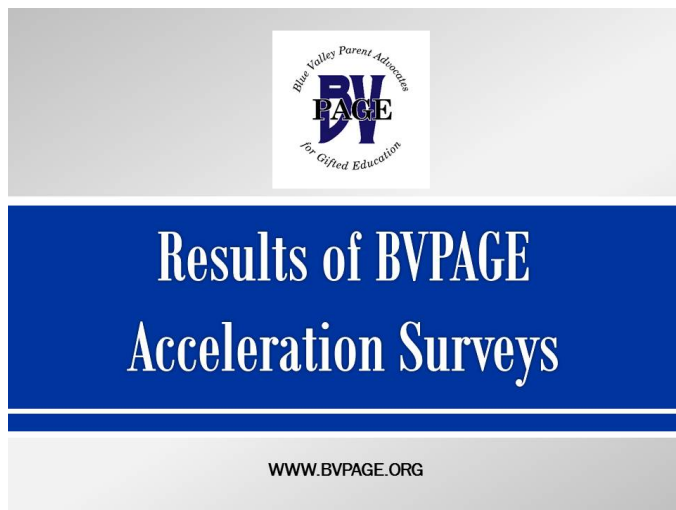


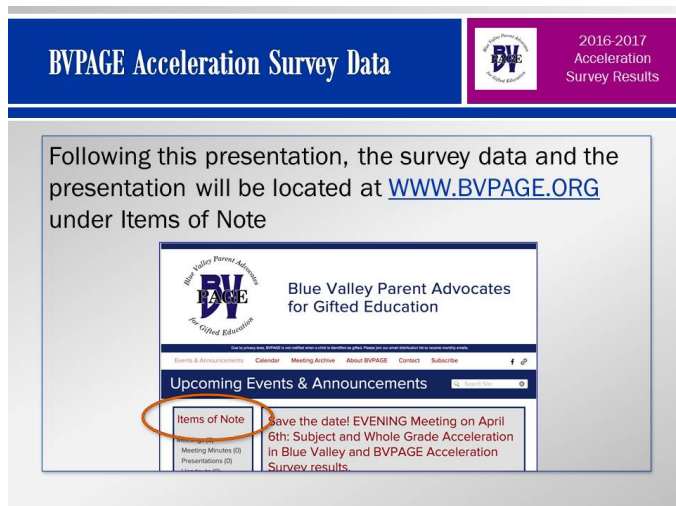
Introductions



Introductions

- We are not teachers, administrators, gifted experts, or acceleration experts. We are parents, observers, listeners, and number crunchers.
- About the EXPERIENCE of acceleration. Not BV only.
- This presentation will go over 1 hour – if you need to leave by 8:30 please do but you're going to miss some pretty interesting stuff!
- No questions during presentation please

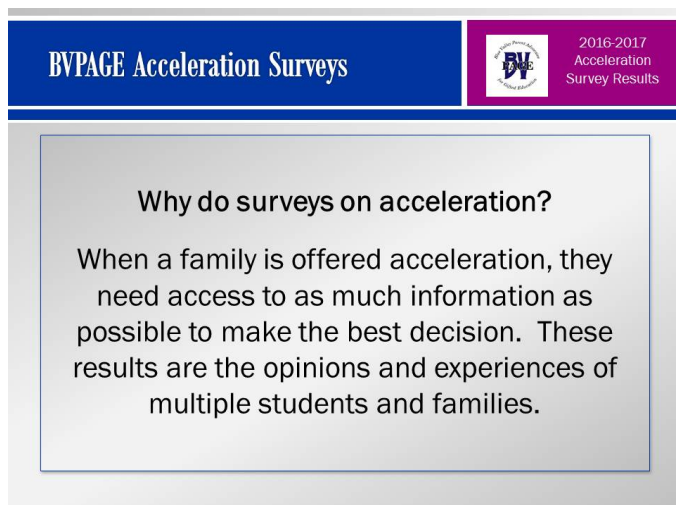
Survey data location



Survey data location

- Original Data located on our website.
- Includes responses by every question and every respondent for both surveys
- All respondents were anonymous
- It's a thick stack of paper to print, but well worth the read.

Why did we do these surveys?




Why did we do these surveys?

- Every year BVPAGE asked multiple times **"SHOULD I ACCELERATE MY SON/DAUGHTER?"**
- Our answer is always **"IT DEPENDS"**. We always recommend talking to other parents.
- **Problem:** unless you know someone who has accelerated, or decided not to, you don't have that option!
- **Our Intent in doing the surveys:** to share the experiences people have had, so **parents** can make a more informed decision, and so **school administrators** can discuss the pros & cons knowledgeably with families weighing this decision

What is “acceleration”?

Acceleration in Blue Valley Schools



2016-2017
Acceleration
Survey Results

What is “acceleration”?

In Blue Valley, “acceleration” is:

- Skipping one entire grade (example: student goes from 2nd grade to 4th grade)
- Skipping one grade in a single subject (example: student in 3rd grade goes to 4th grade math class)


*Acceleration in Blue Valley is a General Education process, not a Gifted or Special Education process

What is “acceleration” ?

- Definition of Accelerate: to begin to move more quickly
- This is what Acceleration means in BV – to move through classes more quickly
- Reminder that Acceleration is a function of General Education NOT a function of Special Education

What is “acceleration” ?

Types of Acceleration



2016-2017
Acceleration
Survey Results

<ul style="list-style-type: none"> ↳ Early Admission to Kindergarten ↳ Early Admission to 1st grade ↳ Grade Skipping * ↳ Continuous Progress ↳ Self Paced Instruction ↳ Subject Matter Acceleration * ↳ Combined Classes ↳ Curriculum Compacting ↳ Telescoping Curriculum 	<ul style="list-style-type: none"> ↳ Mentoring ↳ Extracurricular Programs * ↳ Correspondence Courses ↳ Early Graduation ↳ Concurrent/Dual Enrollment * ↳ Advanced Placement * ↳ Credit by Examination ↳ Acceleration in College ↳ Early Entrance to middle school, high school, or college
---	---


Types of Acceleration as cited by A.Nation Deceives, 2004

18 Types of Acceleration

- 18 types of acceleration according to Belin-Blank Institute for Gifted Studies, University of Iowa
- Those types of acceleration with a * are things Blue Valley already does

Before we start with the Data

BVPAGE Acceleration Surveys



2016-2017
Acceleration
Survey Results

* A comment about data

Data is only as good as the questions asked, the people answering, how much time was spent on survey, and the opinions and state of mind when respondents were answering the questions.


Our goal is to present the data as it is and point out trends and observations – not to propose a right or wrong answer.

Before we start with the Data

- If you filled out this survey, raise your right hand now. THANK YOU! Now raise your hand and repeat “I STATE-YOUR-NAME DO SOLEMNLY SWEAR NOT TO POINT AT OR YELL AT HEIDI OR TRACY IF I SEE MY RESPONSES USED IN THIS PRESENTATION.”
- We are trying to stay neutral in presenting the data. The data speaks for itself.
- No data has been altered
- Data analysts did use logic and reason to make assessments of current trends.

The GOAL

The Focus



2016-2017
Acceleration
Survey Results


“Ultimately, help choose a path for your child that will lead them into the kind of adult you want them to become.”

The GOAL

- What is right for each kid totally depends. Have to look at the **WHOLE KID**.
- Remember, **the GOAL is to help these kids navigate a path so that they grow to be the best they can be.**
- We will keep coming back to this idea because it's the most important factor.

Survey Overview

Survey Information



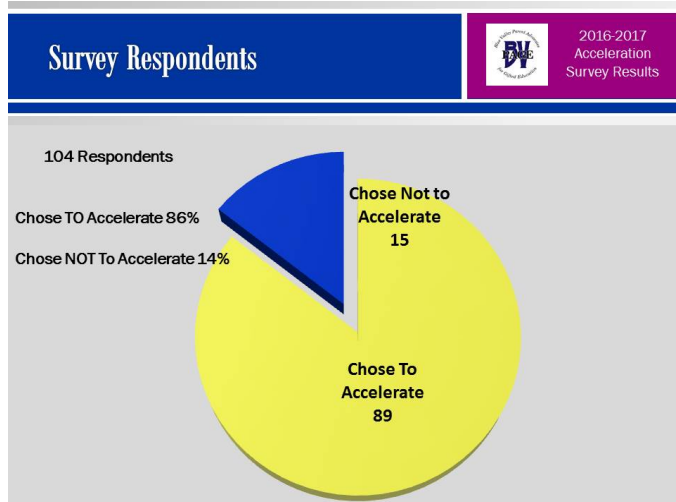
2016-2017
Acceleration
Survey Results

- ☞ Two different surveys
 - Chose TO Accelerate
 - Chose NOT to Accelerate
- ☞ Questions
 - Demographics
 - Open ended responses (comments)
- ☞ Review of Data
 - Combined Demographics
 - Advantages and Disadvantages to consider
 - Comparison of Prior Concerns vs. Experience

Survey Overview

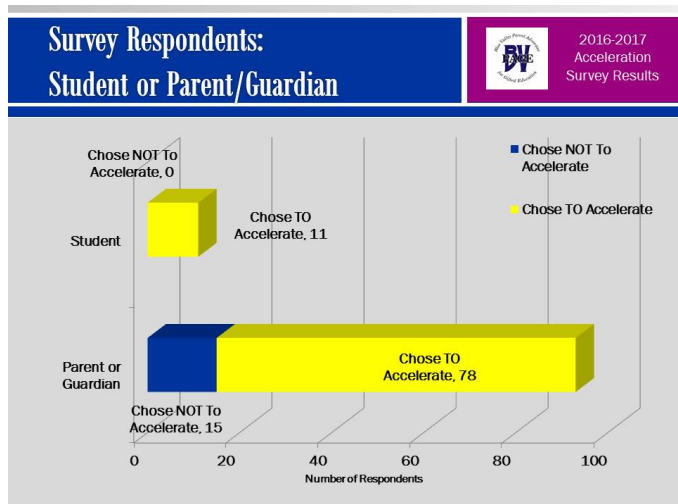
- Two different surveys. We wanted to know why people considered and decided not to accelerate and why people did choose to accelerate.
- These were open from July – December 2016. Data is between 4 and 9 months old.
- Two types of questions.
 - Comments give people a chance to really share what they needed to.
 - Gave great insight into what people hoped and feared vs. reality
- Three sections of presentation to review data.

104 Survey Respondents: Chose TO or NOT to Accelerate



- **104 Survey Respondents: Chose TO or NOT to Accelerate**
- 104 total respondents.
- Could be from ANY geography – not limited to Blue Valley parents.
- Based on the responses (and school names and teacher names we recognize), we can say that the majority of respondents were from BV. We also know of at least 2 other districts.
- BUT, this is about the **ACCELERATION EXPERIENCE** and the majority of the information can apply to families & educators **EVERYWHERE**.
- Another note about the #s – not every respondent answered every question so we tried to show you how many people did answer each question.

