

Student Acceleration

Acceleration and academic advancement allows any student to work above the assigned grade level, and/or to complete studies at an earlier age. Public Schools of Robeson County students may be nominated for participation in an accelerative practice by a parent, teacher, or themselves. Acceleration opportunities are provided for any K-12 student who meets the requirements while enrolled and attending a school in the Public Schools of Robeson County. Students are considered for accelerative opportunities regardless of age, gender, race, disability status, socio-economic status, and/or English language proficiency. Participation in a school's gifted program is not a prerequisite for consideration of any student for acceleration. A student must be provided differentiated learning opportunities if they are accelerated such as follows:

A. Differentiated Learning Opportunities

1. Any student demonstrating need should be provided appropriate, differentiated instruction to meet the varied needs, interests, and learning styles of that individual student.
2. There are two categories for acceleration: content-based and grade-based. The distinguished feature between the two categories is whether the accelerative intervention shortens the number of years that a student spends in the K-12 system.
 - a. Content-based acceleration typically allows a student to remain with peers of the same age and grade for a majority of the school day but receive high grade-level instruction in an advanced grade. Content-based acceleration can also refer to allowing a student to work on higher grade-level instruction in his or her regular classroom in lieu of grade-level instruction. The Public Schools of Robeson County offer qualified high school students the following opportunities to participate in an accelerated program.
Examples:
 - Dual Enrollment
 - Advanced Placement
 - Early College
 - NC Virtual
 - Credit by Demonstrated Mastery
 - International Baccalaureate (IB)
 - Honors
 - Early Graduation
 - b. Grade-based acceleration includes strategies that typically shorten the number of years a student spends in the K-12 system. A student is placed in a higher-grade level than is typically given for the student's age on a full time basis for the purpose of providing access to appropriately challenging learning opportunities.

Examples:

- Grade Skipping
- Early Entry to Kindergarten (must follow guidelines by state law)

B. Required Procedure for Acceleration

1. A principal that is considering accelerating a student by skipping a grade shall (is required) complete the following process on each individual student that is being considered. This process is necessary to help validate each decision of the principal regarding grade acceleration. The process shall include the following data for review:
 - a. Classroom performance work samples, anecdotal information, report cards documenting superior performance
 - b. Achievement test-score of 98th percentile or higher
 - 1) K-2: Individual achievement test in subject area
 - 2) 3-4: Standardized achievement tests and/or NC End of Grade Test of 98th percentile or higher
 - c. Standardized aptitude/ability score of 98th percentile or higher
 - d. Motivation: Ratings of 98% on all behavior scales; adaptability in new setting
 - e. Social maturity evaluation by parents, teachers, and principals
 - f. Individual assessments must be administered by a psychologist
 - g. Each principal contacts his/her designated Assistant Superintendent to apprise him/her of the progress of the procedure (initial request, data reviewed, final decision)

G.S. 115C – 283 Powers & Duties of the principal gives the principal the right to grade and classify students. However, in accelerating students the above procedure shall be adhered to in order to ensure that a valid decision is made that will help ensure the successful emotional, intellectual, and social growth of each student considered.