

# ACCELERATION OF STUDENTS

## ACCELERATION DEFINITIONS

Acceleration is any modification of the regular instructional program that enables a student to progress more rapidly and to complete a program in less time or at an earlier age than is traditional. Acceleration should include, but is not limited to: early entrance to kindergarten (as covered by district policy), moving at a faster pace through subject area(s), advanced grade placement, obtaining high school credit while in middle school, obtaining college credit while in high school and early graduation from high school.

Definitions of the types of acceleration are as follows:

1. **Horizontal Acceleration** – Includes curriculum differentiation through compacting or “testing out” that allows students to move at a faster pace through the curriculum but remain with their peers. Types of horizontal acceleration include individualized or independent study, differentiation, mentorship, magnet or cluster classes, enrolling in university courses as covered by district policy, and Advanced Placement courses. Horizontal acceleration can be done at any time and teachers are encouraged to pursue any of these modifications to best meet the needs of the high ability student.
2. **Vertical Acceleration** – Permits grade advancement at the elementary and middle levels that allows students to proceed to an advanced grade level in all subject areas to meet the student’s ability and performance needs. An example of vertical acceleration would be a third grade student, instead of enrolling in fourth grade the next academic year, enrolling in all fifth grade classes. Another example would be a seventh grade student not going to eighth grade but enrolling in all ninth grade classes. Vertical acceleration also allows students to move to an advanced grade level in one or more subjects while remaining identified with their own peers. An example: this type of vertical acceleration would be a third grade student attending a fourth grade reading class but staying in third grade for the remainder of the subjects. This must be done only with much deliberation as to the effects of this acceleration process upon the whole child.

ADOPTED: August 27, 2001

REVISED: January 28, 2002  
September 23, 2013  
January 14, 2019

LEGAL REFS.:

CROSS REFS.: IKE-R, Vertical Acceleration Guidelines

REVIEW DATE: January 14, 2019

# VERTICAL ACCELERATION GUIDELINES

## GENERAL CRITERIA

To be considered for acceleration, the student must demonstrate:

- skill levels superior to age/grade peers and test scores on or above the 95th percentile on a nationally normed test, for example a MAP test, in one or more subjects.
- academic readiness as demonstrated by “A” grades in pertinent subject areas.
- social and emotional maturity based on observation.
- parental and student commitment to the acceleration process.
- advanced scoring in pertinent subject areas on the Wisconsin State Assessment Test.

Early entrance into kindergarten, differential/subject acceleration and vertical acceleration must consider the points above and must also weigh each of these criteria:

- the student shows a high degree of motivation and persistence.
- the teachers involved have input into the planning and decision-making process.
- the parent(s)/guardian(s) of the student have input into the planning and decision-making process.

The decision to accelerate or not to accelerate will be:

- based on available data.
- a result of an agreement of the administration, teachers, pupil services team member, GT coordinator, and parent(s)/guardian(s) of the student.

## VERTICAL ACCELERATION PROCEDURES

1. A written application shall be made by the student, parent(s)/guardian(s), teacher, administrator, GT coordinator, or other nominating person and submitted to the building principal. The form Request for Vertical Acceleration will be used.
2. The building principal will notify the parent(s)/guardian(s) and obtain consent to consider the application.
3. The building principal, in consultation with the GT coordinator, will then determine additional appropriate members of the team based on their knowledge of the student and of the student’s needs. The team will then meet with the student and the parent(s)/guardian(s). Through consensus, recommendation for appropriate programming will be made by the DEP (Differentiated Educational Plan) team.
4. A long-range differentiated educational plan will be developed by the DEP team. The form Differentiated Educational Plan will be used.

5. A review will occur after the first four weeks of placement. After this period, additional reviews may be requested by any DEP team member at any time during the school year.
6. The DEP team will meet with the student and parent(s)/guardian(s) at least once annually to review the Differentiated Educational Plan (DEP).

## **HIGH SCHOOL CREDIT GUIDELINES**

### **Student prior to entering grade nine:**

If a student, prior to entering grade nine, successfully completes a course offered at the high school, consistent with DPI guidelines, he/she may be awarded high school credit for that course.

1. The high school course work may be those offered in our district's program or may be offered off-campus or online.
2. Consistent with DPI guidelines, this credit may count as an elective toward the total required for graduation and may also fulfill the state's specified high school subject credit requirements.
3. The name of the course and the grade will be recorded on the student's transcript at the high school.

### **Student in grades nine or ten:**

If a student in grades 9 or 10 completes advanced (grades 11/12) course offerings in a specific area and accesses advanced course areas, he/she may be awarded high school credit to fulfill that department requirement.

1. This credit will count toward the total required for graduation and will also fulfill the state's specified high school subject credit requirements. Prior approval from the building principal is required.
2. This credit will affect the student's GPA.
3. The name of the course and the grade will be recorded on the student's transcript.
4. Off-campus courses and/or online courses may be taken for credit and grade. Preapproval by the building principal is required.

### **Student in grades eleven or twelve:**

1. If a student entering grades 11 or 12 has successfully completed required high school courses in a specific subject matter, he/she may use the Youth Options Program for further course work.

2. Off-campus or online credit courses may also be taken for credit and grade with preapproval by the building principal.
3. The name of the course and the grade will be recorded on the student's transcript.

**3/10/14**

## REQUEST FOR VERTICAL ACCELERATION FORM

Vertical acceleration permits grade advancement at the elementary and middle school levels. It allows students to proceed to an advanced grade level in subject areas commensurate with the student's ability and performance. An example of vertical acceleration would be a third grade student, instead of enrolling in fourth grade the next academic year, enrolling in all fifth grade classes. Another example would be a seventh grade student not going to eighth grade but enrolling in all ninth grade classes. Student acceleration is only done after consideration of a variety of variables reflecting the whole child and input from school personnel and parent(s)/guardian(s).

This form is to be completed by the student, parent, teacher, pupil service staff, or administrator. This form allows identification of a potentially vertically accelerated student. Please return this form to the building principal.

NAME OF STUDENT: \_\_\_\_\_ Date of Birth \_\_\_\_\_

Current Grade Placement \_\_\_\_\_ School: \_\_\_\_\_ Teacher \_\_\_\_\_

Parent(s)/Guardian(s): \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

1. State, specifically, the reason for this request for vertical acceleration:
2. What modifications have been implemented or are currently being utilized to accommodate this child's needs?
3. What were the results of these modifications?
4. When and how was this referral discussed with the parent(s)/guardian(s) of the child?

Name of referring individual \_\_\_\_\_ Date: \_\_\_\_\_

Relation to the child \_\_\_\_\_

**School District of Jefferson  
DIFFERENTIATED EDUCATION PLAN (DEP)**

____ Elementary		____ Middle		____ High School	
Student Last Name:			Student First Name:		
Student WI ID Number:			Grade:		
Date of Birth			Graduation Year:		
Parent/Guardian:					
Address:					
Telephone:			Email:		

DEP Meeting Date:	DEP Review Date
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Student Profile (i.e., grades, testing results, classroom performance, etc.):

Short-Term and Long-Term Goals:

Student Educational Plan (Include parent input)

**Participants Signatures:** (Signatures indicate approval of plan)

Role	Signature
Parent	
Student	
Classroom Teacher	
Advanced Learning Coordinator	
Principal	