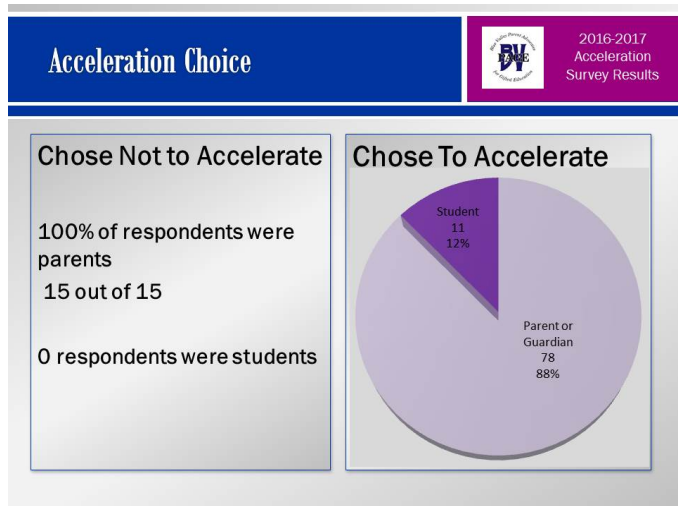
Who filled out survey? Parents/Students



Who filled out survey? Parents/Students

- Of the 104 people who filled out the survey, the majority of them were parents or guardians.
- 'Students' can be traditional aged students as we think of our kids AND/OR a 'student' can be an adult NOW who was accelerated as a child

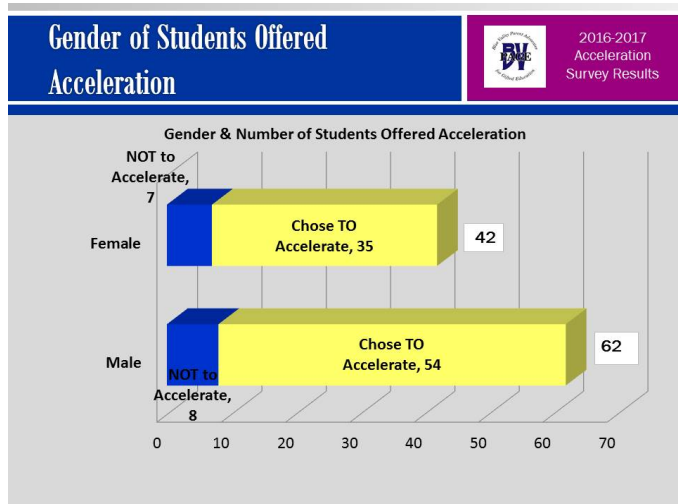
Parent/Student Breakdown by Survey Type



Parent/Student Breakdown by Survey Type

- CHOSE NOT: Only parents
 - Why did no students fill this out? Did parents not want them to? Did kids not care since they didn't accelerate? Once decision was made, did parents not want to revisit question? We don't know, but we are curious.
- Chose TO: Again, mostly parents.
 - We have the same question as about so few students. Is it because we only have parent email contacts through BVPAGE?
- Either way, we sent to around 500-600 people. 100+ responses is good. Not all have accelerated kids.

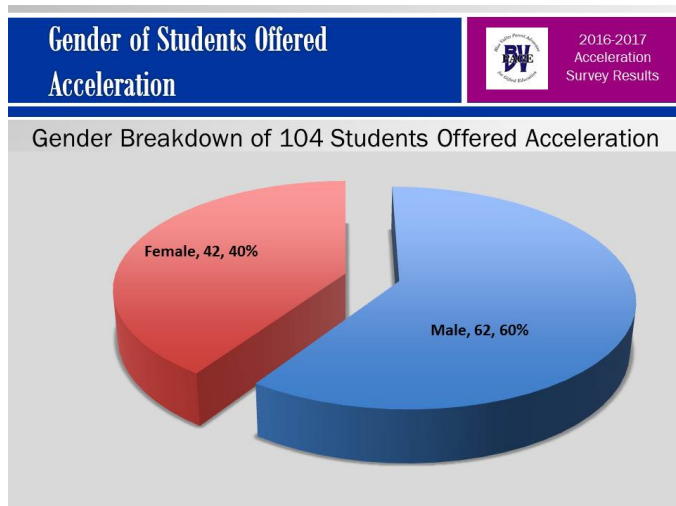
Gender of Students offered Acceleration



Gender of Students offered Acceleration

- More boys offered and accepted.

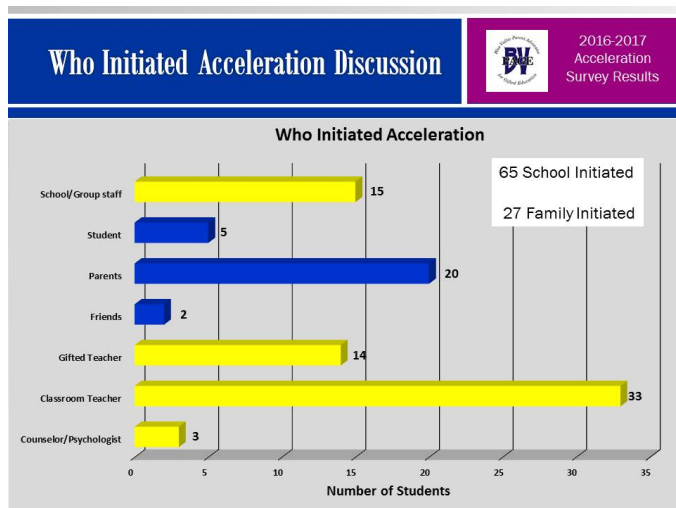
Another look at gender



Another look at gender

- Is 40-60 a ratio we are comfortable with?
- Are boys being offered acceleration more often due to behaviors? Are boys more insistent on pushing for a change?
- Are girls less willing to rock the boat? Are girls trying to hide 'smart' so they fit in socially? We don't know, but it is something to consider.

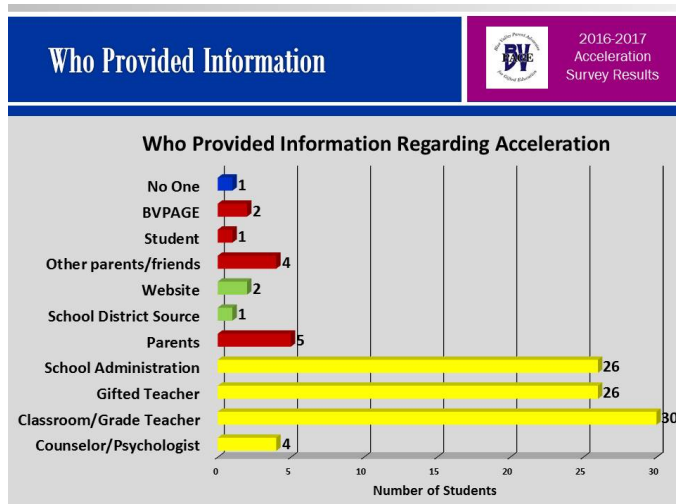
Who Initiated Accel Discussion



Who Initiated Accel Discussion

- We had 88 respondents to this question but some answers included multiple answers or multiple initiators
- **71%** of accelerations right now were initiated by the **schools** – classroom teacher, gifted teacher, counselor/psychologist
- **29%** by **parents**, students or suggestions of others to parents/students

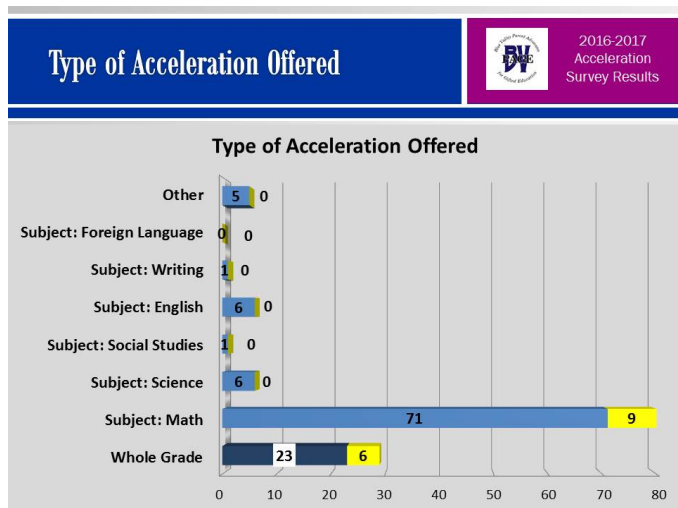
Who Provided Info



Who Provided Info

- 87 Responses Some multiple sources "Gifted and Principal" for total of 102 answers
- **YELLOW** Shows School related info providers. This is good news! There are multiple sources for information and the bulk of it is from the school

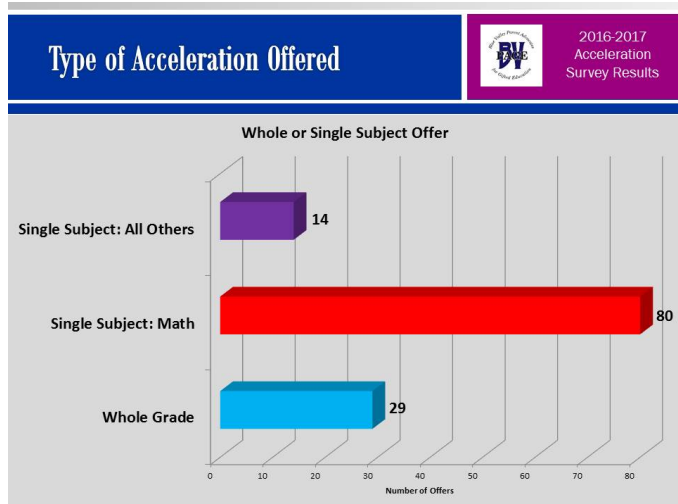
Overview of all of the Type of Acceleration offered: whole grade or subjects for single subject



Overview of all Type of Acceleration offered:

- The blues are CHOSE TO and the yellow is CHOSE NOT TO
- Offers included 29 whole grade, 80 in math, and 19 in other subjects. Surprised to see some of the other options, but some appeared to be BV schools.
- “Other” Category includes things like taking AP classes early or skipping 2 whole grades

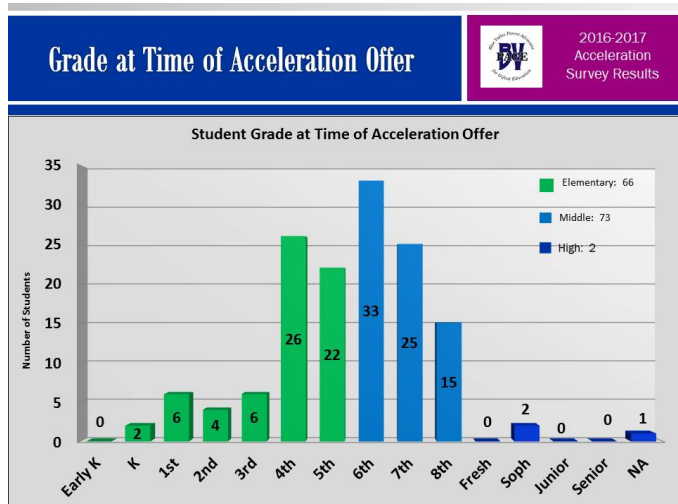
Another view summarizing whole grade, single subject & math subject offers



Another view summarizing whole grade, single subject & math subject offers

- Math** offered **65%** of time!
- Whole grade** offered only **24%** of time
- Question is WHY** – is math process easier to define and ‘grade’? Is process more established? Is it somehow more ‘acceptable’ and easier for school personnel and families to understand?
- AND of those 29 whole grade accels – would a single subject acceleration in english/science/social studies have been a better fit? Is this the result of no protocols or procedures for these subjects?

