

Acceleration Guidance

Selecting Instructional Materials that Incorporate Acceleration

Gone are the days of remediation, catch-up, and cramming skills in isolation. Such strategies have proven ineffective and often detrimental to student learning. Remediation has continually shown to be ineffective in moving the needle. Acceleration is an equal-access, just-in-time model that is focused on identifying, celebrating, and building upon the assets students bring to the learning experience. Acceleration has a rich history in gifted and talented education, but research studies have confirmed that acceleration is beneficial for all students. An acceleration approach addresses unfinished learning in an equitable way. Acceleration means connecting unfinished learning in the context of grade level learning, integrating needed prior knowledge into new information. The goal of acceleration is to expose all students to grade level content while purposefully integrating targeted skill gaps.

So how is acceleration different from remediation?

Acceleration is	Acceleration is not
<ul style="list-style-type: none">✓ Bringing students into grade-level content through targeted skill development.✓ Jump-starting underperforming students into learning new concepts before their classmates even begin.✓ Achieved through tutoring, or extra time, that supports students in building the knowledge and skills required to be successful in core instruction within the context of a high-quality curriculum.✓ An intervention consistent with MT OPI MTSS.✓ Proactive, deliberate action planning.✓ Targeted and individualized for students based on their specific needs as gathered from diagnostic and formative assessment data collected as students engage in the work of the curriculum.	<ul style="list-style-type: none">✗ Speeding up teaching or compressing content.✗ Teaching skills in isolation from current, grade-level learning.✗ Grade retention or skipping.✗ A substitution for more intensive interventions students might also need.✗ Computer programs, workbooks, or test preparation.✗ Boot camp or reteaching of previous grade skills at the beginning of the school year.✗ Utilizing resources or programs that are disconnected from the high-quality curriculum.✗ Determined only through standards-based assessing and reporting absent of high-quality curriculum embedded assessments.✗ Grouping students by perceived ability. *

*Adapted from [Louisiana Believes Accelerate Guidance](#)

Accelerating Learning Through Instructional Approaches:

- **In-school acceleration:** Certified educators provide support for students within the classroom and grade-level work, using [high-quality instructional materials](#), [instructional strategies](#), and [formative assessments](#).
- **Tutoring programs:** [High-dosage tutoring](#) provided consistently by well-trained tutors or educators at least three days per week for at least 30 minutes at a time in groups of five or fewer students.
- **Out-of-school time programs:** Identified students, needing additional support before and after the regular school days, as well as on weekends, and during school breaks.
- **Summer learning and enrichment:** [Summer learning programs](#), camps, community partnerships, work-based learning or community service that provide high-quality instruction and are designed to meet the social and emotional needs of student through engaging and enriching experiences.

[Learn More about Acceleration Resources on OPI's Academic Programing 2021-2022 Page](#)

