students)
 - ii. Over-age students must demonstrate mastery of remedial coursework and the current grade level coursework as evidenced by completion of requirements
 - b. Guidance Counselor communication with parent and student has occurred
 - c. Student and parent have demonstrated commitment to meeting requirements for acceleration opportunities
 - i. The student shows a high degree of persistence and motivation
 - d. Review of academic history and academic readiness has occurred with school staff
 - i. Inclusion of satisfactory record of attendance
 - ii. Inclusion of satisfactory record of behavior
 - e. Parent/Teacher/Counselor/Principal Recommendations
2. Requirements for acceleration:
 - a. Students wishing to accelerate in a single subject must:
 - i. Follow district developed course sequences
 - ii. If students exhaust the subject area courses offered at the building level, they must take subsequent courses, if available, virtually
 - b. Students wishing to accelerate using whole grade promotion must:
 - i. Discuss long-range academic, social, and emotional effects on the student with the school's identified leadership team, as headed by the principal
 - ii. Understand that the exercise of the whole grade promotion will be recorded on the student's permanent record
 - iii. The student has scored in the 90th percentile on recommended assessments
 - c. Students wishing to accelerate using mid-year promotion must:
 - i. Have completed the first half of a year-long course in each of the four core academic areas at the grade level to which they will be promoted
 - ii. Be placed in the appropriate accelerated grade level course
 - iii. Have completed the sequence of courses as required by BCPS
 1. Students must meet requirements for core subject area promotion, meet applicable academic standards, and benefit from instruction at the higher grade
 2. No student may be assigned to a grade based on age or other factors that constitute social promotion

- iv. If a student accelerates during the 5th grade to 6th grade or 8th grade to 9th grade transition years:
 - 1. The principal, parent, and receiving school's leadership team must determine, on a case by case basis, how to best transition the student who will be mid-year promoted
 - 2. The student and parent must understand that mid-year promotion to another level be restricted to the boundaried receiving school.
 - 3. The student who is accelerating from 8th to 9th grade must complete the first half of at least four high school year-long courses in the areas of English, Science, Mathematics, any other requirements for promotion (i.e. Civics) and one other course
- 3. Documentation of acceleration:
 - a. ACCEL documents will be housed in a student's cumulative record
 - b. Execution of an ACCEL option by an eligible student will be documented as part of a student's permanent record
 - c. Student participation in an ACCEL option will be documented each school year
 - i. Documentation will reflect acceleration in any or all fo the four core subject areas
 - 1. Math (ACM)
 - 2. Science (ACS)
 - 3. Language Arts (ACE)
 - 4. Social Studies (ACH)
 - ii. Whole-grade or mid-year promotion will be documented as acceleration in all four core subject areas
 - iii. Single subject acceleration will be documented as a single core subject area
 - iv. Participation in a Credit Acceleration Program (CAP) will be documented as a single core subject area acceleration

BROWARD COUNTY PUBLIC SCHOOLS
K-12 ACCEL RECOMMENDATION

Student Name: _____
School: _____
Date of Request: _____

Teacher: _____
Grade Level: _____
School Year: _____

Data in Support of Single Subject Acceleration:

- Assessment in: _____ Score: _____ Date of Assessment: _____
- Review of Attendance Record (i.e. a pattern of absenteeism is not evident):
___ *Satisfactory* ___ *Unsatisfactory*
- Review of Behavioral Record (i.e. a pattern of reported behavioral incidents is not evident):
___ *Satisfactory* ___ *Unsatisfactory*
- Guidance Counselors Communication with Parent and Student Regarding Social and Emotional Considerations
Date of Meeting: _____

Data in Support of Mid-Year Promotion:

- Assessments and Scores: _____
Date of Assessments: _____
- Review of Attendance Record (i.e. a pattern of nonattendance is not evident):
___ *Satisfactory* ___ *Unsatisfactory*
- Review of Behavioral Record (i.e. a pattern of reported behavioral incidents is not evident):
___ *Satisfactory* ___ *Unsatisfactory*
- Guidance Counselors Communication with Parent and Student Regarding Social and Emotional Considerations
Date of Meeting: _____

Data in Support of Whole Grade Promotion

- Assessments and Scores: _____
Date of Assessments: _____
- Review of Attendance Record (i.e. a pattern of nonattendance is not evident):
___ *Satisfactory* ___ *Unsatisfactory*
- Review of Behavioral Record (i.e. a pattern of behavioral incidents is not evident):
___ *Satisfactory* ___ *Unsatisfactory*
- Guidance Counselors Communication with Parent and Student Regarding Social and Emotional Considerations:
Date of Meeting: _____

List Acceleration Option(s) Recommended and Offered by Principal:

Note: Please refer to Broward County Public Schools' Internal Acceleration Checklist for options.