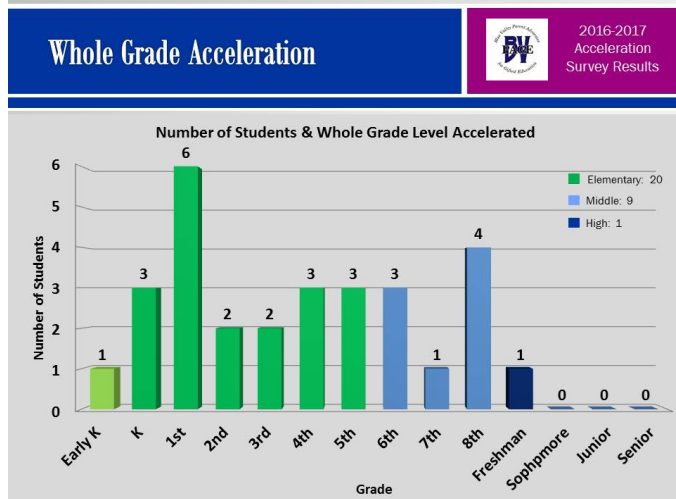
Grade Student was in at time of Accel Offer



Grade Student was in at time of Accel Offer

- Across all offers – Single Subject and Whole Grade. Biggest concentration from 4th to 7th grades.
- Our question was **why?** Is 3rd grade where schools start really looking at advanced academic need, or perhaps where they feel intelligence stabilizes enough that decision is easier to make?
- Though gifted not part of Acceleration, many times our kids’ “identification” is higher around 3rd grade.
- Logical by the time kids get to high school for it to slow down because of natural differentiation and self selection into Honors & AP classes.

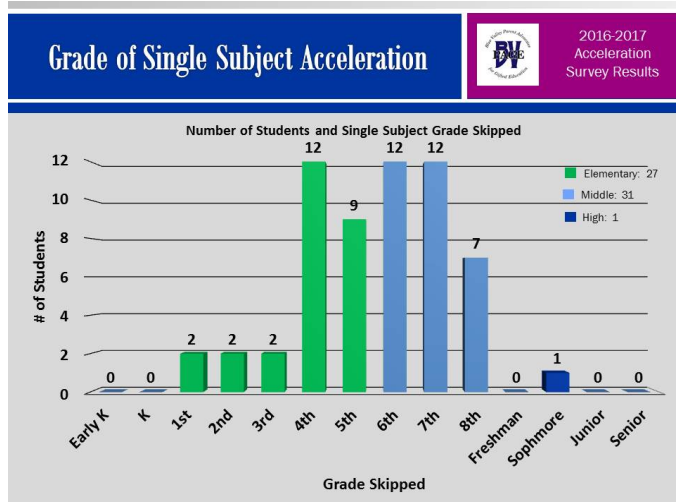
Grades skipped by those who accepted Whole Grade acceleration



Grades skipped by those who accepted Whole Grade acceleration

- 29 reported Whole Grade Skips
- Biggest skips in 1st and 8th.
- Whole Grade looks different from single subject.
 - 9 skips in K and 1st. Much younger concentration.
- In compiling the data, wished we had asked questions slightly differently – or more similarly between the surveys. For example, here if they reported a grade, they may not have reported an age, so this is not everyone who skipped.
- Not everyone answered this question.

Grade of Single Subject Skipped



Grade of Single Subject Skipped

- High concentration of 4th to 7th grades again.
- Answers were majority single subject math accelerations; this follows more closely to the overview graph.
- Same number of single subject grade skips in 3 years of middle school as we do in 6 years of elementary school
 - Is this because by these ages, schools recognize the need for academic challenge?
- Is middle school not challenging enough? (Survey completed before announcement of Middle School changes, so does not reflect people's thoughts about these changes.)

Analysis of 1,448 text answers

BVPAGE Acceleration Surveys

2016-2017 Acceleration Survey Results

Analysis was completed on 1,448 respondent comments.


We looked at comments from all questions to find themes. We used those words, synonyms, and antonyms to create the following information.

Analysis of 1,448 text answers

- Analysis completed on all text/written answers. We tried to find a way to put numerical weight to the write-in answers.
- EXAMPLES: Bored, boredom, boring, (counted not motivated in the same category as boring)
 - Challenge, challenging, harder
- There is value in knowing if 99% of your answers to a particular question are positive and 1% negative or vice versa.

Actual write in questions asked of Chose NOT to Accelerate

Chose Not To Accelerate Questions


 2016-2017
Acceleration
Survey Results

- What advantages did you consider?
- What disadvantages did you consider?
- What other factors did you consider regarding acceleration?
- Is there any additional information you would have liked before making your decision?
- Looking at your past decision not to acceleration, do you still think it was the best decision? Do you have any regrets?
- Is there any other information you wish to provide regarding your decision not to accelerate?

Actual write in questions asked of Chose NOT to Accelerate

Actual write in questions asked of Chose TO to Accelerate

Chose To Accelerate Questions


 2016-2017
Acceleration
Survey Results

- What advantages did you consider?
- What disadvantages did you consider?
- What was the biggest surprise?
- How did acceleration affect you
 - Outside of School?
 - Academically?
 - Socially?
 - Emotionally?
 - Related to athletics, hobbies, and recreation?
 - In college?
 - Beyond college?
- Is there any additional information
 - You wish you had known before making your decision?
 - You would like to give to students considering acceleration?
 - You would like to give to parents considering acceleration?
 - You would like to report to school, teachers, and administrators?

Actual write in questions asked of Chose TO to Accelerate

4 main themes the majority of answers fell into

BVPAGE Acceleration Surveys

 2016-2017
Acceleration
Survey Results

Advantages & Disadvantages

Academic

Social

Emotional

Logistical

4 main themes the majority of answers fell into

- We asked the same questions about advantages and disadvantages on both surveys.
- General idea of what people were considering for when they didn't accelerate, and what actually happened for the group that did. This can help us determine what people should be considering.
- Answers fell into 4 basic categories – we will look at each category, the types of answers in each category, and the numerical data that shows how often respondents talked about this/these issues

Overview of Academic Advantages & Disadvantages

Academic Considerations	
Academic Advantages	Academic Disadvantages
<ul style="list-style-type: none"> Increased Academic Challenge Success Engagement Underachieving Scheduling Opportunities 	<ul style="list-style-type: none"> Workload Grades New or Multiple Schedules Didn't solve the problem

Overview of Academic Advantages & Disadvantages

- Trends we saw in Academics.
- This was the biggest # of responses of all discussions about Acceleration – the academic factors

Academic Advantages: Increased Academic Challenge

Academic Advantages
<p>Increased Academic Challenge</p> <p>"I loved having material that challenged me – it really brought out my love for learning"</p> <p>"It isn't just a lot of harder or extra work. Most projects done are thing that interest you personally."</p> <p>"She was placed with peers that were learning at her level"</p> <p>"She actually feels like she's learning a little something and loves the challenge and the pace."</p>

Academic Advantages: Increased Academic Challenge

- Note to audience – though BVPAGE does a whole presentation on 'positive communication' we call it the B-word --- Boring and we saw it a lot!
- 67 reports of seeing higher academic challenge and along with that
- 32 comments that specifically stated increase in engagement – enjoyment – and more motivation!
- Biggest thing about academics was about challenge. Comments indicated that kids really did get harder material & that they were still successful

Academic Advantages: Academic Success


Academic Advantages
<p>Academic Success</p> <p>"(Surprised by) Her academic and personal success in the accelerated program"</p> <p>"She advanced above her age level to her ability"</p> <p>"It gave him more than just busy work, even though he still maintained A's"</p> <p>"I can take harder classes and I still get all A's."</p>

Academic Advantages: Academic Success

- Success – did the students still do well
- *****Love the "advanced above her age to her ability" statement!

Academic Advantages: Engagement & Underachievement

Academic Advantages



2016-2017
Acceleration
Survey Results

Engagement & Underachievement

"She has maintained her interest in the subject instead of giving up with frustration. It gave our gifted child a break in her day from the frustration of the classroom pace because she was able to self-pace."

"Caused me to struggle more with getting the good grades I received in middle school, but overall challenged me where I needed it."

"I loved having material that challenged me – it really brought out my love for learning"


She is finally excited about school where as before we just heard it was boring."

Academic Advantages: Engagement & Underachievement

- Engagement – here we are referencing effort-involvement-having to pay attention
- 94 times someone specifically used words: engagement, engaged, or challenge.
- Underachievement – when smart kids get bad grades – boredom? Stupid? Already know it 3 comments that specifically said the saw improvements in underachievers
- Why picked this category. Big section of kids who were bored and we found that with additional challenge, they actually liked school and their motivation increased.

Academic Advantages: Scheduling & Opportunities

Academic Advantages



2016-2017
Acceleration
Survey Results

Scheduling Opportunities

"He was able to take other more advanced classes"

"Accelerating got me into marching band one year earlier. I fit in this class much better than I would've with my former class"

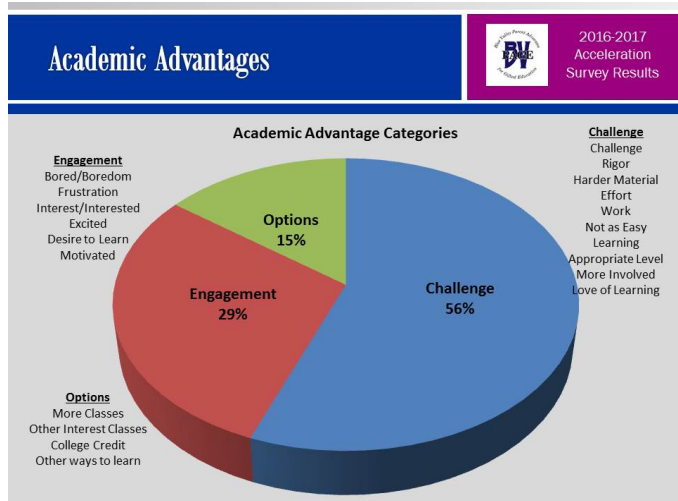
"I can take more math classes and harder ones that I would not have had the chance to take otherwise"

"Had room in high school schedule for college credit classes and electives"

Academic Advantages: Scheduling & Opportunities

- Scheduling – everything from multiple building issue, class schedules (Multiple buildings (ease of transition) is a logistical advantage)
- Opportunities – things that opened up for kids who accelerated that they wouldn't have been able to do before
- 7 specific instances where respondents said they/their child had room for other classes that were of interest to them.
- This wasn't something that we had ever considered.

