



# CONSIDERATIONS FOR ACCELERATED PLACEMENT IN ALGEBRA I



Pursuant to Indiana Code (IC) 20-32-5.1-18.4 and in alignment with Indiana's Graduates Prepared to Succeed (GPS) Advanced Coursework Prior to Ninth Grade Indicator, the Indiana Department of Education (IDOE) provides the following guidance for the accelerated placement of middle school students in Algebra I.

## SELECTION CRITERIA

1

Pursuant to IC 20-32-5.1-18.4, what factors, in addition to standardized test results, are considered when determining whether to accelerate a student? Consider the following:

- Student work ethic and interest;
- Alignment to postsecondary goals (e.g., employment, enrollment, or enlistment leading to service);
- Student proficiency in algebraic thinking and problem-solving in prior grade levels; and/or
- Stakeholder input (e.g., teacher, parent, and/or counselor recommendation, student self-evaluation).

## EVALUATING AND IMPROVING CURRENT ACCELERATION PRACTICES

2

Are there any potential areas of improvement in your current acceleration practices in order to improve student outcomes? Reflect upon historical data and consider:

- Percentage of students who repeat one or more high school math courses;
- Percentage of students who complete calculus or other advanced math courses; and
- Strategies for the consideration and inclusion of all students, including students in special education, racially and ethnically diverse students, students whose primary language is not English, and students from low-income households.

## FAMILY GUIDANCE

3

What guidance is provided to students and families to help them make informed decisions about course selection and acceleration? Consider offering the following information/resources:

- Course offerings with detailed descriptions;
- Examples of how course selections impact future course options and diploma requirements, including opportunities for advanced math coursework;
- Pathways that do not require acceleration before high school but still meet student goals; and
- Accessible resources and opportunities for conversations with parents prior to the scheduling process.