Principal's Name: _____

Principal's Signature: _____ Date: _____

BROWARD COUNTY PUBLIC SCHOOLS

ACCEL PARENT AND STUDENT OPPORTUNITY AGREEMENT

Dear Parent and Student:

Please read this information carefully and thoroughly. Sign and return to the school Principal.

This form must be received by the school principal for participation in an acceleration option.

I have chosen to participate in the following ACCEL option _____ for the _____ academic year.

I understand I am responsible for keeping up with all assigned course work required as part of this agreement.

I understand I will take the regularly assigned grade level state assessment if accelerating in a single subject.

I understand online virtual learning courses require either a semester or full year commitment.

I understand the acceleration option may be revoked if a pattern of nonattendance is identified.

I understand unacceptable conduct may result in this acceleration option being revoked.

I understand I must maintain at least a 70% average, or I will be removed from the acceleration option.

I understand that accelerated students who are not in ninth grade or above and who take high school courses are considered high school students during the high school courses and must follow all regulations and guidelines established for high school courses.

I understand accelerated students taking grades in high school courses will be included in the weighted high school grade point average used to determine class rank, no matter the grade level of the student.

I understand I must follow Broward County Public Schools course sequences and pre-requisites.

I understand once I make this commitment there may be circumstances under which it will not be possible for me to opt out of the acceleration option without facing academic consequences.

I understand that if I am experiencing difficulty in the designated acceleration option, a conference must be held (with parent, teacher, guidance counselor and student participating).

I have read this document and agree to abide by the statements listed above.