Academic Advantages Comment Categories



Academic Advantages Comment Categories

- Examples of the words we used when looking at this category.

Academic Disadvantages: Workload & Grades

Academic Disadvantages

2016-2017 Acceleration Survey Results

Workload & Grades

"Staying with her class, GPA, and class rank"

"Increased amounts of homework"

"Concerns about skipping content and how that would affect future learning"

"I did have more homework than my friends which was difficult to finish in a timely manner sometimes."

"Grades were not perfect."

Academic Disadvantages: Workload & Grades

- Workload – the amount of classwork and homework an accelerated class or grade created.
 - A disadvantage, BUT - ONLY 9 negative comments about ...Heavier work load, not ready for load, how to work on their own
- Grades – covers comments about effect on grades, GPA, and class rank if the student doesn't do well in new class.
 - It can be an issue for scholarships and college applications.

Academic Disadvantages: Didn't solve the problem

Academic Disadvantages

2016-2017 Acceleration Survey Results

Didn't solve the problem

"Accelerating did not solve the problem because the problem is PACING!"

"How easy it still is for him"

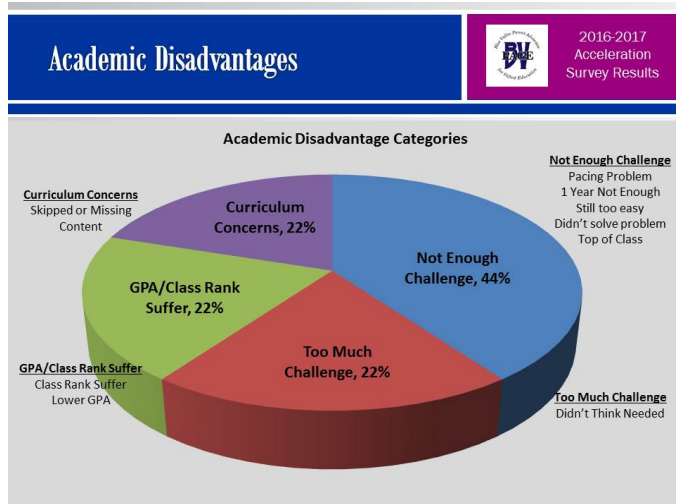
"The fact that he is still at the top of the advanced class"

"Acceleration a whole grade didn't meet my child's academic needs"

"After accelerated once, school not helpful in providing additional challenge"

Academic Disadvantages: Didn't solve the problem

- This was unexpected in how often it appeared as a complaint.
- Bottom comment interesting about school not being helpful after acceleration – do schools think that this one solution will end all the problems?
-Because we all know – once our child was identified as gifted or highly talented all our problems went away, right?.....

Academic Disadvantages Comment Categories**Academic Disadvantages Comment Categories**

- Overview of the different words we used when searching and categorizing the comments
- Do want to note that Workload and Grades covered Too Much Challenge and GPA/Class Rank.
- Curriculum concerns is people who were worried about missed information.

Overview of Trends in Social Advantages & Disadvantages

Social Considerations	
Social Advantages	Social Disadvantages
<ul style="list-style-type: none"> Peers – Interactions with older students Struggling Self Advocacy Less Isolation Sense of Belonging 	<ul style="list-style-type: none"> Student Age Peers – Loss of current Peers – Older students

Overview of Trends in Social Advantages & Disadvantages

- These are the themes. Peers is a big one on both sides.

Social Advantages: Peers – Interactions with Older Students

Social Advantages
<p>Peers – Interactions with Older Students</p> <p>"In the right place, on par with my peers"</p> <p>"Two weeks into the school year, no one will remember that you are younger. After that, they won't know unless you point it out."</p> <p>"Felt like I was in the right place, felt supported from people around me, found a new group of people to be with"</p> <p>"I felt more on par with my peers rather than as far ahead and isolated. The timing also worked well because I got a fresh start in high school, just like every other student."</p>

Social Advantages: Peers – Interactions with Older Students

- Interaction meant not only older kids as classmates but older kids as possible new friends
- Lots of concern around this issue – --"Older Kids" was biggest fear factor
- But - Look at the last comment – 'felt far ahead and isolated' before acceleration! I got a 'fresh start in high school, just like every other student.' Also true – everyone is new in high school!!
- Many comments about higher achieving kids being MORE mature than their same age peers and that they fit in better with older kids

Social Advantages: Self-Advocacy and Struggling

Social Advantages
<p>Self Advocacy and Struggling</p> <p>"Got a break from feeling like the teacher or waiting for others to catch up"</p> <p>"Caused me to struggle more with getting the good grades I received in middle school, but overall challenged me where I needed it"</p> <p>"Confidence, better time management. He is being asked to be more responsible"</p> <p>"I had to teach my daughter how to better ask clarifying questions and communicate with the teacher directly by herself"</p>

Social Advantages: Self-Advocacy and Struggling

- As parents, we see more struggle/challenge as an advantage! Most gifted kids have never struggled before regarding schoolwork.
- More is expected of kids at higher grade levels & they have to step, ask for help, and be more responsible to succeed. Because that's the expectation.
- Even a student noted it "Caused me to struggle more with getting the good grades...but, challenged me where I needed it."

Social Disadvantages: Less Isolation and Belonging

Social Advantages

2016-2017 Acceleration Survey Results

Less Isolation and Belonging

"Enjoyed being able to be with kids that thought like she did regardless of age"

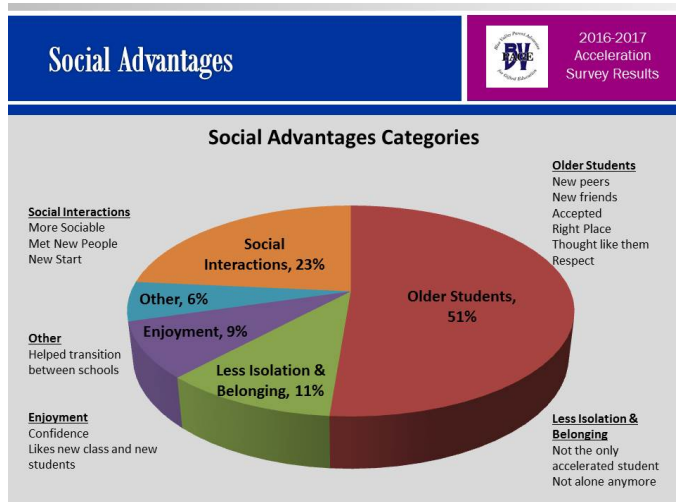
"This was probably the best thing that happened to me socially. I got a chance to start over with a new class at the beginning of high school, which was a blessing for sure."

"My child was with other kids who were interested in higher level math. It gave him a place to shine"

"Be yourself. It's OK that you are younger than your classmates. They may be bigger or faster on the playground, but just do your best"

Social Disadvantages: Less Isolation and Belonging

- We hear over and over and over that being the 'smart kid' is lonely, different, and you don't fit with the majority of kids in the general ed classroom.
- 52 specific mentions of advantages in this area out of 104 respondents. That's 50% of all respondents
- Middle quote from a student..."BEST THING TO HAPPEN SOCIALLY."
- LOTS comments about Belonging - "found a new group" "I fit in this class much better than I would've with my former class"
- Last statement is so true – there will always be somebody who is faster, getting better grades, have longer hair, have newer phone – be yourself!

Social Advantages Comment Categories**Social Advantages Comment Categories**

- Overview of the phrases we saw and the breakdown of the advantages.
- Again, older kids and social interactions rule the pie at almost 75%. Not what we expected.

Social Disadvantages: Age

Social Disadvantages

2016-2017 Acceleration Survey Results

Age

Age at start of High School and College

"Is currently socially lacking and I did not want him that young in high school. I do not believe that the social obstacles would be better than the academic obstacles"

"In high school the age difference is more of a challenge—not being able to date, drive, etc."


"She will start (college) before she is 18 and legally an adult."

Social Disadvantages: Age

- Age at start of High School and College had so many comments. Rather than using a quote or 50 quotes, we just included it as a topic.
- Age is a factor that sometimes gets overlooked at the elementary level – realize the implications years down the road

Social Disadvantages: Peers

Social Disadvantages



2016-2017
Acceleration
Survey Results

Peers – Loss of Current & Contact with Older Students

“Definitely lost touch with old friends and had to make new ones”

“Socializing with older students is NOT ideal”

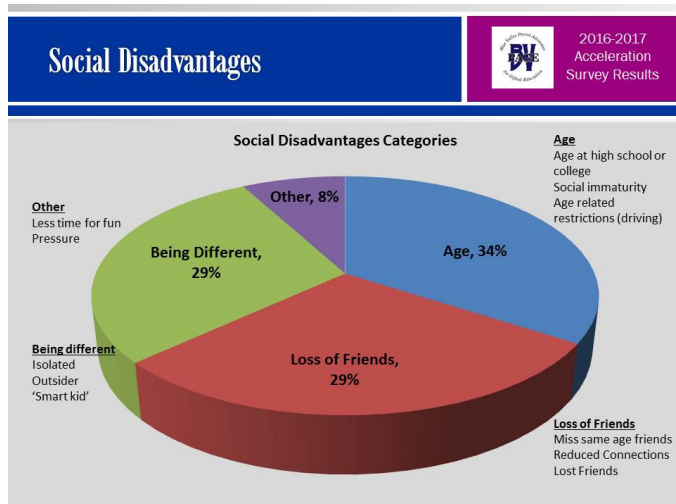
“The loss of friends her own age, because they didn't understand her needs and jealousy led to bullying.”

“Being younger than everyone else and not knowing everyone as well”

Social Disadvantages: Peers

- Peers – this refers to both loss of contact with old peers AND a new peer group of older students
- Acceleration isn't going to cure all your problems: Social misfits still misfits Acceleration doesn't cure behavior or personality “uniqueness”
- Miss friends from own age, lose friends due to lack of contact – staying friends with someone you are not in school with everyday is work!
- Older kids – exposed to language and content a year ahead


Social Disadvantages Comment Categories



Social Disadvantages Comment Categories

Student Success Quote

The Focus



2016-2017
Acceleration
Survey Results

“Acceleration does not make your student successful, the student has to want to be successful.”

