

Neshaminy School District Acceleration Procedures

The guidelines are provided to establish procedures and timelines focused on ensuring acceleration decisions are made using an equitable and systematic process. Access to referral for consideration of acceleration is open to all students. Acceleration may be part of a GIEP but is not limited to students identified as gifted.

Acceleration Procedures

Elementary Level

These guidelines should be used when evaluating students for possible acceleration in one or more individual subject areas (Content Based Acceleration) or acceleration to a higher grade level than their same-age peers (Whole Grade Acceleration).

Referrals:

Any student may be referred by a teacher, administrator, guidance counselor, school psychologist, or a parent/legal guardian for possible accelerated placement. This referral should be made to the student's guidance counselor.

Evaluation Process:

1. A guidance counselor will schedule a meeting with the referral team. The team should include:
 - Guidance counselor
 - Classroom teacher
 - AE teacher (in case of GIEP)
 - Principal
 - Curriculum supervisor
 - Middle school administrator/teacher from receiving school (if acceleration will take place at a middle school)

The purpose of the meeting is to discuss the type of acceleration to be considered and the data that needs to be collected. To accelerate through a grade level subject, a student should demonstrate 90 percent mastery of the essential objectives. The acceleration referral team will identify the specific assessment procedures necessary to demonstrate fulfillment of the above criteria.

- **Measures may include MAP assessment results, DRA and DIBELS assessments, CDT results, District Writing Assessment results, classroom assessments, PSSA results, end of course assessments**

1. A follow-up meeting will be scheduled to discuss the data that has been compiled and to consider the student's social/emotional maturity, academic motivation and persistence; interest in specific academic areas, independent study skills.
2. The acceleration referral team will make one of the two following recommendations:
 - Acceleration will be recommended and the student will advance either to the next grade level or accelerate to the next level in a specified subject.
 - No subject/grade level acceleration will be recommended, but appropriate in-class interventions will be planned and implemented.
3. The guidance counselor will invite the parent(s)/guardian(s) to a meeting to share the data and provide the recommendation of the team.

The parent(s)/guardian(s) may appeal the team's recommendation by writing a letter of request for further consideration to the Assistant Superintendent for Curriculum, Instruction and Assessment.

Acceleration decisions are made on a six-week trial basis. Student progress will be monitored by the guidance counselor. If a student is not performing at high level, the referral team will meet to discuss any concerns and make recommendations.

Acceleration Procedures

Middle Level

These guidelines should be used when evaluating students for possible acceleration in one or more individual subject areas or acceleration to a higher grade level than their same-age peers.

Referrals:

Any student may be referred by a teacher, administrator, guidance counselor, school psychologist, or a parent/legal guardian for possible accelerated placement. This referral should be made to the student's guidance counselor.

Evaluation Process:

1. A guidance counselor will schedule a meeting with the referral team. The team should include:
 - Guidance counselor
 - Classroom teacher
 - AE teacher (in case of GIEP)
 - Principal
 - Curriculum supervisor
 - High school administrator/teacher *

The purpose of the meeting is to discuss the type of acceleration to be considered and the data that needs to be collected.

*If the acceleration requires the student to take classes in the high school, the team should also include an administrator and teacher from the receiving school.

- To accelerate through a grade level subject, a student should demonstrate 90 percent mastery of the essential objectives. The acceleration referral team will identify the specific assessment procedures necessary to demonstrate fulfillment of the above criteria.
 - **Measures may include CDT results, STAR assessment results, District Writing Assessment results, classroom assessments, PSSA results, end of course assessments**
2. A follow-up meeting will be scheduled to discuss the data that has been compiled and to consider the student's social/emotional maturity, academic motivation and persistence; interest in specific academic areas, independent study skills.
3. The acceleration referral team will make one of the two following recommendations:
 - Acceleration will be recommended and the student will advance either to the next grade or accelerate to the next grade level is specified course.
 - No subject acceleration will be recommended, but appropriate in-class interventions will be planned and implemented.
4. The guidance counselor will invite the parent(s)/guardian(s) to a meeting to share the data and provide the recommendation of the team.

A parent(s)/guardian(s) may appeal the team's recommendation by writing a letter of request for further consideration to the Assistant Superintendent for Curriculum, Instruction and Assessment.

Acceleration decisions are made on a six-week trial basis. Student progress will be monitored by the guidance counselor. If a student is not performing at high level, the referral team will meet to discuss any concerns and make recommendations.