Student Name: _____

Student Signature: _____ Date: _____

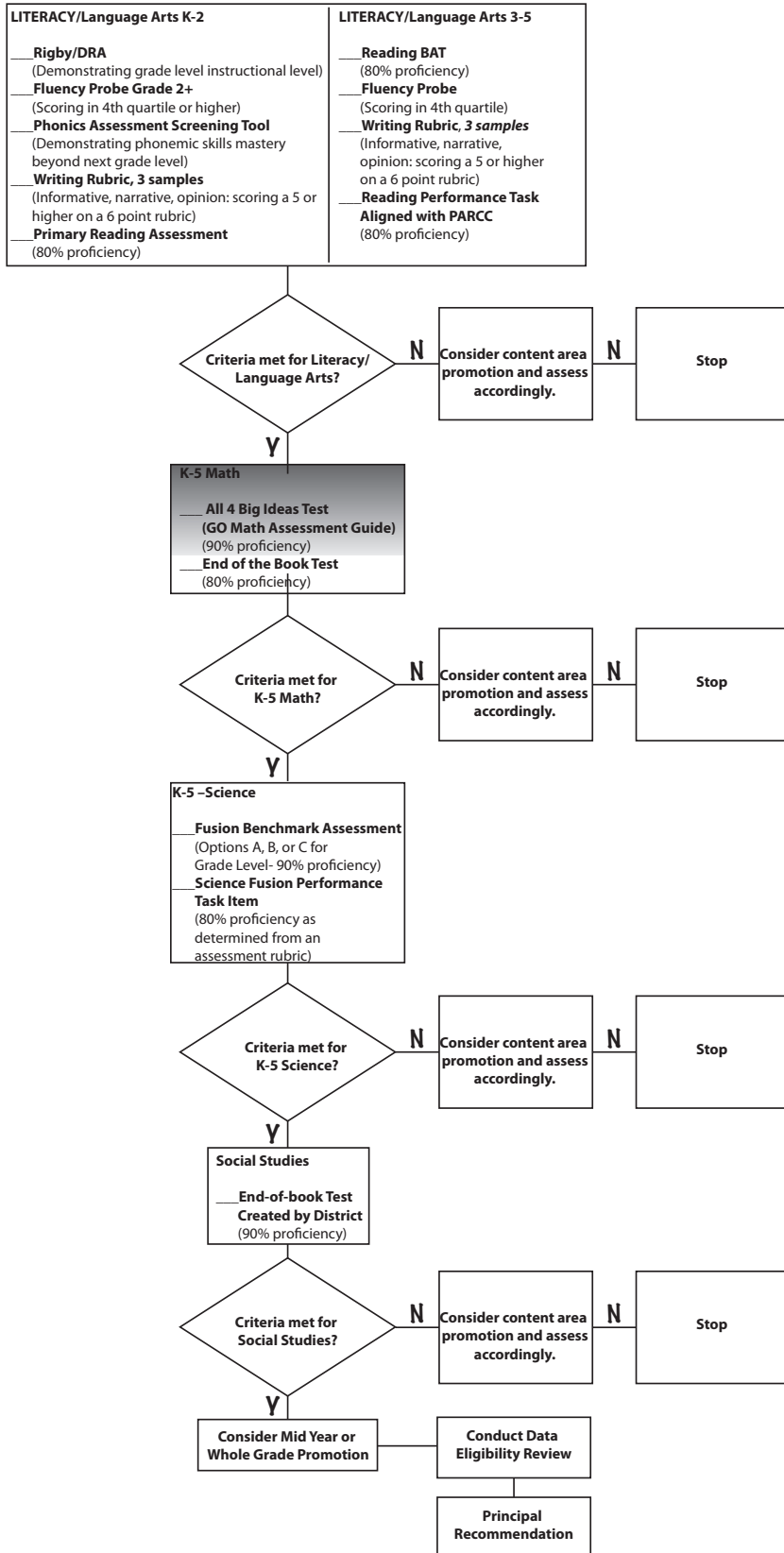
Parent Name: _____

Parent Signature: _____ Date: _____

BROWARD COUNTY PUBLIC SCHOOLS

MULTI-TIERED ASSESSMENT FRAMEWORK FOR ACCELERATION

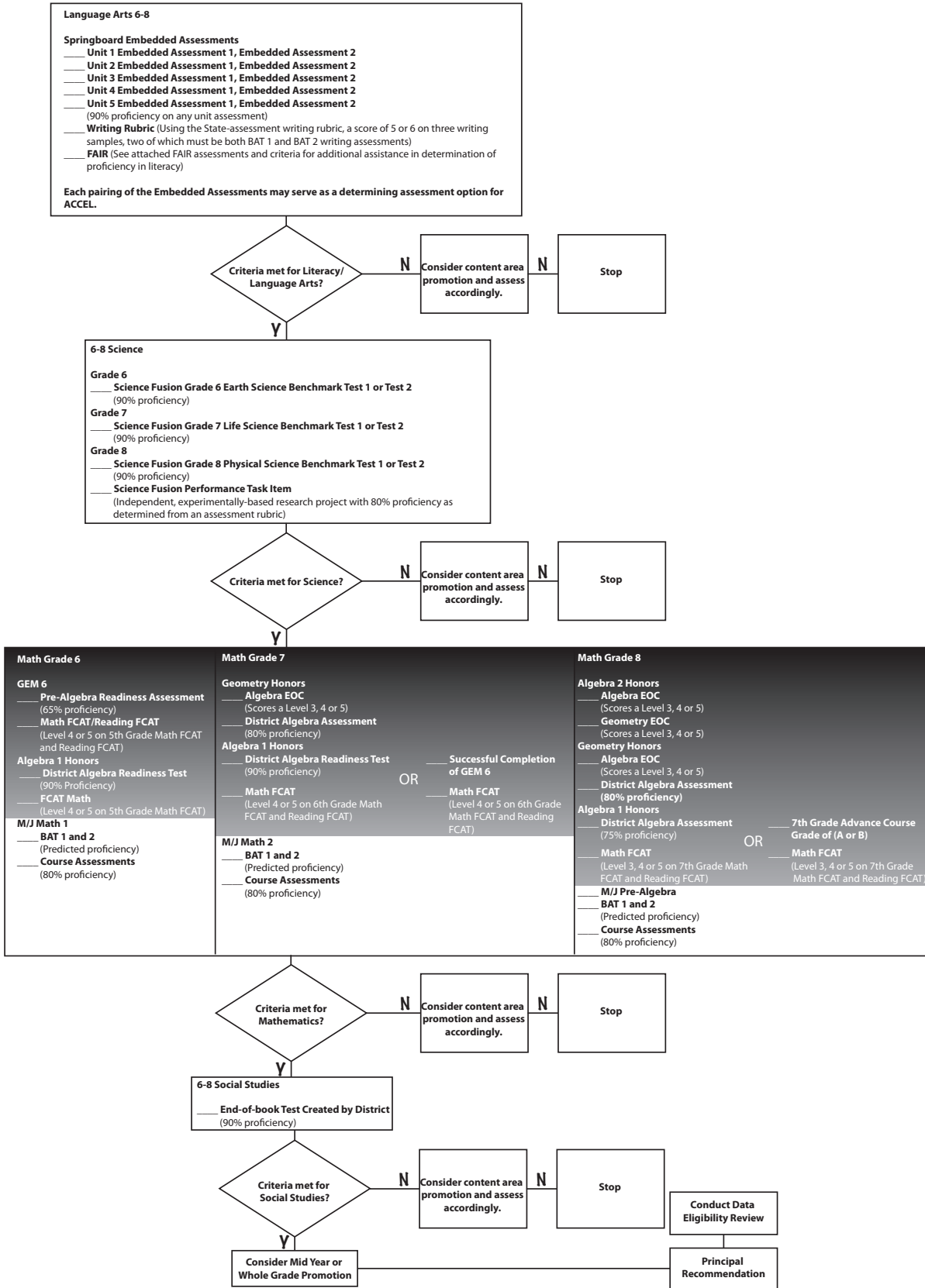
AN ASSESSMENT GUIDE FOR WHOLE GRADE PROMOTION, MID-YEAR PROMOTION AND SUBJECT AREA ACCELERATION, GRADES K-5



