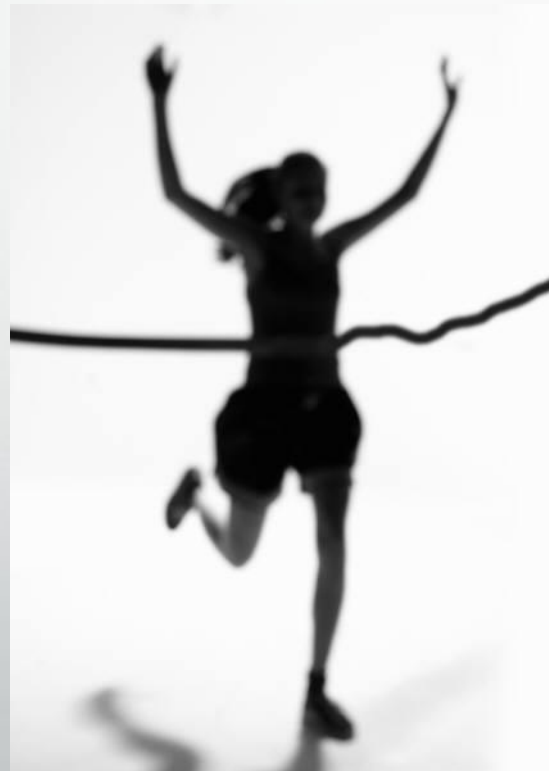


Navigating the World of Gifted

ACCELERATION

Brought to you by OAGC Coordinator Division



This session will provide an overview for:

- **Early Entrance to Kindergarten** – Karen Rohde (Berea City Schools)
- **Whole-Grade Acceleration** – Betsy Chadd (Bellbrook/SugarCreek Schools)
- **Single Subject Acceleration** – Marge Mulcahy (Dublin City Schools)
- **Early Graduation** – Dr. David Dewey (Cuyahoga County ESC)
- **College Credit Plus** – Karen Rohde (Berea City Schools)

A quick note about any accelerations:

- Your district must have in place an acceleration policy. Many districts use the ***Model Student Acceleration Policy for Advanced Learners*** which may be found on the ODE web site under Gifted Education.
- There is also a form on the same site for submitting acceleration policies for review.

Any Accelerations:

- Must follow your district acceleration **policy**.
- An **Acceleration Evaluation Committee** is typically composed of a principal (or a designee), a current teacher of the referred student, a teacher from the proposed grade level, parent(s), a gifted education coordinator or specialist and anyone else who might bring good information to the decision-making process, such as a guidance counselor.
- Must follow the **timelines** specified in the policy.
- Must follow the specified **appeal process**.
- Should include current required **data** to assist in informing the decision.
- If there is a disagreement, the **majority vote** of the committee decides.

Early Entrance to Kindergarten/First Grade



- Districts handle *Early Entrance to Kindergarten/1st grade* differently
- It is wise to post information about your district procedures on the district web site.
- Referrals and information should be easily accessible for parents.

