

Acceleration Options In the FBISD:

Preparing the Gifted Child for Their Future



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What are the dimensions of acceleration?

- Pacing
- Salience
- Peers
- Timing
- Access



Academic acceleration should be considered as one of the many ways to provide differentiation or intervention for the development of gifted and advanced student potential. There are many forms of academic acceleration, which address academic needs, provide academic challenge, and allow students to complete traditional schooling tailored to each child's academic and social and emotional readiness.

There are five dimensions of acceleration that should be considered when determining when and/or if to provide acceleration opportunities for your GT child.

In what ways can a child be accelerated?

Pacing

- Continuous Progress
- Curricular Compacting
- Subject-Matter/Partial Acceleration



Differentiating the pace of learning for GT students provides an opportunity for them to learn at a pace commensurate with their abilities in order to maintain their interest and provide a developmentally appropriate level of challenge. Acceleration practices involving pacing include continuous progress, curricular compacting, and subject-matter acceleration.

What should families consider when deciding if acceleration is right for their child?

Salience

- Define Purpose
- Awareness



The decision to accelerate is not without concerns from parents, students, and even school communities. Considerations for acceleration should include the long term impact on each child.

Is it your desire to have your young student advance at such a rapid rate that he/she completes high school at a considerably early age? Those who advance through content like math or ELA may use accelerative opportunities to move quickly through levels of schooling and open their high school schedule to participate in extra coursework in areas of interest.

Families must be aware and guard against placing an unintentional emphasis on the race to complete classes as opposed to obtaining the tools necessary to succeed in college, career, and life. For some students, acceleration may limit the opportunities and support needed to develop skills and strategies necessary for adulthood. It is important to weigh the reasons, benefits, and risks associated with acceleration when deciding what is right for your child.

Will acceleration create isolation from same age and grade level peers?

Peers

- Separation
 - Varies in degree based on type of acceleration



Children should be prepared emotionally to go into a higher level class as a younger student. GT students who are choosing acceleration still need interaction with age/grade-level peers through extracurricular or social activities. This option requires consistent support from relatives, extracurricular, and social activities with age/grade-level peers.

What should be considered when determining the best time to provide acceleration?

Timing

- Age
- Motivation
- Commitment



Academic acceleration is an individual, educational intervention that allows a GT and advanced learners to progress through the educational system at a faster rate or younger age than typical learners. The age at which students participate in accelerative options is an important consideration. The student should be personally motivated and committed to acceleration.



What acceleration options exist in Fort Bend ISD?

- Curriculum Compacting
- Partial Acceleration, by Content
- Self-Paced Instruction
- Credit by Exam
- Advanced Placement
- Dual Credit



There are multiple options to provide students with access to accelerative options in FBISD. These options can be woven together, over time to meet the needs of a child.

Curricular Compacting

- A classroom strategy that makes adjustments to the curriculum
- Adjustments include fewer introductory and/or on-level activities
- Replaces on-level activities with rigorous content
- May not result in advanced grade placement



Gifted learners familiar with a topic can often demonstrate mastery on a topic before a teacher introduces content to the class.

Curriculum compacting is a strategy in which the regular curriculum is adapted for gifted learners by replacing introductory, repetitive and on-level work with options that challenge the learners.

Sometimes a student or group of students' assignment may look different than others in the class. This is a direct result of GT differentiation by compacting.

Partial Acceleration, by Content

- A school based practice that offers students higher level content
- Provides higher-level content/curricular materials for part of the day
- Opportunities through talent searches and summer programs for gifted



- Students can experience continuous progress without leaving their grade placement with age/grade level peers.
- Duke TIP is available to 4-7th grade qualifying students. Talent searches provide opportunities for targeted participation in subjects that are of interest to the student.

Self-Paced Instruction: Student-directed/Student choice

Gives students control over pacing and content decisions



- Offers flexibility
- Engages in problem-finding/solving activities & research
- Demonstrates advanced learning through the presentation of research, i.e. TPSP
- Uses adaptive online platforms to facilitate learning & growth
 - [Think Through Math](#)
 - [Khan Academy](#)
 - [iStation](#)
 - Teacher-generated videos/online resources

Self-paced instruction gives students control through learner response/student choice and readiness.