BROWARD COUNTY PUBLIC SCHOOLS

MULTI-TIERED ASSESSMENT FRAMEWORK FOR ACCELERATION

AN ASSESSMENT GUIDE FOR WHOLE GRADE PROMOTION, MID-YEAR PROMOTION AND SUBJECT AREA ACCELERATION, GRADES 6-8



BROWARD COUNTY PUBLIC SCHOOLS
MULTI-TIERED ASSESSMENT FRAMEWORK FOR ACCELERATION
USING FAIR DATA FOR GUIDING MID-YEAR ACCELERATION OF MIDDLE SCHOOL STUDENTS

FAIR 3-12 system assessment data can be used to develop a literacy profile of a student to support mid-year acceleration when used in conjunction with other assessments (see below). These scores from the 3-13 FAIR subtests are listed below. Critical considerations and limitations regarding the use of this data are outlined on page 2 of this document.

FAIR Assessment Score or Subtest	Score Ranges for Consideration for Acceleration
<p>FCAT Success Probability Score (FSP) Probabilities, expressed as a percent, reflecting predictions that the student will achieve a Level 3 or greater on the grade level FCAT if instruction continues at the current pace</p> <ul style="list-style-type: none"> • Green (High Probability) 85% or greater • Yellow (Moderate probability) 16 -84% • Red (Low probability) 15% or below 	Scores with a probability of FCAT success at 95% or greater
<p>Reading Comprehension, Maze, and Word Analysis Standard Scores Standard Scores, expressed as <i>grade level norms</i>, which can vary between 55 and 145. Mean = 100; SD = 15</p> <ul style="list-style-type: none"> • If these scores increase from one assessment to the next, it means that the student has grown in the reading skills assessed by the test at a <i>faster than average</i> for his/her grade-level peers. • If the scores remain the same from one assessment point to the next, it means the student has grown at an <i>average</i> rate for that grade level, but is probably not sufficient for students who are behind because it means they are not “closing the gap” toward being able to meet grade-level standards. • If the scores decline, it means the student has fallen even further behind his/her peers during the time between the assessments. 	Increase in scores from one assessment to the next Scores at least 2 SD above the mean –130 or greater
<p>Reading Comprehension, MAZE, and Word Analysis Percentile Rankings Scores, expressed as percentile rankings, used to rank one student’s performance in relation to a specific group of grade level peers, reflecting a representative sample of students from Florida. Ranges from 1-99</p> <ul style="list-style-type: none"> • If these scores increase from one assessment to the next, it means that the student has grown in the reading skills assessed by the test at a <i>faster than average</i> for his/her grade-level peers. 	Increase in scores from one assessment to the next Scores in the range of 95% or greater
<p>Lexile® Measure and Ranges Scores range from 0L (emerging readers) to 1700 L (advanced readers and texts) with an error rate of -50L to +100L After the 2011-12 school year, the FAIR Web-based Assessment Modules will no longer provide a Lexile measure.</p>	Lexile Measures at or above the targeted grade level ranges as reflected in the Lexile Tables in Appendix A of the Common Core State Standards (page 8). <i>Example: Lexile ranges aligned to CCR expectations for grades 6- 8 are 955L - 1155L.</i>
<p>Scaffolded Discussion Templates Passages - provided in the FAIR Toolkit.</p>	Percentile rankings the range of 95% or greater using the Look Up Tables (posted at http://www.fcrr.org/lookup/) to determine grade level percentile rankings