Student Success Quote

- Acceleration will not fix all your problems -- quirks still there, personality is still theirs!
- Remember...take the whole child into consideration: Organization, personality, disabilities, attitudes, etc. If you have a kid who isn't organized, acceleration is not going to make that better.

Emotional Advantages and Disadvantages

Emotional Considerations	
Emotional Advantages	Emotional Disadvantages
<ul style="list-style-type: none"> Success Pride Independence Self-Esteem 	<ul style="list-style-type: none"> Emotional Amplification Fear Pressure

Emotional Advantages and Disadvantages

- Trends we saw in Emotional advantages & disadvantages.

Emotional Advantages: Success and Pride

Emotional Advantages	2016-2017 Acceleration Survey Results
<p>Success and Pride</p> <p>"Overwhelmed at first, anxious and unsure, then as time went on proud and confident and I felt like I belonged"</p> <p>"I think it gave her confidence in being smart and not feel she has to hide it"</p> <p>"My child felt a sense of honor and satisfaction for what she saw as an earned privilege"</p> <p>"She loved it, it made her feel empowered and was proud to be doing something very few could."</p>	

Emotional Advantages: Success and Pride

- These kids are doing something new & difficult and succeeding at it! A student SHOULD feel pride at that!
- Decreased frustration a big deal here! 19 expressed comments about "less complaints" "not frustrated" "happier" "improved school"
- Decreased frustration is directly correlated into happiness. This works great for me as a parent. Happier kids= happier parents.

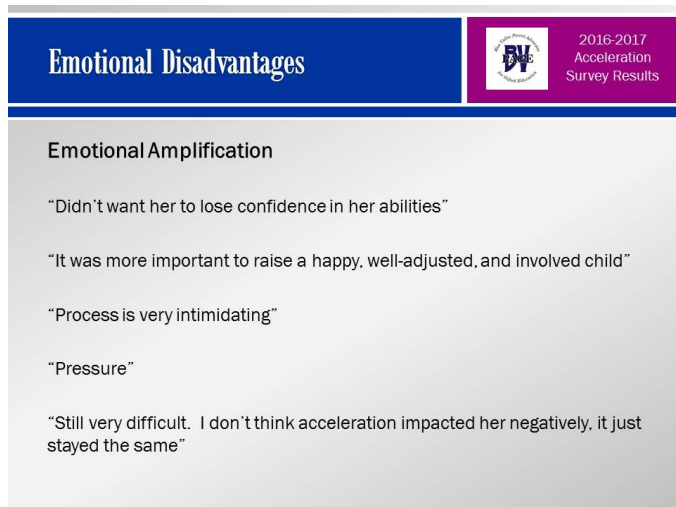
Emotional Advantages: Independence & Enjoyment

Emotional Advantages	2016-2017 Acceleration Survey Results
<p>Independence and Enjoyment</p> <p>"Relieved a lot of pressure to be perfect, ironically. My student now cuts herself a lot of slack and feels better about making mistakes"</p> <p>"Taught him that school is a place to learn, not just endure while others learn"</p> <p>"I felt a lot happier with challenging and interesting material and I participated a lot more in class"</p> <p>"Child feels challenged, enjoys harder material"</p>	

Emotional Advantages: Independence & Enjoyment

- Independence is about participating – paying attention – putting in effort, and doing these things on your own.
- Enjoyment – lots of first time instances of kids actually enjoying class and school!
- We find it interesting that a number of emotional advantages weren't stand-alone advantages – they were a result of things being 'fixed' that were wrong when the child was not challenged.

Emotional Disadvantage: Emotional Amplification



Emotional Disadvantages

Emotional Amplification

"Didn't want her to lose confidence in her abilities"

"It was more important to raise a happy, well-adjusted, and involved child"

"Process is very intimidating"

"Pressure"

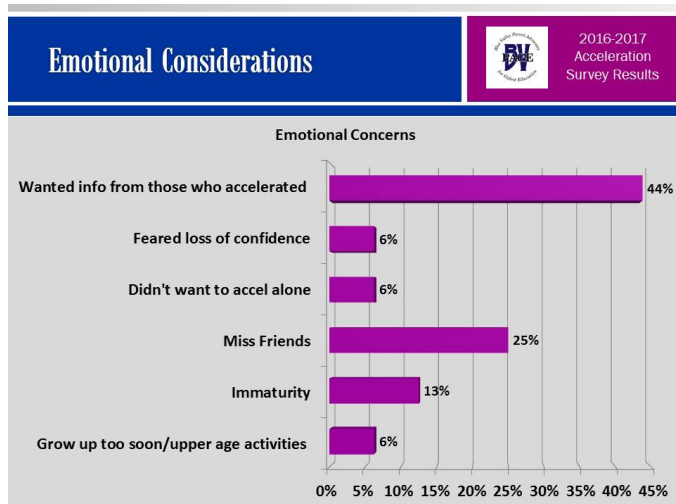
"Still very difficult. I don't think acceleration impacted her negatively, it just stayed the same"

2016-2017 Acceleration Survey Results

Emotional Disadvantage: Emotional Amplification

- There weren't that many emotional disadvantages considered or realized. Only 5 comments total about emotional concerns before acceleration decision. The comparison of the two surveys is very interesting later on.
- The majority of concerns here "fear"- "pressure"- "fitting in".
- We wondered if acceleration would give an underachiever a reason to continue to underachieve or a perfectionist a reason to be harder on themselves. Did not receive comments to support either!

Emotional Advantages/Disadvantages Comment Categories



Emotional Advantages/Disadvantages Comment Categories

- Note – this was a SMALL data set of concerns. Only 15 comments about this BEFORE acceleration – **this wasn't a category people mentioned very often** when they talked about what they considered before the acceleration choice.
- Almost half the people wanted **more information on emotional repercussions** and didn't get any – that's an area that needs to be addressed!

Logistical Considerations trends

Logistical Considerations	
Logistical Advantages	Logistical Disadvantages
<ul style="list-style-type: none"> ↪ Familiarity with next school 	<ul style="list-style-type: none"> ↪ Communication ↪ Testing Procedures ↪ Multiple buildings ↪ Schedules ↪ Support

Logistical Considerations trends

- **The LOGISTICS category** gave us a place to discuss the physical reality of going to a different classroom or building, the transportation involved in this, the testing process itself, the people involved with communicating the testing process, and the amount of communication once a child actually accelerated
- When we looked at Logistical concerns and benefits -- Here are the trends we saw in advantages & disadvantages. Lopsided.
- This was also not something we expected to see. We asked questions about Academic, Social, and Emotional, but had no questions about these items.


Logistical Advantages: Familiarity with Next School

Logistical Advantages
<p>Familiarity with next level school</p> <p>"Being able to experience the next campus for just one class built confidence and made that transition much easier."</p> <p>"In addition, early exposure to new assignment, homework, and grading systems so they weren't 'new' to accelerated student when they reached new building."</p> <p>"Middle school is socially awkward anyway - skipping a grade just gets you to high school a little faster and allows you to blend into a bigger and more challenging environment" (Social)</p> <p>"I gained a peer group of other accelerated parents and was able to share my experiences with other 5th grade parents who had not experienced middle school yet"</p>

Logistical Advantages: Familiarity with Next School

- Several responses referenced that subject accelerated students were familiar with new building (middle or high school) and older students before they were there full time.
- I love the realization that everyone is awkward as a new student in middle school OR a new student in high school – everyone is awkward and scared! Doesn't matter if you're accelerated or not!
- Last comment **WE as parents COUNT TOO!** If parents feel better or more knowledgeable about next school, they can reassure other parents and other kids


Logistical Disadvantages: Testing Process & Communication

Logistical Disadvantages	 <div>2016-2017 Acceleration Survey Results</div>
<p>Testing Process & Communication</p> <p>"It was not very clearly advertised and it almost seemed like it was a secret"</p> <p>"I think that the process is solid but also not the most fair nor consistent."</p> <p>"If a child is testing extremely high in a subject, why require them to pass a test showing mastery of a subject that they have never been exposed to?"</p> <p>"Make this process more available to parents & students, don't hide/discourage it or make it seem like a punishment to you personally"</p> <p>"How receiving teachers felt about acceleration - make sure they are supportive"</p>	

Logistical Disadvantages: Testing Process & Communication

- References to the Testing Process can refer to the testing required for math acceleration OR the process involved for whole grade acceleration,
- Communication covers both communication for the testing and communication after acceleration is actually taking place
- Hate to inform you of this, but 91% of comments here were negative - and that indicates that something is out of touch – out of sync – or expectations being out of balance
- Quote #2 "Not fair or consistent" was from a student who DID accelerate!!! Compared his journey with others' journey to get accelerated and they weren't the same.

Logistical Disadvantages: Schedules & Length of Days


Logistical Disadvantages	 <div>2016-2017 Acceleration Survey Results</div>
<p>Schedules and Length of Days</p> <p>Transportation to middle or high school from base school</p> <p>"It makes for a long day for him, another hour of school."</p> <p>"When I was in middle school, there were times that I missed parts of classes or other important events since I had to go to first hour at the high school."</p> <p>"Need to understand that you have to manage your schedule because you get lost in the shuffle with block days, field trips, off schedule days"</p>	

Logistical Disadvantages: Schedules & Length of Days

- How this works – 5th graders go to middle school for math class before elem starts, middle schoolers go to high school for 1st hour math
- Kids can miss activities because they aren't at reg-grade school, adds hour to their day from elem to middle
- Parents now have possible 2 schools for this 1 kid
- "Not able to participate in morning activities"
- "A different homework load from her twin"
- 2 schedules, 2 sets of grade checking and assignments, and 2 sets of teacher communications

Logistical Disadvantages: Support

Logistical Disadvantages



2016-2017
Acceleration
Survey Results

Support

"Everyone involved must be willing to support the decision: child, family, especially new teachers, building administration."

"Receiving teachers need to know student is accelerated and communicate more with parents and not punish student if they don't support acceleration"

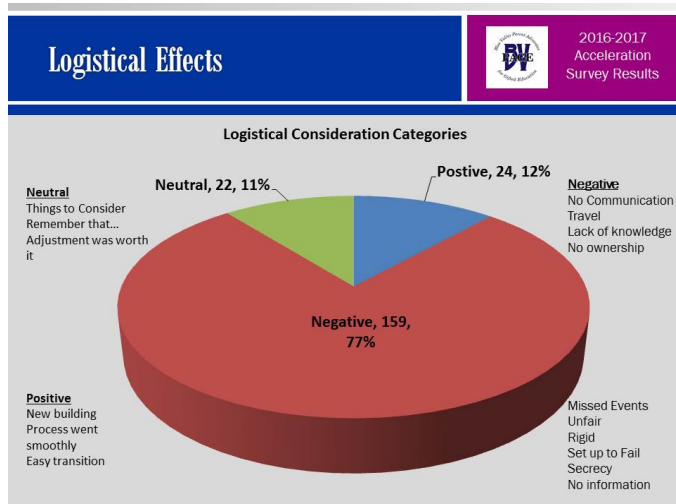
"We didn't really have much guidance in social/emotional need of gifted and the school did not either."

"Sometimes, however, it was hard to get help with my homework since most of the people in my class were not in my grade."

Logistical Disadvantages: Support

- Some very sad responses about receiving teachers not supporting student because they didn't agree with acceleration, teachers having no clue child was accelerated.
- Not every response regarding support negative? Absolutely not – several comments about individual schools doing things well

Logistical Effects: broke comments into Negative, Positive, & Neutral




Logistical Effects: broke comments into Negative, Positive, & Neutral

- **159 Negative Comments** – Complaints about lack of communication were tops! Logistics about 2 schools transportation & schedules, teachers/administrators who put up roadblocks to process
- LOTS of complaints about process – not equitably administered, not fair, different schools giving study materials
- LOTS comments about secrecy, lack of knowledge
- Neutral comments – Things to consider advice, adjustments made, and worth it
- Positive Comments – Process went Smoothly, [School name] made transition easy. Some comments mentioned BV schools.

We asked for Other things to tell us

Other Considerations



2016-2017
Acceleration
Survey Results

Not about one success or ability

"Don't focus solely on their biggest strength, look at the big picture."

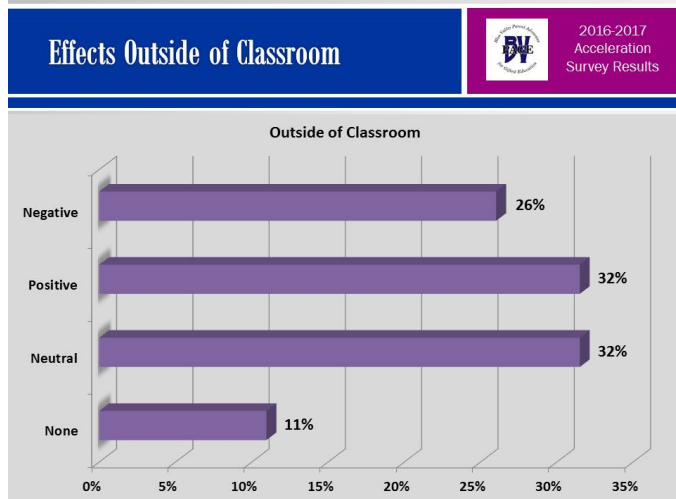
"The child needs to be confident in reading, writing, and taking notes independently. He/she needs to be able to self-advocate to get help or speak up. Accelerating does not make the student successful, the student has to want to be successful."

"Make sure it's a well rounded acceleration and not just an academic progression"

We asked for Other things to tell us

- In each survey, we asked if there was "anything else" they considered or wanted to tell us
- We have really insightful parents and students! Sometimes you forget about the big picture when you are looking at one facet.

Effects outside of classroom: sports, hobbies, recreation



Effects outside of classroom: sports, hobbies, recreation

- This is one thing that came up from 61 respondents (60% of everyone who filled out survey) – there are effects outside of the classroom.
- There were numerous examples, so we combined them into Positive, Negative, and Neutral.
- Combining Neutral, Positive & None together gives us about 74% who didn't think it was negative.

Effect on Hobbies, Rec, Sports

Effects Outside of Classroom

2016-2017
Acceleration
Survey Results

Hobbies, Recreation, Sports

"Subject acceleration in math did not interfere with her eligibility in math competition"

"Effects like sports teams and Sunday school - no one really told us to think those through."

"She was a swimmer, and that is done by age, not grade, so it wasn't an issue."

"Acceleration helped me find the extracurriculars I loved"

"Little to no effect, did sports and theater and Scouts"

Effect on Hobbies, Rec, Sports

- Some of the comments from these respondents.
- Negative: example: School Based Athletics is a big one for whole grade acceleration. Child may not be allowed on sports team with grade because too young of an age. If your kid wants to excel at school based athletics, also keep in mind that there can be multiple years of physical development difference due to age. This can make it tough.
- Neutral answers were things like Swimming or Tae Kwon Do levels – belt color tests are dependent upon skill level, not age or grade
- Positive: school based teams like Math competitions done by grade or school, not age.

The focus: Just because you can doesn't mean you have to

The Focus

2016-2017
Acceleration
Survey Results


"My motto has become '*Just because you can do it doesn't mean you have to*' "

The focus: Just because you can doesn't mean you have to

- Again, it's all about what is right for your kid. This is an option, not a ultimatum

Prior Concerns vs. Experience

BVPAGE Acceleration Surveys

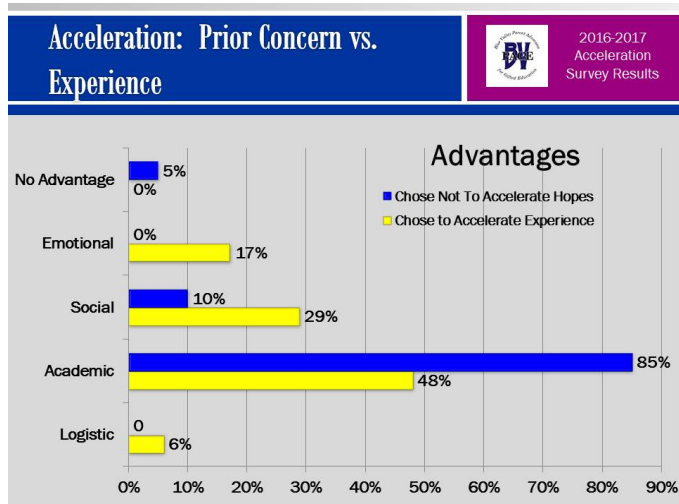

2016-2017
Acceleration
Survey Results

Prior Concerns vs. Experience

Prior Concerns vs. Experience

- One of the really interesting correlations we found was that the concerns people expressed often WEREN'T a reality once acceleration was actually implemented.
- We are going to look at the biggest concern in each of our 4 categories and what happened with it
- This is the fears and hopes vs. what actually happened section.

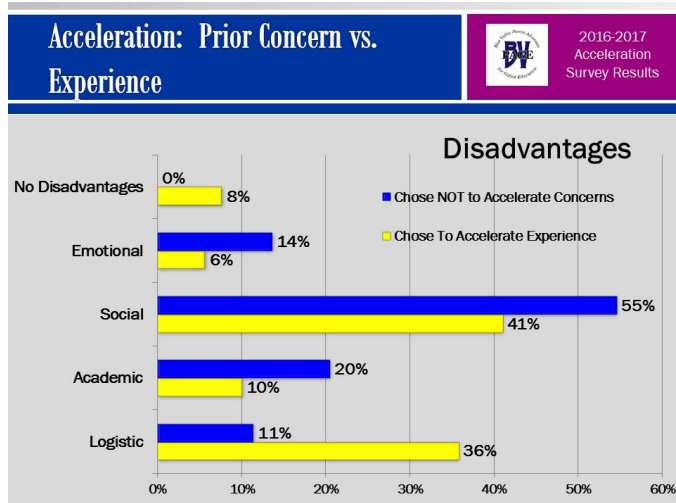
Overall Look at Advantages Prior Concern vs. Experience



Overall Look at Advantages Prior Concern vs. Experience

- These next graphs show an overview of the advantages of what people who turned down acceleration were concerned about – and the reality of that issue reported by those who did accelerate.
- Emotional wasn't even a consideration. Social was much more of an advantage. People didn't consider logistics, and Academic didn't reach the levels they'd hoped for.
- One thing to point out – there were certain comments in the survey that really bothered us – where we asked "What advantages do you see in acceleration" – We had a Parent who said "*I am a teacher and I see no advantages what-so-ever*" That is someone who approached the whole acceleration issue with a closed mind – really, you couldn't think of 1 thing that it might help?

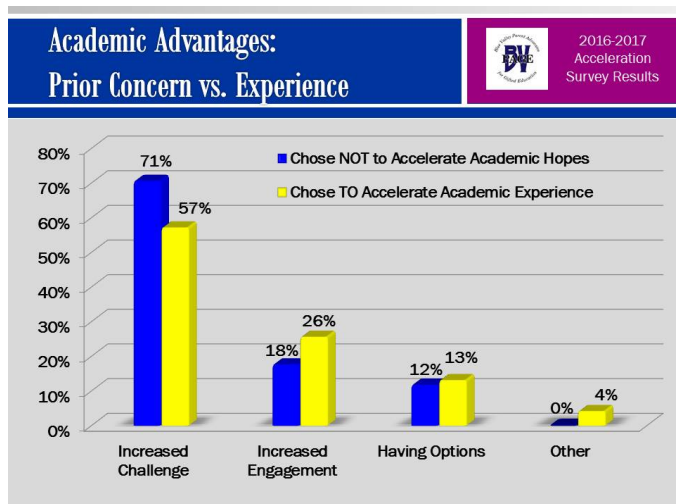
Disadvantage Concerns vs. Experience



Disadvantage Concerns vs. Experience

- Disadvantages people who turned down acceleration were concerned about – and how much of a disadvantage was it really
- Only Logistic was worse than people expected.
- Everything else is better than they expected.

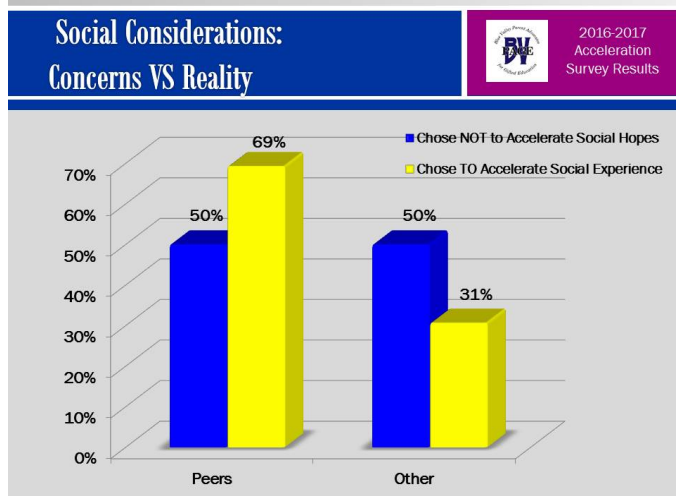
Academic Advantages: Prior Concern vs. Experience



Academic Advantages: Prior Concern vs. Experience

- What surprised us here is the Academic Challenge –thought this would be a bigger benefit – but only 57% say it really was.
 - This supports the comments about pacing, some students needing additional challenge after acceleration, and are surprised that one grade level acceleration was not enough
- Engagement increased more than expected.