- Places responsibility of learning and progression on the learner
- Can be a blended learning environment: information via teacher video/website
- In-class self-paced instruction: problem-based and/or project-based learning through independent study; research
- Can facilitate summer or out-of-school independent learning
 - [iStation](#) (grades 3-8) Computer adaptive program that provides activities to challenge and sharpen reading and writing skills
 - [Think Through Math](#) (TTM) (grades 3-8) Provides opportunities to work on mathematical concepts independently, collaborate with peers in citizenship-building contests, and undertake challenges that motivate them
 - [Khan Academy](#) (all grades) Learners take control of academic progress by working on topics they choose with free online courses

Credit by Exam (CBE)

[Department of Assessment/Testing](#)

- Opportunity to earn grade level/course credit without prior instruction
- Benefits a small percentage of students
- **Score Requirements—80% minimum grade:**
 - Kindergarten: Both Math & Reading
 - Grades 1 – 5: On all subject areas
 - Middle School: On subject area exam (non-weighted credit awarded)
 - Full grade promotion in middle school when passing all four core content area exams
 - High School: academic course CBEs are by semester (non-weighted credit awarded)



Credit by Exam is designed for a small percentage of students who have an academic and emotional need to advance to the next grade level.

Link: [Department of Assessment/Testing](#)



Available Courses in the FBISD **

6th-8th grade (Pre-AP)

- Math
- Algebra I
- Geometry
- English Language Arts
- Science
- Social Studies

9th-11th grade (Pre AP)

- English I
- English II
- Algebra I
- Algebra II
- Geometry
- Pre-Calculus
- Biology
- Chemistry
- World Geo.
- Comp. Sci. I
- Spanish III
- French III
- German III
- Latin III
- Japanese III
- Chinese III

10th-12th grade (AP)

- English Language & Composition
- English Literature & Composition
- Comparative Gov. & Politics
- European History
- Human Geography
- Macroeconomics
- Microeconomics
- Psychology
- US Government & Politics
- US History
- World History
- Calculus AB
- Comp. Science A
- Comp. Science Principles
- Statistics
- Biology
- Chemistry
- Environmental Science
- Physics 1
- Physics 2
- Physics C: Electricity & Magnetism
- Physics C: Mechanics
- Spanish Language
- Spanish Literature
- French Language
- German Language
- Chinese Language
- Japanese Language
- Latin
- Art History
- Studio Art Drawing
- Studio Art 2-D Design
- Studio Art 3-D Design
- Music Theory

** Course pre-requisites apply. Check campus for course availability

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The FBISD Advanced Placement Program


- Emphasizes advanced concepts
- Offers well-focused, content-rich approach
- Strengthens higher order thinking skills
- Provides a major emphasis on critical thinking
- Sets high expectations for learners
- Incentivizes success and accelerates post-secondary learning

[Visit the FBISD AP website](#)

The Benefits of Accelerated Learning:

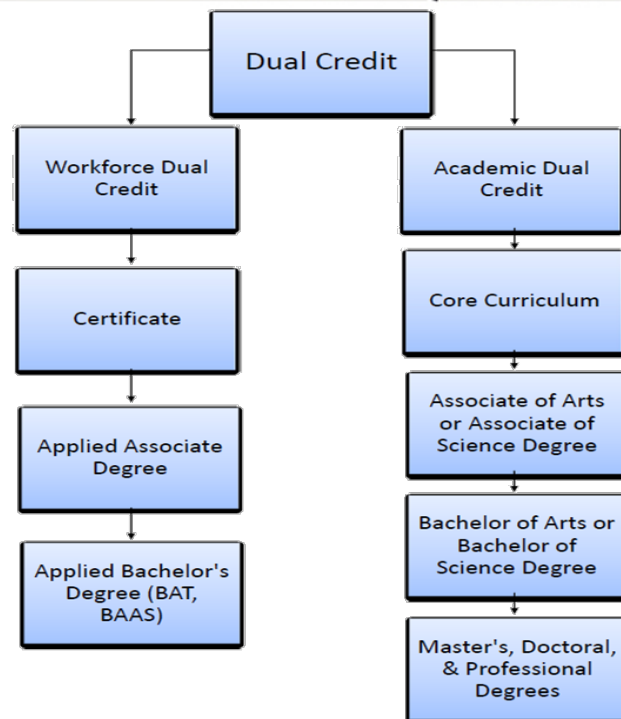
- improved motivation, scholarship and confidence of gifted and talented students over time.
- prevention of habits of mental laziness.
- earlier access to and completion of more advanced opportunities.
- reduction of the total cost of university education and time towards a degree and professional preparation.