Limitations of Using This Data for Determining Accelerated Placements:

The Florida Assessments for Instruction in Reading (FAIR) are not summative tests. The specific purposes of the tests are to provide screening and diagnostic data to monitor the progress of students during the academic year so that appropriate adjustments can be made to ongoing instruction, specifically to provide information helpful in *identifying students who need intervention to improve reading performance toward grade-level standards* (as opposed to identifying students with needs for accelerating beyond the current, assessed grade level placement.)

Another complicating factor in identifying cut points to guide placement decisions using the FAIR is that the levels of basic competencies in reading required for adequate performance (as measured on a test like the FCAT) are likely to be different for different students, depending on their *motivation and perseverance, on their confidence as readers, and on their broad knowledge-based and thinking/reasoning skills*. Some students with relatively poor reading fluency or accuracy, are able to overcome these deficits and are able to meet and exceed grade-level standards on the FCAT because they are highly motivated and are able to use their strong reasoning skills to “fill in the gaps” for the words they cannot correctly identify in the text. These students’ metacognitive strengths might not be evident in their FAIR scores.

The use of the FSP should be limited in considerations for accelerating students within or beyond grade levels, and it is for this reason that students under consideration for acceleration should have FSP scores of at least 95%, perhaps this is even too low and the scores should be 99%.

- The FCAT Success Probability or FSP Score estimates the probability that a student will achieve a Level 3 or higher when taking the FCAT reading test at the end of the school year. FCAT Level 3 is not a high level of grade level performance. It is the minimum passing proficiency. According to the FCAT 2.0 Level descriptors, a Level 3 means that “*Presented with grade-appropriate texts encompassing a range of complexity, students will generally be able to...* perform the criteria for that grade level. FCAT Level 4 students will *usually* be able to... Only students who are at FCAT Level 5, when presented with grade-appropriate texts encompassing a range of complexity, students will consistently be able to... meet NGSSS performance indicators for that grade level. Further, NGSSS performance indicators are not as rigorous as the College and Career Readiness indicators of the Common Core State Standards
- The FSP score is derived both from students’ current performance on the Reading Comprehension Task and also from their performance on the FCAT in the previous year if there is a matched FCAT score for the student in the PMRN. If there is no matched score, than the grade level average is factored into the student’s FSP score.
- Finally, the Broad Screen is an adaptive test and it is primarily a student’s skill in answering comprehension questions that determines the next passage administered. Thus, it is possible for a student to have a passage characterized as below grade-level in the mix of passages taken but have performance improve sufficiently to score with a .85 or greater probability of passing current FCAT.

**RECOMMENDED STATEMENT ON ACADEMICALLY CHALLENGING
CURRICULUM TO ENHANCE LEARNING (ACCEL) OPTIONS REQUIRED BY
1002.3105, (F.S.)**

In accordance with 1002.3105 of the Florida Statutes, all Broward County Public Schools must provide educational options that provide academically challenging curriculum or accelerated instruction to all *eligible* K-12 students and inform parents and students of these options. As defined by this legislation; Academically Challenging Curriculum to Enhance Learning (ACCEL) options must include:

- whole grade and mid-year promotion
- subject matter acceleration
- virtual instruction in higher level grade subjects
- a high school Credit Acceleration Program (CAP) via End of Course Exams (EOC)

These options are available at each school to students who meet specific eligibility criteria.

In addition, each school, at the principal's discretion, may offer additional acceleration options designed to meet the unique needs of their student population.

ACCEL options offered at _____ School are:

-
-
-

Parents interested in having their students participate in an ACCEL option should contact their principal for further information regarding student eligibility and procedural requirements of participation.

All options offered meet the intent of this legislation and are in compliance with policy and procedure as set forth by the Broward County School Board Policy 6000.1.