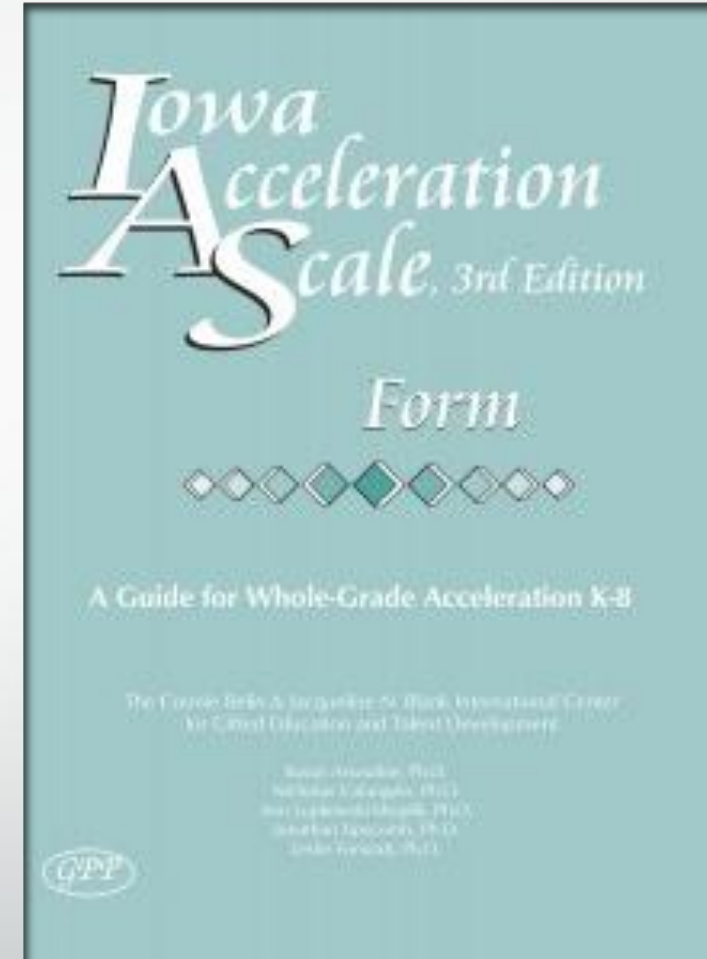
Early Entrance to Kindergarten: The Law

- A parent may request early admission to kindergarten if the child turns **five years of age after the district's kindergarten entrance date (August 1st or Sept. 30th)**.
- **NEW:** Early Entrance to Kindergarten is considered whole-grade acceleration. Therefore, the *Iowa Acceleration Scale* (3rd ed.) (IAS) should be followed if the child's birthday is Jan. 1st or later.
- **NEW:** For birthdays that fall between Sept. 30 and Dec. 31, districts should develop their own process using objective criteria.
- IAS forms may be purchased from *Great Potential Press* [10 forms for \$159.95]



Sections:

- 1: General Information
- 2: School History
- 3: Critical Items
- 4, 5 & 6: Evaluation of Ability, Aptitude & Achievement
- 7: School and Academic Factors
- 8: Developmental Factors
- 9: Interpersonal Skills
- 10: Attitude and Support



Key Points:



- Critical Items are critical items
- Parents need to be involved in the process
- Many districts add a developmental screening (e.g., Gesell) and an observation in the process
- Parents need to understand the long-term implications (e.g. last one in the class to get a driver's license)
- It is wise to conduct your evaluation process in conjunction with kindergarten round-up.
- Many districts are changing the cut-off date to August 1st.
- Make sure parents understand that they should plan on their child not qualifying and they should have “back-up” plans for child care.
- The Early Entrance process may be the parent(s) first exposure to your school district.

Web site tips:

- **Early Entrance to Kindergarten**
- Some children are “ready for school” before school is “ready for them.” The practice of admitting a student to Kindergarten or first grade who has not yet reached the typical age at which students are admitted to Kindergarten or first grade for the purpose of providing access to appropriately challenging learning opportunities is referred to as early entrance.
- More information about the Berea City School District Early Entrance procedures is available in:
 - [Parent Guide To Early Entrance](#)
 - [Application for Early Entrance](#)
 - [Parent Checklist Early Entrance](#)
 - [Common Traits In Young Gifted Children](#)
- **Information from the Ohio Department of Education:**
 - [General Information About Kindergarten](#) [The Young Gifted Child](#)
 - [Academic Acceleration](#)

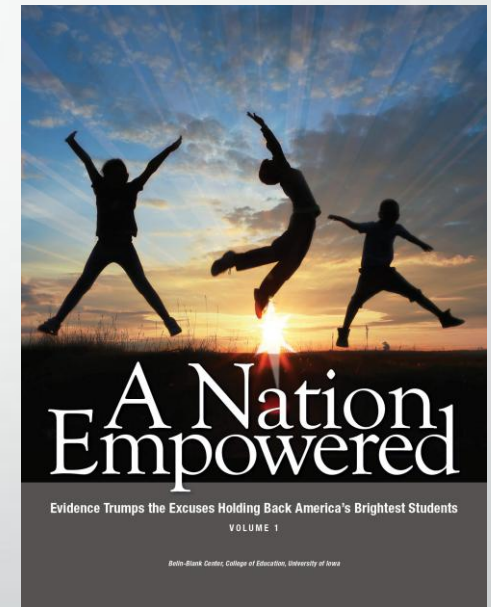
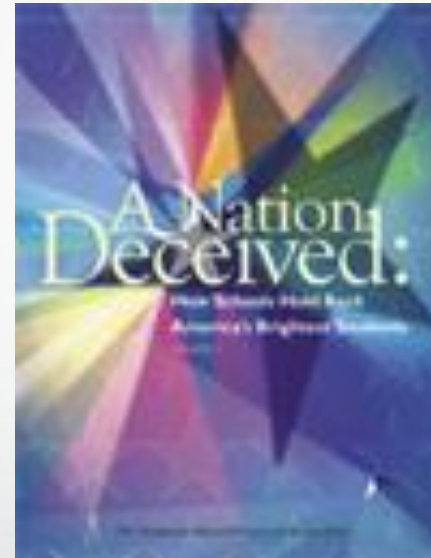


Whole Grade Acceleration

- A student is considered to have grade skipped if he or she is given a grade level placement ahead of chronological-age peers. Grade-skipping may be done at the beginning or during the school year