Link: [Visit the FBISD AP Website](#)

FBISD 

Dual Credit

- Receive simultaneous credit
- Difference between Dual & Concurrent Enrollment
- Difference between Elective & Replacement credit
- Check destination institute of higher education (IHE)
- [FBISD opportunities](#)
- [Student Eligibility Requirements](#)



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    graph TD
      DC[Dual Credit] --> WDC[Workforce Dual Credit]
      DC --> ADC[Academic Dual Credit]
      WDC --> C[Certificate]
      C --> AAD[Applied Associate Degree]
      AAD --> ABD[Applied Bachelor's Degree (BAT, BAAS)]
      ADC --> CC[Core Curriculum]
      CC --> AAAS[Associate of Arts or Associate of Science Degree]
      AAAS --> BASD[Bachelor of Arts or Bachelor of Science Degree]
      BASD --> MD[Master's, Doctoral, & Professional Degrees]
  
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“Dual enrollment programs significantly increased the likelihood of attaining (a) any college degree and (b) a bachelor’s degree.” U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2013, December). *WWC review of the report: The impact of dual enrollment on college degree attainment: Do low-SES students benefit?*

Positives to dual credit:

- Increases likelihood student will complete high school and persist in college
- Decreases cost of tuition and fees (SB1004)
- Complete degree sooner and enter workforce

Link: [FBISD opportunities](#)

Link: [Student Eligibility Requirements](#)

Collegiate Enrichment Courses



- Offer the College Experience
- Add to the Résumé
- Award a “Certificate of Completion”
- Not like Childhood Summer Camp
- Can be costly
- Not for everyone



Consider student’s maturity - not always supervised as a summer camp program would be

Talk to your student and respect his/her comfort level

Suggested reflections

Are collegiate enrichment courses right for my student?

Does my student:

- take on personal responsibility?
- do their own laundry?
- make his own lunch?
- make friends easily?
- wake themselves up for school?

Is acceleration a good fit for my child?

- Observe and listen to your child as his/her unique needs develop and evolve
- Create a safe environment that empowers your child
- Engage in a positive and proactive relationship with the school community
- Every learner has the right to learn something new and be challenged



[FAQ Resource](#)

Acceleration is something to consider, however, the ability to test out of a subject/grade does not always indicate that acceleration is the best option for a child. When deciding if acceleration is the best option, it is important for families to weigh academic and social/emotional needs of the child.

Link: [FAQ Resource](#)

Advanced Academics Department

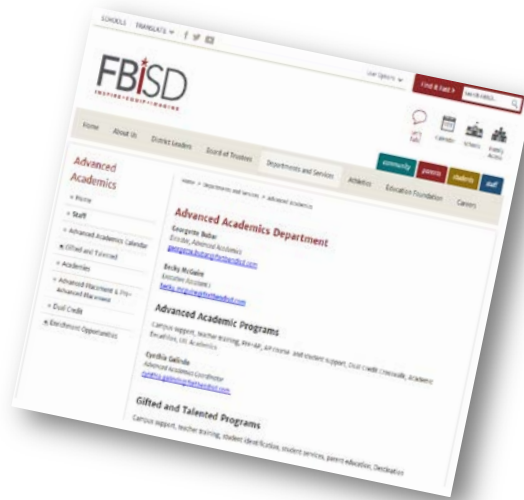
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Acceleration Options in FBISD



To review, vote on and submit
questions:

Join at

slido.com
#6692

Link: <https://www.sli.do/>



*Thank
You*