

Teaching and Learning

Acceleration Program Appraisal

	Materials	Yes	No
Section One Considerations	High-quality instructional materials are in place for both core and support time.		
	If yes, move to implementation. If no, move to the next question.		
Section Two Considerations	Do supplemental materials identify remediation content without connecting to core instruction topics?		
	Do supplemental materials focus students solely on content that is more than 1 year (or grade level) below the students' current grade level?		
	Do supplemental programs place students on a computer-based learning path that is not adjusted or only adjusted 2-3 times per year?		
	Does the supplemental program give the student the answer after answering? For example, if a student completes a problem, the problem is incorrect, a text box pops up with a text-based explanation, and the answer is provided.		
	If yes on any of the section 2 questions, remove the supplemental materials and choose materials that <ul style="list-style-type: none"> • directly connect to current core grade-level work; • focus students on preparation for core; and • allow for flexible and frequent adjustment based on student needs according to timely data. 		
	Implementation	Yes	No
Considerations	Do all students have frequent and consistent (at least 3 times per week) extra tutoring time built into the school day?		
	Is there a clear connection to core instruction for students?		
	Is instruction during extra time provided by a qualified educator?		
	If you answered no to any of the above questions in this section, consider restructuring your tutoring time to include at least 3 times per week provided by a qualified educator aligned to core instruction.		