

# Fayette County Public Schools

## **Acceleration Model**

**Purpose:** To accelerate learning for all students by increasing their academic confidence through previewing grade-level content and reinforcing state standards on a cyclical basis

### **KDE Best Practices During the School Year To Accelerate Student Learning**

One of the most important factors in accelerating student learning during the academic school year is access to quality, standards-aligned Tier 1 instruction. According to The New Teacher Project (2018), well-intentioned approaches that pull students out of grade-level instruction to reteach previous grade-level content reinforces low expectations and creates vicious cycles of underachievement.

Instead, teachers need to provide students with exposure to grade-level expectations that are scaffolded with just-in-time support necessary for them to engage with the content. To do this, teachers should prioritize prerequisite skills for current grade-level standards required for students to be successful.

### **Goals:**

1. All students have access to grade-appropriate assignments focused on essential standards.
2. All students have access to high-quality instruction that addresses gaps identified through pre-assessment within the context of grade-appropriate assignments focused on essential standards.
3. All students are demonstrating mastery of grade-level standards.

**Intended Application:** Kindergarten - 12th grade students

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## Previewing Upcoming Essential Standards

Purpose: To strategically prepare students for accessing grade-level standards by using pre-assessment data on prerequisite skills related to essential standards

- Intended Application: Students who lack mastery of prerequisite skills for current essential standards
  - If 80% of students in the class are missing a prerequisite skill, address the skill in a whole group setting.
  - If less than 80% of students in the class are missing a prerequisite skill, preview the standard in a small group setting prior to Tier 1 instruction.
  - If a student is missing prerequisite skills more than one grade level below the current standard, he/she may qualify for intervention services.
- When: Prior to starting a new unit or grade-level essential standard for a maximum of 1-3 days
- Considerations:
  - Use pre-assessments to determine students' acquisition of prerequisite skills. Utilize the prerequisite skills and standards progressions identified within the Unit Frameworks to develop pre-assessments as an instructional team.
    - Pre-assessments should occur 1-2 weeks before the unit to plan and design instruction.
    - Pre-assessments should be less than 10 minutes.
      - Example:
        - Teacher-developed common pre-assessments
      - Non-examples:
        - Administering the same common assessment before and after standards instruction
        - Assessments used for placement into tiered interventions
    - Identify students for previewing based on pre-assessment data and possible subgroups specified in school's CSIP goals.
- Effective Practices:
  - Explicit vocabulary instruction
  - Authentic/real-world tasks

Tight	Loose
<ul style="list-style-type: none"> <li>● Administer pre-assessment 1-2 weeks before the unit</li> <li>● Choose vocabulary based on the language of the upcoming standard(s)</li> <li>● Deliver explicit vocabulary instruction</li> <li>● Utilize prerequisite skills and standards progression identified within the Unit Frameworks</li> <li>● Utilize prerequisite skills within one grade level of current standard</li> <li>● Introduce content with authentic/real-world tasks</li> <li>● Preview 1 to 3 days prior to new standard</li> </ul>	<ul style="list-style-type: none"> <li>● Whole group vs small group</li> <li>● <a href="#">Authentic/real world task bank</a></li> <li>● Based on pre-assessment, decide preview intensity               <ul style="list-style-type: none"> <li>○ 1-3 days of previewing</li> <li>○ Components of preview lessons</li> <li>○ Example:                   <ul style="list-style-type: none"> <li>■ Day 1- Authentic Task/Vocabulary</li> <li>■ Day 2- Prerequisite skill</li> <li>■ Day 3- Least complex grade-level success criteria</li> </ul> </li> </ul> </li> </ul>

## Responsive Tier 1 Instruction

Purpose: To provide effective differentiated instruction for all students to meet grade-level standards