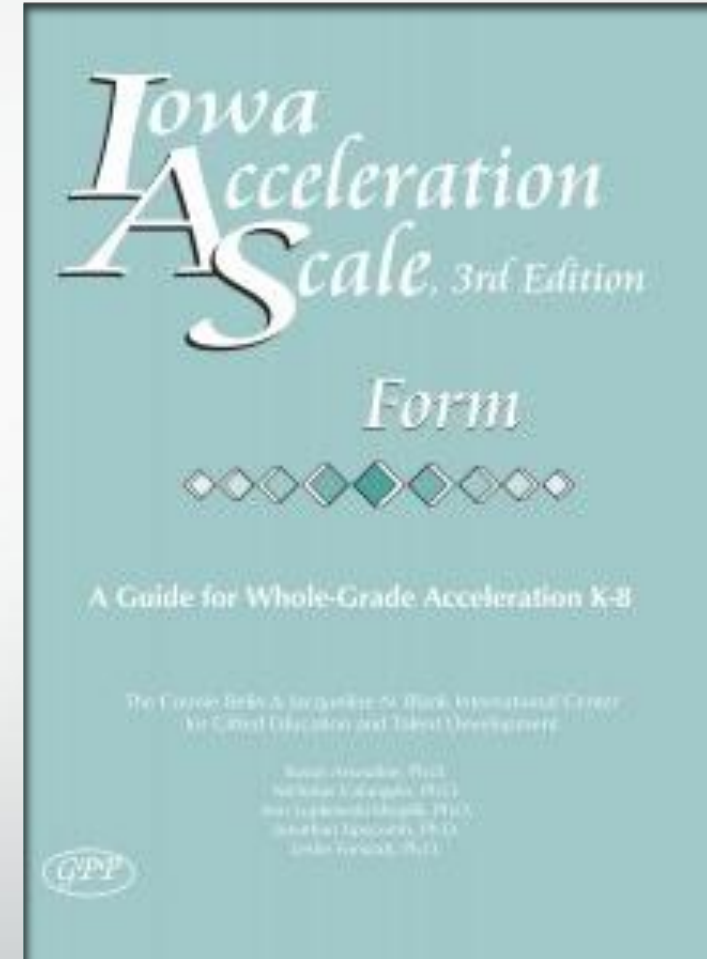
- *A Nation Deceived*

- www.nationdeceived.org
- www.nationempowered.org



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Written Acceleration Plan (WAP)

**WRITTEN ACCELERATION PLAN
FOR**

Student William Robert Johnson School Ohio City Local Grade 1

Type of Acceleration Subject (specify) _____
 Grade (from-to) 1st to 3rd
 Early Entrance

Placement From 1st Mrs. Anne Jolly Ohio City Elementary
 GRADE/SUBJECT TEACHER BUILDING
 To 3rd Mrs. Sara Strong Ohio City Elementary
 GRADE/SUBJECT TEACHER BUILDING

Transition Period Begins August 21, 2006 Ends October 20, 2006
 M/D/Y M/D/Y

Strategies to ensure a successful transition:
Mrs. Strong will notify Mrs. Goodloe of any signs of severe emotional or academic stress.
Mrs. Goodloe will check with Mrs. Strong on a weekly basis.
A third grade teacher/GIS will develop/provide compacted curriculum and assessments on second grade standards to which William has not yet been exposed. He will complete these during spare time at school and/or at home.
Mr. and Mrs. Johnson will assist William with mastering "skipped" content.

Strategies to ensure continuous progress following the transition period:
Following a successful transition period Billy shall remain in this accelerated setting until such time as additional acceleration options may be considered.

Requirements and Procedures for Earning High School Credit Prior to Entering High School (if applicable)
Not applicable at this time. Billy's case should be reviewed when he reaches middle school to determine whether "dual enrollment" options would be beneficial to him.

Staff member assigned to monitor the implementation of this plan:

<u>Mrs. Goodloe</u> NAME	<u>Gifted Coordinator</u> POSITION
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Signatures _____ Date _____

SCHOOL DISTRICT REPRESENTATIVE _____ PARENT/GUARDIAN/REPRESENTATIVE _____

Distribute copies of this document to: student's building principal(s), current teacher, receiving teacher, gifted coordinator/GIS, and parent(s) or legal guardian(s). Place a copy in the student's file.

