

## Appleton Area School District Whole Grade Acceleration Data Collection and Review Report

Name of Student:	Date:
Date of Birth:	Current Teacher:
Current Grade:	School:
Grade Requested for Acceleration:	
Individual Submitting Request and Relation to Student:	
Date Verbal Parent/Guardian Consent Received:	
Review Team Members:	

### **Part I: Critical Issues**

Check all that apply.

Student expressed interest in acceleration.  Student is in gifted program.

Student IQ is one standard deviation above the mean.  Student is twice-exceptional.

Student is EL or exited EL.

Comments:

### **Part II: Initial Data Collection**

- Attendance Data
- The student's academic achievement to date
  - State assessments
  - Results of available District-provided academic assessments (including standardized tests other than the state assessments)
  - The teacher's common assessments of the student's progress toward completing the board adopted curriculum.
  - Health needs that may exist.
- Acceleration or interventions that have been implemented to date, the fidelity of implementation practices, and the student's progress.
  - Student's rate and level of progress
  - Fidelity with which those interventions have been applied, including student attendance
- Current support within Multi-Levelled System of Support

Comments:

### **Part III: Developmental and Interpersonal Factors**

*This section can contain information gathered from the teacher, school counselor, parent/guardian, and/or student regarding academic self-concept, academic motivation, special talents, age relative to classmates, size relative to classmates, motor coordination, maturity, behavior, relationship with peers, relationships with teachers, extracurricular activities and related information.*

Indicate item/s considered \_\_\_\_\_

Comments:

### **Part IV: Review Team Recommendations:**

- If the team determines that the consideration process SHOULD proceed, the TAG teacher and building principal will then meet with the parent/guardian, current classroom teacher, and student (if appropriate) to discuss the initial data collection and the desire to proceed to the next step in the review.
- If the team determines NOT to proceed, the TAG teacher and building principal will meet with the parent/guardian, current classroom teacher, and student (if appropriate) to discuss the initial data collection, the decision not to proceed with whole grade acceleration, and plan for strategies to meet the student's learning needs at the current grade level.

### **Part V: Additional Data Collection:**

- Iowa Acceleration Scale
- IQ testing (if completed)

Comments:

### **Part VI: Review Team Recommendations:**

- If whole grade acceleration is deemed to be appropriate, the team will complete a building plan in the form of a [DEP \(Differentiated Education Plan\)](#). The TAG teacher will monitor the DEP building plan and will communicate with team members as needed. Review meetings will occur at transition points (such as parent/teacher conferences) or when requested.
- If the team determines NOT to accelerate, a plan for strategies to meet the student's learning needs at the current grade level will be developed.