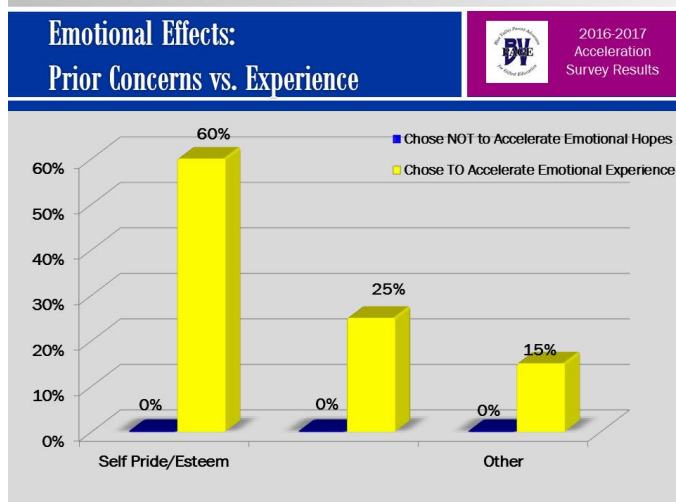
Social Considerations Prior Concern vs. Experience



Social Considerations Prior Concern vs. Experience

- Greatest fear expressed by those considering acceleration was that of friends – leaving old friends and making new friends with older kids
- Interesting thing – the comments expressed by HALF those considering acceleration was the FEAR of older peers – our **63%** of those **commenting on older peer interactions were positive!!**
- Student comments about peers were positive.

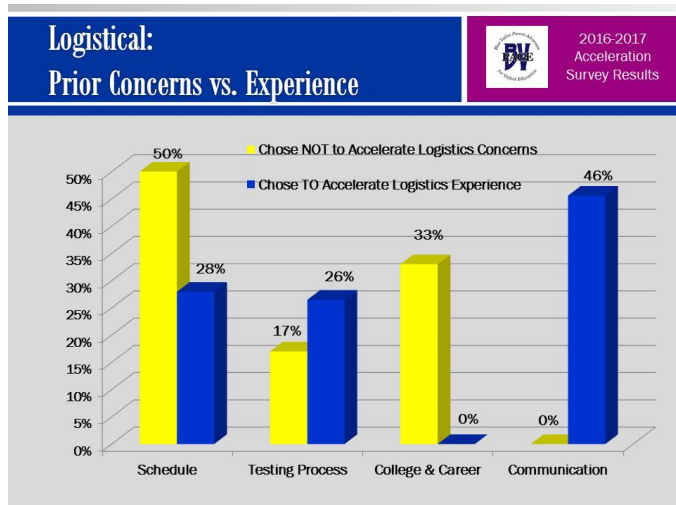
Emotional Effects: Prior Concern vs. Experience



Emotional Effects: Prior Concern vs. Experience

- This is interesting – No one mentioned any emotional positives when they considered acceleration
- But look how positive the experience was/is for those who did accelerate!
- Other includes things like increased self-acceptance, decreased perfectionism, and increased flexibility and adaptability.

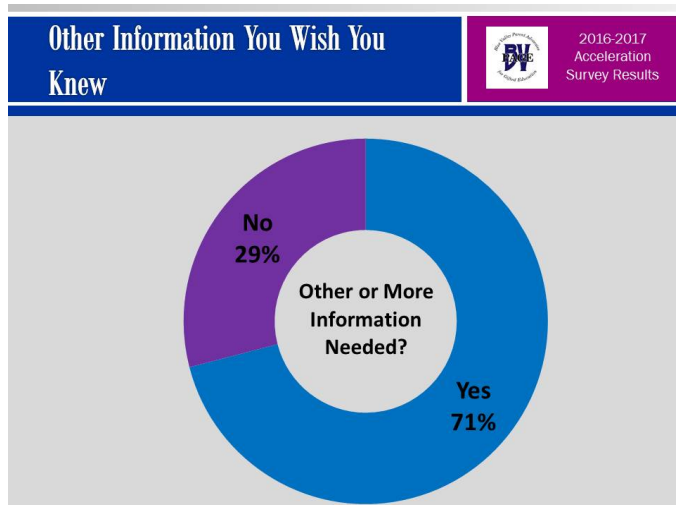
Logistical Prior Concerns vs. Experience



Logistical Prior Concerns vs. Experience

- Interesting and unexpected --- Aside from the Testing process, the things people feared really didn't happen
- BUT the things that happened that were bad or negative weren't on people's radar beforehand.
- This especially true in the Communication and College categories

We asked if there was more or other information people wanted before their decision




We asked if there was more or other information people wanted before their decision

- Another question we asked on BOTH SURVEYS was – Was there any other information you wish you had known?
- Of the 62 respondents who answered this question...
- 29% (18) felt they did not need to know more. **ONLY** 17% (3) felt they were well informed.
- **71% (44) wished they had known more before making the decision**
-

Comments regarding Other information I wish I knew

Other Information You Wish You Knew


**2016-2017
Acceleration
Survey Results**

"Clearer direction/unified suggestion of what to do from the educators/principal (they gave mixed signals)"

"Wish we would have known it was an option much earlier."

"Wish I would have known there was an option just bumping up one subject level grade"

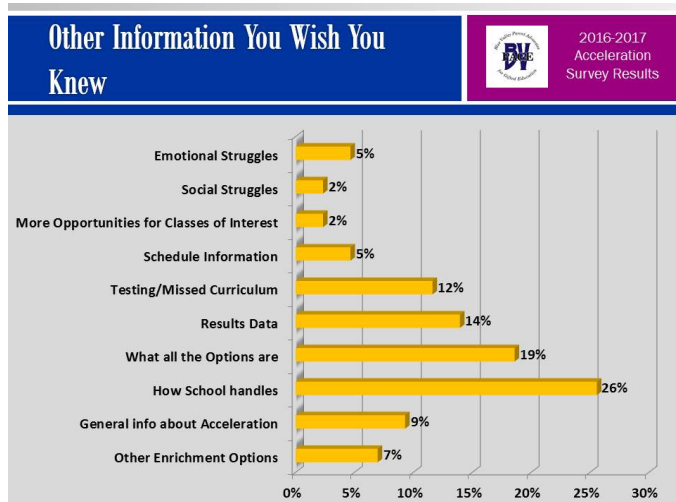
"Quotes from kids who skipped this grade. Experiences? Regrets? What was good?"

"Middle of the year acceleration is NOT a good idea, even if it is recommended by the school."

Comments regarding Other information I wish I knew

- 44 different comments on what people wished they had known previous to their decision or previous to accepting acceleration

Categories of Wish I knew more




Categories of Wish I knew more

- 70% (31) wanted more information about the process: how the school handles it; options are available; Data about how it affected kids who did it; more info in general; testing; missed curriculum is handled; Scheduling information
- 9% would liked to have had more information about acceleration in general
- 7% were interested in what other enrichment opportunities exist – both inside and outside of the district
- 7% wished they'd been more aware of the Social/Emotional struggles

What happens when child needs "something"

Student Needs


**2016-2017
Acceleration
Survey Results**

What happens when child needs "something"

"There is a tendency for them to get ignored because they don't need extra help to do their work."

"More a question of what if we hadn't bumped him . . . ???"

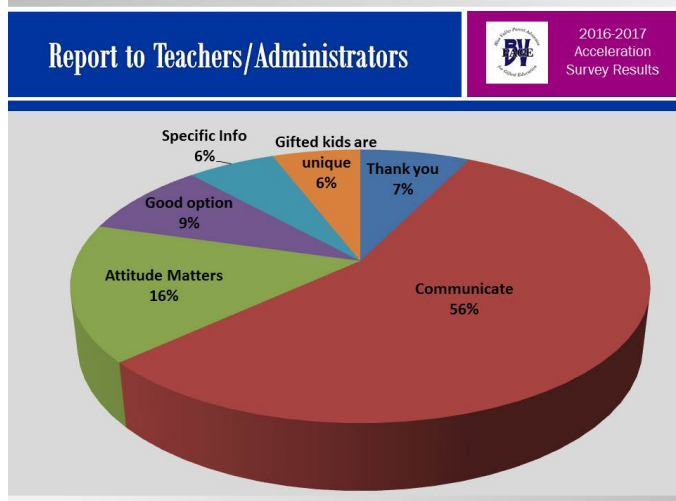
"The kids eventually become average since they are not given the opportunity to move up or the classroom teaching simply turns them off."

"I think if our son had been accelerated in K or 1st, we might have had a positive outcome. Acceleration came at a point in his education when we were desperate for help at school (really too late). Our son was underachieving in the classroom, miserable at school, complained he never learned anything at school.....we ending up homeschooling"

What happens when child needs "something"

- Again here's **WHY we did these surveys**. Every one of these parents wanted to tell us what happened or what was happening when their child needed something from school they weren't getting.
- We saw the B Word again and again, but that wasn't the biggest concern.
- Look at that fourth comment. Do we want these amazing kids to become average? And the last one is sad. They couldn't get what their son needed, so the pulled him out of school completely.

Asked if Anything to Report to Teachers, School, Administrators



Asked if Anything to Report to Teachers, School, Administrators

- Communication was a huge issue. That combined with Specific Info (another facet of Communication where people wanted more info about testing, logistics, what was to be done when), makes up more than 60% of this section.
- Another great reminder that showed up several times: Gifted Kids are Unique – a reminder that high achievers need different things that the general student population
- We'll touch on some of the other ones as we go through the quotes.

Report to Teachers/Admins quotes

Report to Teachers/Administrators

2016-2017 Acceleration Survey Results

Things to consider

"Don't be so afraid of this. I have honestly never seen it go bad, but I have seen kids become underachievers who chose not to accelerate."

"Thank you for offering this. Couldn't imagine my son not being challenged"


"For us, the process was driven by the school and went very smoothly"

"Thank you for giving me the opportunity to accelerate; it overall had an extremely positive impact on my K-12 school career"

Report to Teachers/Admins quotes

- These are a few of the great quotes that came out of this section.
- Best part was the number of people who said Thank You – and who said their specific school made things go smoothly!
- Loved the number of people who wanted them to know that it was a good option or it worked for them.

Report to Teachers/Admins quotes


Report to Teachers/Administrators	 2016-2017 Acceleration Survey Results
<p>Things to work on</p> <p>"My teachers and principal demonstrated concern I would not 'adjust socially and normally.' Although every student is different, I would like to report that it actually helped me become more social and extroverted"</p> <p>"Please be supportive of kids that need the acceleration and do not put up excuses or barriers. Administrators, empower your teachers"</p> <p>"Receiving teachers need to know student is accelerated and communicate more with parents and not punish student if they don't support acceleration"</p> <p>"Boredom is dangerous"</p> <p>Communication</p>	

Report to Teachers/Admins quotes

These are the areas that need work

- Attitude Matters – There were several comments about school personnel having a personal opinion against acceleration and putting up obstacles for it like in the first quote.
- There was also one from a family who chose not to accelerate. A teacher made the comment – to a student - in regard to a situation, your parents should have accelerated you.
 - No matter what families decide, they don't need comments about the decision from teachers or administrators.
- **And the biggie: Communication**– Over HALF comments on need for more communication: Tell me about...the process, why it isn't more well known, about schedules, timing, what happens down the road, how it affects college, what's going on in the accelerated classroom if they are subject accelerated. "keep me informed", "Tell Me". People are hungry for information.


