



Guidelines for Academic Acceleration

Whole Grade Acceleration

1. Any student, parent/guardian or teacher may make a referral for any enrolled student in grades K-12 to be evaluated for possible whole grade acceleration. *Acceleration Referral* forms shall be available at the Gifted & Talented offices, from gifted staff throughout the District, and on the District web site. The form shall describe the procedures for submitting the request to the Gifted & Talented office.
2. The Gifted & Talented office will send a parent/guardian permission form home to families of referred students. Written consent must be granted by the parent or legal guardian before a student will be assessed for acceleration.
3. Acceleration referrals received with parent permission for testing granted within designated time frames will be tested as indicated below:
 - a. Referrals with permission made sixty (60) or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school.
 - b. Referrals with permission made sixty (60) or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester.
 - c. Assessment will begin April 1st for Whole Grade Acceleration at the beginning of a school year and December 1st for early entrance at the start of the second semester.
4. The assessment will include a cognitive test and academic subject tests in the areas of reading, math, science, and social studies.
 - a. In accordance with the state-required *Iowa Acceleration Scale*, the academic test administered will be two grade levels above the student's current instructional level.
 - b. In accordance with the state-required *Iowa Acceleration Scale*, the student must score at least a 115 on the cognitive test for acceleration to be further considered as an option. The evaluation process will end if this score is below 115.
 - c. In accordance with the state-required *Iowa Acceleration Scale*, the student must earn at least 10 ratings points for cognitive, on-grade level achievement scores, and above grade level achievement scores for acceleration to be further considered as an option. The evaluation process will end if this score is below 10, although further consideration may be given to subject acceleration if one academic area is particularly strong.
5. If a student meets the minimum testing outcomes outlined in the *Iowa Acceleration Scale*, the Gifted & Talented office will arrange for a meeting with the Acceleration Committee (the parent/guardian, the building Gifted Resource Specialist, the child's current teacher, the potential receiving teacher, and the building principal) to go through other components of the *Iowa Acceleration Scale* and to determine best placement.
6. Final placement will be based on consensus of the Acceleration Committee. If consensus cannot be reached, placement will be determined by majority vote of the Committee.
7. Appeals of the outcomes by the parent or guardian must be made in writing within 30 days of the date of the results letter to the Executive Director, Office of Improvement and Innovation.



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Subject Acceleration

8. Any student, parent/guardian or teacher may make a referral for any enrolled student in grades K-12 to be evaluated for possible subject acceleration. *Acceleration Referral* forms shall be available at the Gifted & Talented offices, from gifted staff throughout the District, and on the District web site. The form shall describe the procedures for submitting the request to the Gifted & Talented office.
9. The Gifted & Talented office will send a parent/guardian permission form home to families of referred students. Written consent must be granted by the parent or legal guardian before a student will be assessed for acceleration.
10. Acceleration referrals received with parent permission for testing granted within designated time frames will be tested as indicated below:
 - a. Referrals with permission made sixty (60) or more days prior to the start of the school year shall be evaluated in advance of the start of the school year so that the child may be placed in the accelerated placement on the first day of school.
 - b. Referrals with permission made sixty (60) or more days prior to the start of the second semester shall be evaluated for possible accelerated placement at the start of the second semester.
 - c. Assessment will begin April 1st for Subject Acceleration at the beginning of a school year and December 1st for early entrance at the start of the second semester.
11. The assessment will include a cognitive test and academic subject tests in the area of referral.
 - a. The academic test administered will be two grade levels above the student's current instructional level.
 - b. Based on guidance from the regionally-developed subject acceleration tool, the student must score at least a 110 on the cognitive test for acceleration to be further considered as an option. The evaluation process will end if this score is below 110.
 - c. Based on guidance from the regionally-developed subject acceleration tool, the student must meet critical scores for cognitive, on-grade level achievement scores, and above grade level achievement scores for acceleration to be further considered as an option. The evaluation process will end if any of these critical points are not met.
12. If a student meets the minimum testing outcomes outlined in the regionally-developed subject acceleration tool, the Gifted & Talented office will arrange for a meeting with the Acceleration Committee (the parent/guardian, the building Gifted Resource Specialist, the child's current teacher, the potential receiving teacher, and the building principal) to go through other components of the regionally-developed subject acceleration tool and to determine best placement.
13. Final placement will be based on consensus of the Acceleration Committee. If consensus cannot be reached, placement will be determined by majority vote of the Committee.
14. Appeals of the outcomes by the parent or guardian must be made in writing within 30 days of the date of the results letter to the Executive Director, Office of Improvement and



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15. Subject acceleration in mathematics via dual or compacted enrollment in 7th grade and 8th grade math courses may also occur in accordance with the procedures outlined by the District's Office of Teaching and Learning.
 - a. Students who do not meet the eligibility criteria for simultaneous placement in 7th/8th grade mathematics as outlined in the procedures set forth by the Office of Teaching and Learning may only be simultaneously enrolled in 7th/8th grade mathematics if placed using the subject acceleration procedures outlined above in items 8 through 13 of these guidelines.
16. Students who successfully complete a Credit Flexibility course following District procedures may be reported as subject accelerated in one of the four core content areas if the course is typically taken at a grade level higher than the student's current grade level.
 - a. The family's actions to apply for and enroll the student in Credit Flexibility will serve as consent to the assessment.
 - b. The assessment at the end of Credit Flexibility period to determine the award of credit will serve as the evaluation for acceleration eligibility.
 - c. The consultation session during the Credit Flexibility application process between building representative and student/family will serve as the acceleration placement meeting.
 - d. The approved Credit Flexibility proposal and plan will serve as the written acceleration plan.
17. Students who are enrolled in a College Credit Plus course in one of the four core content areas may be reported as subject accelerated provided the high school credit awarded is in lieu of a course more advanced than the course that would typically be taken by the student in his/her enrolled grade level.
 - a. The family's actions to apply for and enroll the student in courses will serve as consent to the assessment.
 - b. The application and review of admissions by the partner university's admissions office will serve as the evaluation for acceleration eligibility.
 - c. Attendance at the mandatory College Credit Plus counseling/information session will serve as the acceleration placement meeting.