

**GUIDELINES FOR STUDENTS IDENTIFIED WITH A READING DEFICIENCY  
AND/OR FOR  
STUDENTS NOT PROMOTED**  
*Frequently Asked Questions (FAQs)*

**1. What is the difference between transition and intensive acceleration?**

*The focus of the **transition class** should be to provide opportunities for K-3 students to receive additional reading instruction and intervention supports to achieve grade-level reading proficiency.*

*The focus of the **intensive acceleration class** should be to increase a 3rd grade student's reading level at least two (2) grade levels in one (1) school year. Accelerated learning involves students receiving access to on grade-level materials, tasks, and assignments, along with appropriate scaffolds that make the work accessible.*

*In both classes, students should receive grade-level reading instruction, intensive interventions, and additional time for acceleration. [Slides 26-28](#) provide examples of the vertical alignment of the standards. In addition, we have created [ELA Instructional Planning Guides](#) that address English Language Arts (ELA) priorities for each grade-band (K-12).*

**2. Does a transition class contain multiple grade levels?**

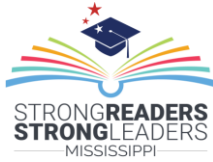
*No. Students that are placed in a **transition class** are either struggling readers or students that have previously been retained. In order for students to achieve grade-level proficiency, students need access to content that will increase their learning. For example, the goal is for a student assigned to a Kindergarten Transition Class to exit the class (at the end of the school year) reading on grade-level (first grade).*

**3. What is acceleration?**

*Acceleration strategically prepares students for success in the present—with current grade-level content. Rather than concentrating on an array of items that students have failed to master, acceleration readies students for new learning. Past concepts and skills are addressed, but always in the purposeful context of future learning.*

*Scaffolded acceleration supports access to grade-appropriate assignments while also implementing [scaffolding strategies](#) appropriately. The purpose for **enrichment** is to provide extended support with building knowledge through the use of High-Quality Instructional Materials (HQIM).*

*[The New Teacher Project \(TNTP\)-Acceleration Guide](#) and [The Acceleration Imperative: Reading](#) are additional suggested resources to provide a better understanding of how to accelerate student learning.*



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**4. Does intensive acceleration only apply to 3rd and 4th graders? Is it the same as fast-track for high school?**

*Intensive acceleration only applies to 3<sup>rd</sup> graders who were previously retained in Kindergarten or Grades 1 through Grade 3. The Literacy-Based Promotion Act (37-177-9) prohibits social promotion or any other factors that constitute social promotion.*

**5. What assessment will students enrolled in the intensive acceleration class take at the end of the year?**

*Students assigned to an intensive acceleration class should take the 3<sup>rd</sup> grade MAAP ELA assessment at the end of the year.*

**6. Where do 4th graders fit in MSIS who are in intensive acceleration?**

*Grade 4 students are not included in the guidelines for an intensive acceleration class. LPBA (37-177-15) Each district may provide, where applicable, an **intensive acceleration** class for any student retained in Grade 3 who was previously retained in Kindergarten or Grades 1 through 3. The focus of the intensive acceleration class should be to increase a student's reading level at least two (2) grade levels in one (1) school year. The **intensive acceleration class** should provide reading instruction and intervention for the majority of student contact each day and incorporate opportunities to master the Grade 4 state standards in other core academic areas.*

**7. Should there be specific training for accelerated learning facilitators?**

*If applicable, districts have the **option** to implement a transition and/or **intensive acceleration class** as a means to improve students' reading skills. Districts and schools **may request** additional professional learning by completing the *Professional Development Request Form* found on the literacy webpage at [www.mdek12.org/literacy](http://www.mdek12.org/literacy).*

**8. Will this affect the number of IEP students we can have in a transition or acceleration class?**

*Yes. If 50% or more of the students have a special education eligibility, then the class would be considered a special education class, which is **NOT** the original intent outlined in the Literacy-Based Promotion Act (LBPA).*