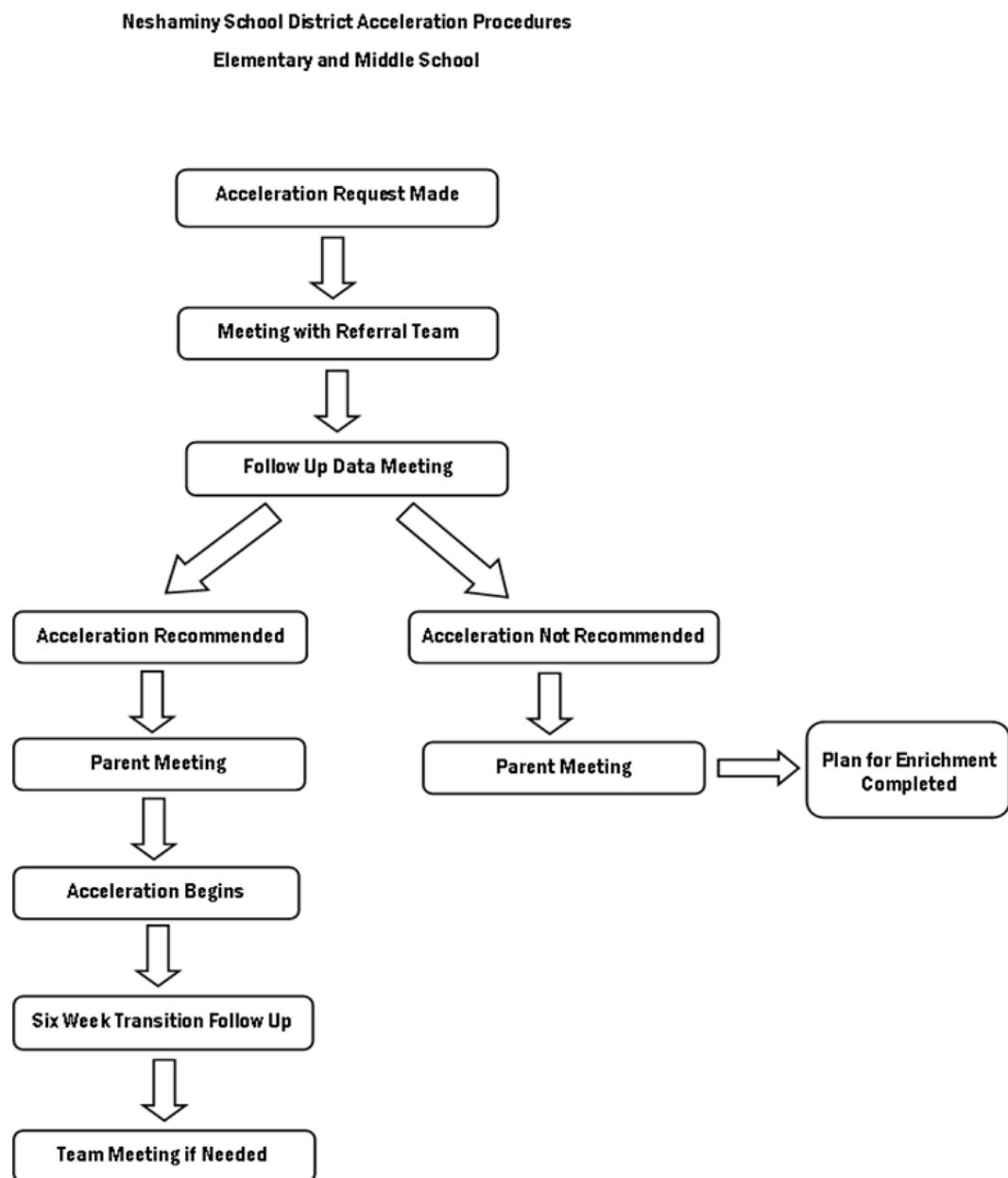
High School Level - Acceleration will take place through the course selection process.

Acceleration Definitions (Neshaminy School District)

Content Based Acceleration- This practice allows students to be placed in classes with older peers for a part of the day in one or more content areas. Subject matter acceleration or partial acceleration may be accomplished by the student either physically moving to a higher level class for instruction or using higher-level curricular materials in the current classroom.

Whole Grade Acceleration - A student is considered to have been whole-grade accelerated if he or she is given a grade level placement ahead of chronological age peers.

Advanced Placement -The student takes a course (traditionally in high school) that will confer college credit upon successful completion of a standardized examination.



Acceleration Request Form

Student's Name:

Current Grade:

Initial Meeting Date:	Parent Meeting Date:	Six Week Review Date:
Follow Up Meeting Date:	Placement Start Date:	

Name and Role of Person Making Request:

Scope of request:

_____ Single subject acceleration – List subject

_____ Full grade acceleration

Reason for Request: Check all that apply

_____ Academic performance

_____ Ability to apply, analyze, and evaluate ideas at an advanced level

_____ Ability to work independently

_____ Ability to think creatively

_____ Motivation to work on advanced material

_____ Social/Emotional maturity

Data Collection Summary

- **Assessment title:**
 - Results:
 - Support acceleration: Yes No
- **Assessment title:**
 - Results:
 - Support acceleration: Yes No
- **Assessment title:**
 - Results:
 - Support acceleration: Yes No
- **Assessment title:**
 - Results:
 - Support acceleration: Yes No

Referral Team Recommendation and Rationale:

Implementation Plan (if acceleration is recommended)

Include strategies to ensure successful transition:

Enrichment Opportunities (if acceleration is not recommended)

In class interventions:

- _____ Learning contracts
- _____ Differentiated assignments/assessments
- _____ Independent research
- _____ Independent projects
- _____ Other

Referral Team Members:

Name	Role	Agree with recommendation Yes/No

Time Line:

Initial Meeting Date:
Follow Up Meeting Date: (within 2 weeks of initial meeting)
Parent Meeting Date: (within 2 weeks of initial meeting)
Placement Start Date: (recommend that acceleration begin at start of school year or semester)
Six Week Review Date: