

CBA Acceleration Testing At-a-Glance

LISD Parents

Acceleration Testing Process

1. Parent requests acceleration testing with your child's counselor
2. Parent, campus counselor, the student (if appropriate), current teacher(s) and other needed parties meet to discuss acceleration testing.
3. Parent can consult with feeder campus counselor if needed.
4. If acceleration testing is pursued, parent completes and returns Request to Test paperwork to campus counselor.
5. The campus counselor schedule's acceleration testing for student.

This should be a collaborative decision made with the student (if appropriate), counselor, parent, and administrator on whether it would be in the best interest of the student to accelerate in the particular subject area. There are several things to consider.

Conversations, Considerations, and Questions:

1. Would accelerating in a particular subject area be appropriate academically? Could it possibly harm the student academically (grade point average, nature of content, etc)?
2. Are there enrichment activities currently available on the student's home campus?
3. Is the student emotionally ready to be with peers that may be older/different maturity level? Would age and physical size be a factor?
4. Is the student emotionally and academically ready to handle teacher expectations and challenges of the curriculum? (student motivation/attitude toward learning)
5. Is the goal of acceleration to ultimately take the most academically challenging curriculum? (ex. Calculus AB all year; AP all year science classes, etc..)

Social/Emotional Points to Consider

1. What is the social and emotional maturity of the student currently and long term? *Student emotional and social maturity is an important consideration. Student will be with older peers in class and will need to be able to adapt or handle various situations new to them.*
2. How will the student handle pressure and stress of academic pace? *The pace and rigor of the higher-level math may cause the student to become overwhelmed. The student may need to put in more effort into the class order to be successful in the course; may spend more time on homework or studying the material.*
3. How will the student cope socially being with above grade level peers? *Student will not be with grade level peers. This could be challenging for a student to acclimate socially to students in the grade-level(s) ahead, and not with their age-level peers. The possible adjustment period where they no longer feel they are academically superior but rather with those of similar abilities to grasp the material quickly.*
4. What other activities and/or advanced level courses is the student involved in? *Student may be involved in other activities (athletics, fine arts programs, etc.) or advanced level courses (Pre-AP/GT,*

foreign language class) that require time outside the school day, and the student may find it challenging to balance workload and extracurricular activities and become overwhelmed.

5. How will the student handle if he/she is not successful on the acceleration testing? *Typically students who test for acceleration are strong students academically. Acceleration tests are to advance out of a particular course that a student has not taken yet. How will the student handle if the results of the test are not what they expected (lower than 80%)? It in no way means the student is not intelligent, and it can be hard for students to handle the results. Also, during the testing, the student might experience stress if the material is beyond their comprehension.*
6. Is academic enrichment or acceleration more beneficial for the student? *Parents and teachers might want to consider other ways to enrich the student academically without acceleration particularly at the elementary level. Starting on the acceleration track early can have effects in the long run that were not initially considered (see points discussed earlier).*

Scheduling Points to Consider

- Schools cannot guarantee that a student will get into all courses requests based on master schedule. Choices may have to be made on what courses are available to the student based on student requests and the master schedule. Such classes include electives, fine art programs, and PreAP classes.
- The student will attend 2 different campuses, with start/end times being different.
- Parents are required to provide transportation to/from ES to MS and MS to HS.
- HS courses are on the accelerated block schedule (18 weeks for 90 minutes/day). Student may have only one elective option. Student may not be able to participate in a specific elective or special program due to class time being offered

Long-term Implications of Acceleration

- Once students begin the acceleration track, they can not get off of it.
- Eventually students can run out of courses to take. High school math teachers do not recommend such an accelerated track due to the fact that students run out of classes. Colleges like to see them take courses like math all four years in high school.
- Just because a student qualifies early on to accelerate in a particular subject area like math does not mean they necessarily will have the emotional skills/be able to handle the stress of a much higher level course.
- Once a High School course is taken and passed, it cannot be retaken or "audited" if they feel they did not learn the material in the previous course.