- Intended Application: All students
- When: Whole Group, Differentiated Tier 1, Small Group
- Considerations:
  - Utilize formal and informal formative assessments within lessons to guide student groupings and/or differentiation.
    - Formal formative assessments
      - Teacher-developed Common Formative Assessments
      - ADAM Common Unit Assessments
      - MAP Learning Continuum, if used in a timely manner
    - Informal formative assessments
      - Exit Tickets
      - Teacher to Student Discourse
      - Student Discourse
      - Nonverbal Cues
      - Teacher Observations
  - Provide enrichment on current grade-level standards for students who demonstrated proficiency on the pre-assessment.
- Effective Practices:
  - Learning Intentions/Success Criteria posted and referred to throughout lessons
  - Instructional Design Models (Examples: Gradual Release, Inquiry-Based, Project-Based)
  - Cognitively engaging instructional activities
  - High-yield instructional strategies
  - Scaffolds to support acquisition of grade-level standards
  - Timely, specific feedback to students
    - Is Goal-Oriented
    - Verifies and elaborates on next steps
    - Guides learning vs hinting towards answer

Tight	Loose
<ul style="list-style-type: none"> <li>● Choose vocabulary based on the language of the current standard(s)</li> <li>● Deliver explicit vocabulary instruction</li> <li>● Utilize essential standards identified within the Unit Frameworks</li> <li>● Monitor instruction through the use of formative assessments</li> <li>● Track student progress using formative assessment data</li> <li>● Link standard from whole group when utilizing small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Whole group vs small group</li> <li>● Type of formative assessments</li> <li>● Monitoring plan for formative assessment data</li> </ul>

## Reteaching After Common Assessment

Purpose: To provide students not meeting proficiency on a grade-level standard with a **different instructional practice** than the initial instruction

- Intended Application: Students scoring below proficiency on grade-level standards as identified by the school
- When: Conduct reteaching during whole group or teacher-led small group instruction to address misconceptions
- Considerations:
  - ELA: Comprehension & fluency mini-lessons, word work mini-lessons to include multisyllabic words, Greek & Latin roots, and other foundational skills based on formative data, etc.
  - Math: Concrete-Representational-Abstract, fluency mini-lessons, problem-based tasks, numberless word problems, varying strategies, etc.
  - Social Studies: Modify either component of Question-Sourcing-Task to get a proficiency goal, modify mode of assessment, etc.
  - Science: Modeling with diagrammatic models, physical models, simulations, or mathematical models, graphic organizers, small group or 1:1 instruction, etc.

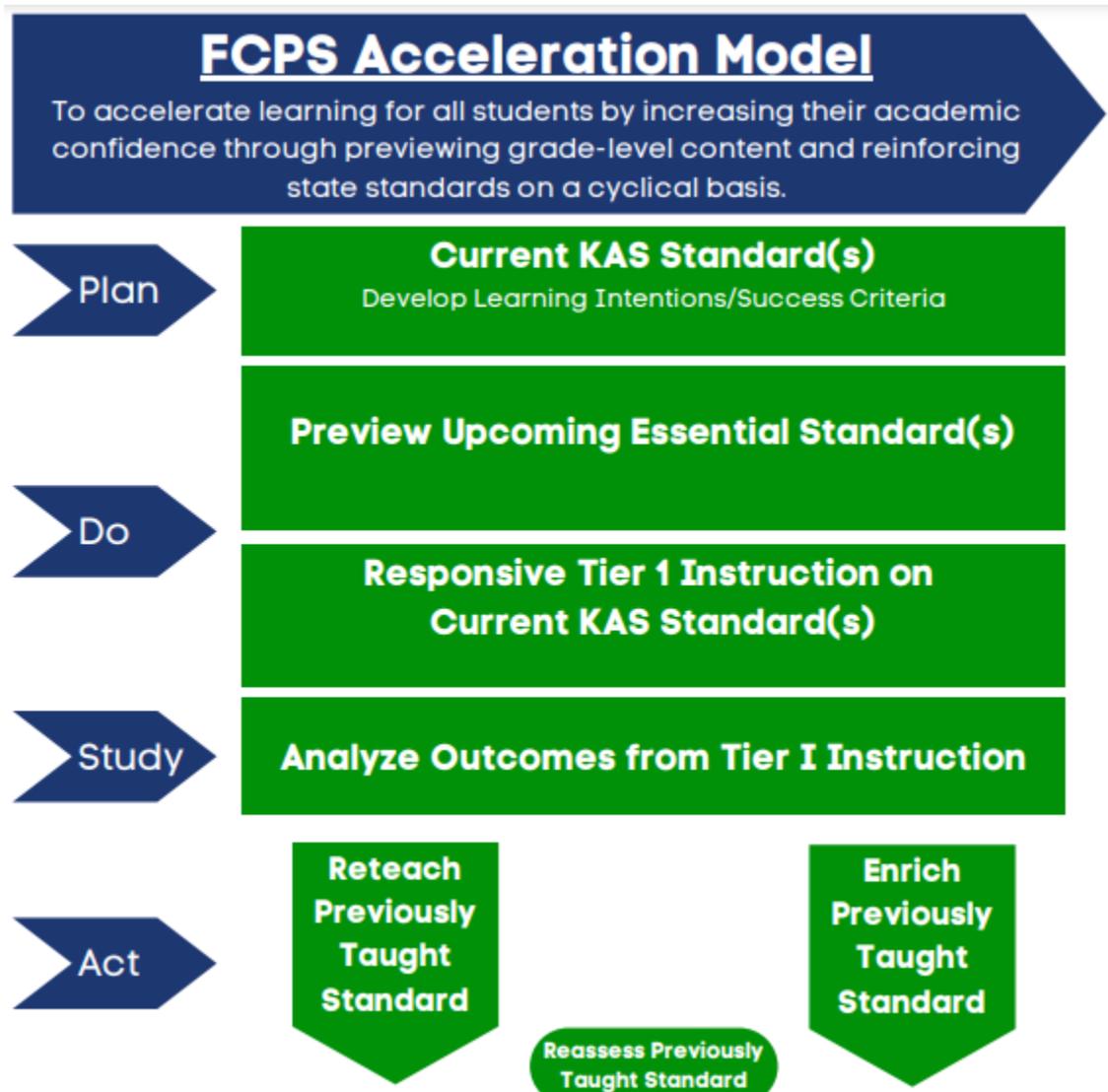
## Enrichment After Common Assessment

Purpose: To provide students demonstrating proficiency on grade-level standards with an extension of the skills

- Intended Audience: Students scoring at or above proficiency on grade-level standards as identified by the school
- When: Conduct enrichment by having students practice priority standards in cooperative or independent work stations.
- Considerations:
  - Provide enrichment provides opportunities that enhance the depth of learning of the standard.
- Effective Practices of Reteaching AND Enrichment:
  - Analyze formal formative assessment outcomes to determine
    - Student misconceptions
    - Individuals and/or groups of students with similar skill gaps
    - Individuals and/or groups of students with similar levels of knowledge (novice, apprentice, proficient, distinguished)
  - Conduct reteach and/or enrichment through
    - Small group instruction, instructional block (intervention block)
  - Reassess standard and provide timely, specific feedback

Tight	Loose
<ul style="list-style-type: none"> <li>● Plan instructional response to remediate, reteach, and enrich acquisition of the standard</li> <li>● Implement varied instructional approaches</li> <li>● Reassess after reteach</li> </ul>	<ul style="list-style-type: none"> <li>● Whole group vs small group</li> <li>● <a href="#">Pile, Stack, Plan Protocol</a></li> <li>● Method of reassessment after reteach               <ul style="list-style-type: none"> <li>○ Varied formal formative</li> <li>○ Varied informal formative</li> </ul> </li> </ul>

## Acceleration Infographic



## References

- Kentucky Department of Education. (n.d.). *Accelerating student learning during the summer and academic school year*.  
<https://education.ky.gov/comm/Documents/Summer%20Learning.pdf>.
- New Teacher Project, The. (2020, November). *TNTP learning acceleration guide*.  
<https://tntp.org/assets/covid-19-toolkit-resources/TNTP-Learning-Acceleration-Guide-Updated-Nov-2020.pdf>.
- Rollins, S. P. (2014). *Learning in the fast lane: 8 ways to put all students on the road to academic success*. ASCD.