

**SENATE . . . . . No. 325**

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**The Commonwealth of Massachusetts**

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PRESENTED BY:

***Diana DiZoglio, (BY REQUEST)***

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*To the Honorable Senate and House of Representatives of the Commonwealth of Massachusetts in General Court assembled:*

The undersigned legislators and/or citizens respectfully petition for the adoption of the accompanying bill:

An Act regarding academic acceleration for beyond grade-level students.

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PETITION OF:

NAME:

DISTRICT/ADDRESS:

*Julie Eidukonis*

**SENATE . . . . . No. 325**

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By Ms. DiZoglio (by request), a petition (accompanied by bill, Senate, No. 325) of Julie Eidukonis for legislation regarding academic acceleration for beyond grade-level students. Education.

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[SIMILAR MATTER FILED IN PREVIOUS SESSION  
SEE SENATE, NO. 276 OF 2019-2020.]

**The Commonwealth of Massachusetts**

\_\_\_\_\_  
**In the One Hundred and Ninety-Second General Court  
(2021-2022)**  
\_\_\_\_\_

An Act regarding academic acceleration for beyond grade-level students.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:*

1           SECTION 1. The board of elementary and secondary education shall establish  
2 regulations regarding the use of whole-grade and content-specific academic acceleration in the  
3 public schools of the Commonwealth. Said regulations will authorize and provide a framework  
4 for school districts to provide access to appropriate curriculum and instruction for students who  
5 demonstrate readiness for academic content, skills or understanding at a level beyond the  
6 curriculum ordinarily taught to students of a certain age. In developing said regulations, the  
7 department shall consider, at a minimum, the following acceleration strategies:

- 8           (a) Single subject acceleration;
- 9           (b) Combined classes (multi-age);

- 10 (c) Online and correspondence courses;
- 11 (d) Concurrent or dual enrollment;
- 12 (e) Curriculum compacting;
- 13 (f) Credit by examination or prior experience;
- 14 (g) Competency/mastery based learning;
- 15 (h) Whole-grade acceleration (one or more);
- 16 (i) Self-paced instruction;
- 17 (j) Mentoring;
- 18 (k) Early graduation;

19 Said regulations shall require the use of a tool, such as the Iowa Acceleration Scale,  
20 designed to take personal bias out of the decision-making process when considering a child for  
21 acceleration, and to ensure that acceleration decisions are systematic, thoughtful, well-reasoned,  
22 and defensible