



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

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

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.

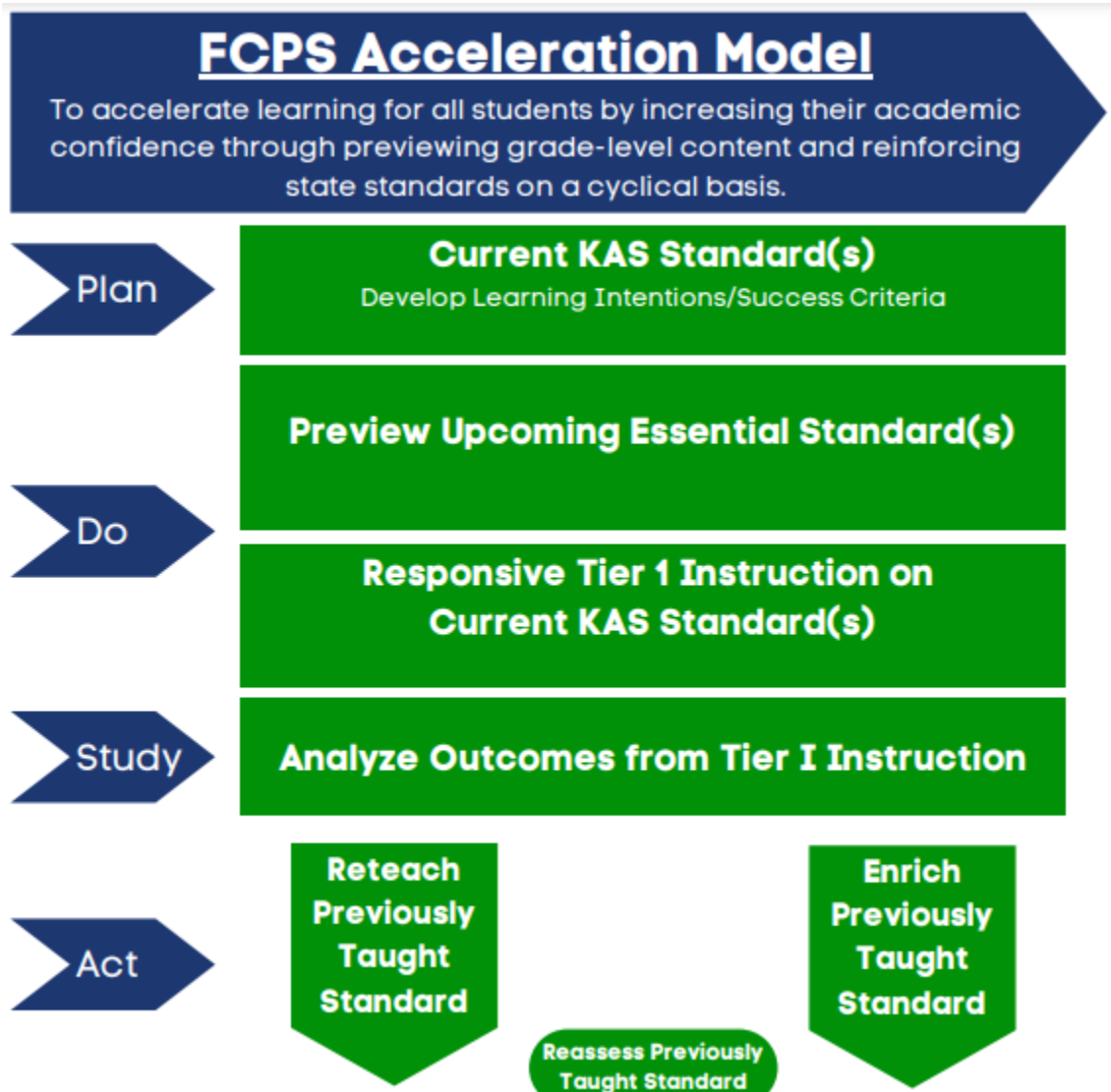
Enrichment After Common Assessment

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

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>.
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