We asked What Would You Tell a Student Considering Acceleration?

Tell a Student Considering Acceleration	 2016-2017 Acceleration Survey Results
<p>"It's a great thing if you are not being challenged, plan for more work and some disruption to your schedule"</p> <p>"Be positive, things change, and nothing is forever"</p> <p>"Express yourself and trust your inner self on what you need, not what others think you need."</p> <p>"Stay strong, apply yourself and enjoy!"</p> <p>"If it's right for you, then you should do it. But, there are also a lot of opportunities for advanced learning that go beyond whole grade acceleration. Be sure to explore all of your opportunities and decide what is best. It can be stressful to accelerate a grade."</p>	

We asked What Would You Tell a Student Considering Acceleration?

- We asked those who DID Accelerate –
- Nothing is Forever is a STUDENT ANSWER
- Another student said - "If you don't like it you can go back"


We also asked What would you tell a parent considering acceleration for their child

Tell a Parent Considering Acceleration for Their Child	 2016-2017 Acceleration Survey Results
<p>"Only accelerate if your child can perform academically and socially at a higher/more mature level. There is no "status" benefit from accelerating."</p> <p>"Don't force it on your child so he/she can "get ahead in life". That's not what this is about. It has to be a necessity not a wish of the parent or student."</p> <p>"Let the student make the final decision."</p> <p>"Have a positive attitude, be patient"</p> <p>"Get help from counsellors or people who have experience like other parents of gifted students."</p>	

We also asked What would you tell a parent considering acceleratuib for their child

- We asked those who DID Accelerate –
- 55 of our 89 respondents had advice for other parents – to me they are helping to fulfill that last comment about getting help from other experienced parents


Do you have any other information to provide?

Other Information	 2016-2017 Acceleration Survey Results
<p>"Question your own motives. What do you hope to accomplish by doing this? Is this really what's best for your child or is this what you want?"</p> <p>"Listen to your child above all"</p> <p>"It was a great experience for us academically, but I wouldn't recommend it for everyone"</p> <p>"Don't let it scare you. They rise to the challenge. It's important to accelerate in some cases - the student can become bored and disengaged in school if not challenged/learning/seeing the value of an education"</p>	

Do you have any other information to provide?

- These quotes and advice were aimed at the parents NOT the students!

The focus – make your child the priority & no wrong decision

The Focus	 2016-2017 Acceleration Survey Results
<p>"Whether you chose to accelerate or not, as long as your child is your priority, you won't make the wrong decision. If you're undecided, I'd encourage you to explore ALL the options"</p>	

The focus – make your child the priority & no wrong decision

- Again, another great quote to remind us of what we are aiming for...the best thing for our child.
- Consider all of the options before making your decision.

Did NOT: Was this best decision? Any regrets?**Did Not Accelerate: Was this the best decision? Any Regrets?**2016-2017
Acceleration
Survey Results

"Yes!! Absolutely no regrets!!"

"We regret that acceleration is not an option in our school district"

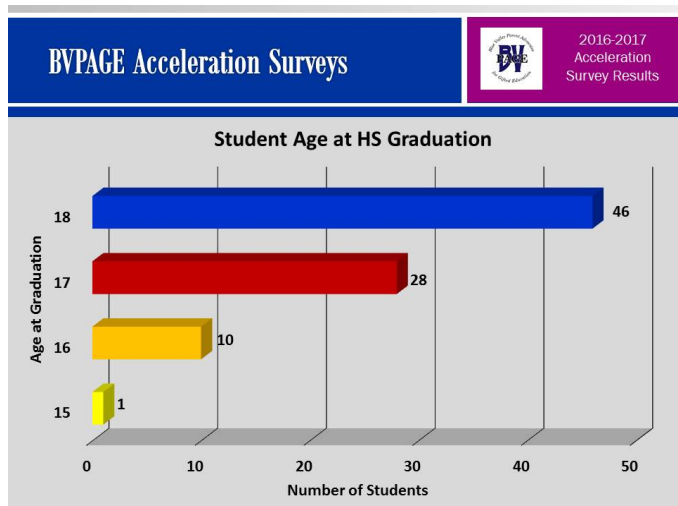
"In the long term yes, I still think it's best due to how young he would be in comparison to his classmates"

"If our son could have been accelerated in K or 1st, we might have had a positive outcome"

"Acceleration came at a point in his education when we were desperate for help at school (really too late). Our son was underachieving in the classroom, miserable at school, complained he never learned anything at school."

Did NOT: Was this best decision? Any regrets?

- We wanted to know if the families who Chose NOT to had any regrets.
- Maybe not a fair question since you can't know the outcome of the other side, but there were a wide range of comments on both sides of the fence.
- Everything from yes, to what would have happened if we'd done it earlier, and there wasn't a choice or the choice came too late.

Chose TO Accelerate: Student Age at HS Graduation**Chose TO Accelerate: Student Age at HS Graduation**

- NOW going to switch back to some **data and quotes specifically** from those who **Chose TO Accelerate**
- 87 responses of 89 respondents for age at graduation.
- Majority still 17 and 18. Only a few 16 and under, but this is something to consider with kids who may need to drive to get to math classes that aren't offered at the high school level yet, and also in relation to what their peers are able to do.

College Considerations

College Considerations

2016-2017 Acceleration Survey Results

"One less year of saving for college \$ and one less year of our son at home"

"She will start before she is 18 and legally an adult"

"One less year of maturity to handle the pressure of it."


"She will be 15 when she starts college. That is a much bigger issue for me as the mom than for her as the student."

College Considerations

- We get lots of questions about how this affects kid going in to or in college. This is another area that people may not be considering when in elementary school.
- One less year of student at home is a biggie – this came up at a BVPAGE meeting and our parents were stunned at the implication when mom cried describing how she realized her son would be living with them **one year less** than normal

Other College considerations

College Considerations



2016-2017
Acceleration
Survey Results

"No problems, our daughter was in the honors college and loved it"

"It definitely helped me prepare and survive academically at Harvard, especially the first year"

"Due to all the AP credits he came to college with (47 total) he can get 2 degrees in 4 years!"

"More prepared for college level work"


"He started with Honors Calc 3 and Differential Equations first semester and has done well! Already done with math for engineering degree"

Other College considerations

- LOTS of variations on more prepared for college workload, college assignments, etc.
- LOTS of variations on starting college with some credits already applied –
- One of the great things about it...AP and dual credit course costs WAY LESS than college credit hours

Post College Considerations

Post College Considerations



2016-2017
Acceleration
Survey Results

"So burned out from school, not going to graduate program. Does not have any great leads coming out of college. Not real motivated to continue to push above and beyond."

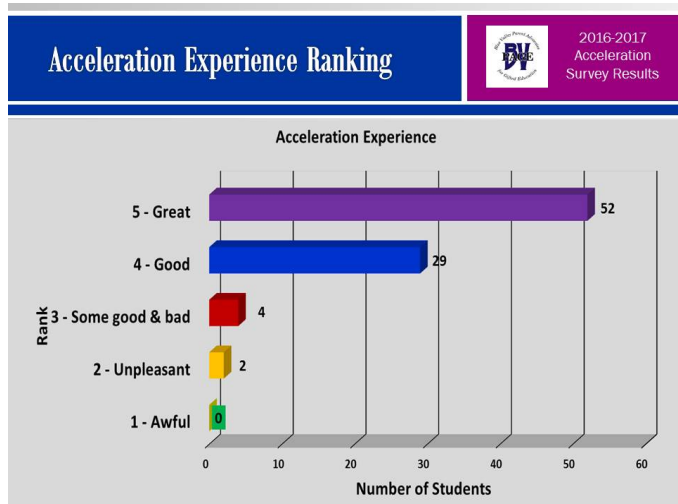
"Allowed him to spend a year after college graduation in volunteer service before going to medical school. when acceleration was offered, we said **"it's a gift of a year you might want some day"** and it turned out it was. He reminded us of the "gift of a year" when he wanted to gap/volunteer year!"

"Acceleration starting in middle school taught me to be unafraid of trying new things, to take on new challenges. I truly believe [it] contributed to my confidence in college, and will most likely continue to positively impact me beyond college."

Post College Considerations

- These are long, but they are worth it. The first one was the only comment like this. It is really sad.
- But we LOVE the ***"Gift of a year you might want someday."*** No one says you HAVE to go to right to grad school after college – or that you have to go to college right after grad from high school at age 17.
- And that last one: "Acceleration starting in middle school taught me to be **unafraid of trying new things, to take on new challenges.** It **contributed to my confidence and will continue to positively impact me.**"
- What a life changing experience!

Last question we asked: In my experience, Acceleration for me was



Last question we asked: In my experience, Acceleration for me was

- ALL 89 Responses Wow! 93% rate 4 or 5
- 4.5 being average rating!!
- This was a surprise to us!!! Again – could it be we just got happy people? That the unhappy didn't want to take the time to fill out survey? OR at 93% positive rating that this really is a good option?!


Quotes from rank acceleration experience

Acceleration Experience Ranking	 2016-2017 Acceleration Survey Results
<p>"It's not a solution for every child. I have 2 gifted kids & knew my older daughter could be accelerated but my younger daughter would not be able to handle it"</p> <p>"Your child needs to be mature as well as gifted"</p> <p>"It was really a great experience but a great personal sacrifice on her part. It was the best solution for her because she was so far beyond her peers "</p> <p>"I would recommend it to any student considering acceleration. If you don't like it or it's too stressful, you can always go back."</p>	

Quotes from rank acceleration experience

- People realized this isn't the answer for everyone
- You can always go back comment from a STUDENT

Final thought: "hard to be a parent"

The Focus	 2016-2017 Acceleration Survey Results
<p>Final Thought</p> <p>"It's hard to be a parent! Know that you aren't pushing your child you are just letting go so that you aren't holding them back."</p>	

Final thought: "hard to be a parent"

BVPAGE info, Thank you for coming

BVPAGE Acceleration Surveys	 2016-2017 Acceleration Survey Results
<p>Website: WWW.BVPAGE.ORG Facebook: BVPAGE Twitter: @BVPAGEORG</p> <p></p>	

BVPAGE info, Thank you for coming

- Thank you to all who took the time to fill out the surveys. Again, all survey data (and this presentation) will be on the BVPAGE website tomorrow.
- There's still a lot there to look at. You can expect an update on this presentation in the fall.
- We are also going to cover some of this information at our meeting on May 5th.
- And just a reminder...no meeting tomorrow.