- Written Acceleration Plan required for all accelerations. The WAP is only completed for the first year.
- Model WAP available on ODE website site. Search "Written Acceleration Plan"

Single Subject Acceleration

- Single subject acceleration policy follows ODE model
- Single subject acceleration policy cannot be implemented for ONLY gifted identified students
- Intent is for subject acceleration to be an opportunity for highly able students
- Subject acceleration policy for your district should be submitted to ODE for approval
- Check your district's policy for alignment with ODE model

Single Subject Acceleration Examples

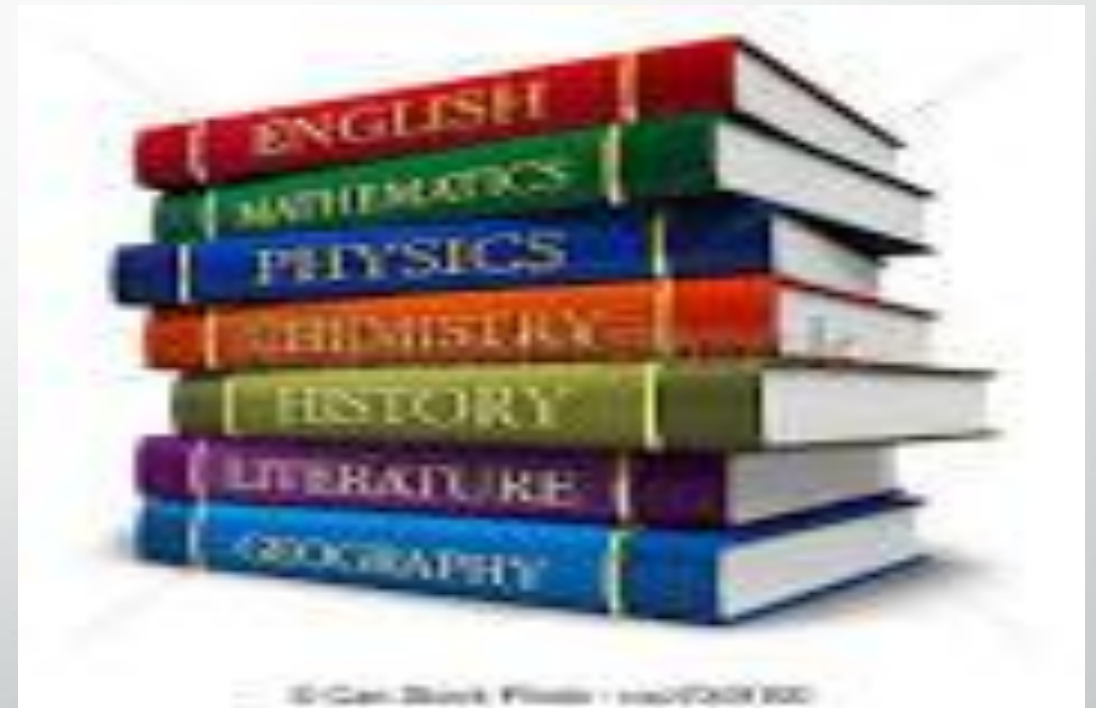
- Students in elementary grade 3 who are taking 4th grade math each day by joining the above grade level class for their daily math block
- These students met the criteria set in our district's acceleration policy
- Year 1 of acceleration placement, students receive a WAP
- Students continue with math, one year acceleration based upon successful completion of above grade level math class at year's end
- Support built in through the use of the WAP and teacher, GIS, Gifted Coordinator meetings with parents as needed

Single Subject Acceleration Examples

- 7th grade student who is currently subject accelerated into 8th grade ELA; 10th & 11th grade Geometry and Honors Algebra II; and French III at the high school
- 150 8th grade students taking Freshman level Physical Science 7th grade student who is currently subject accelerated into 8th grade ELA; 10th & 11th grade Geometry and Honors Algebra II; and French III at the high school
- 150 8th grade students taking Freshman level Physical Science
- Our district's greatest number of single subject accelerated students are in the academic area of math
- We have students participating in Accelerated Math in grades 5, 6, and 7, taking above grade level or compacted math courses.

Sample criteria for subject acceleration

- Use of a modified Iowa Acceleration Scale
- Looking at documentation of tier 1 and tier 2 interventions that have been implemented within the classroom
- Including reading and writing assessment results when acceleration is requested in the area of mathematics, science or social studies
- Use of MAP assessment data
- Referrals from staff, parents, and students



Acceleration and state testing –understanding Advanced Plus

- As of August 2013: The new additional performance level for accelerated students for the performance index has now been implemented. This process will increase the performance level of an accelerated student who scores proficient or higher by one performance level for the performance index calculation.
- If the student scored at the **"Advanced"** performance level the student's level would be increased to a new category (**Advanced Plus**) for the purpose of calculating the performance index.
- For the purpose of calculating the PI score, a formally accelerated student's assessment that scores in the "Proficient" range will count as if it is in the "Accelerated" range; an assessment in the "Accelerated" range will count as if it is in the "Advanced" range and an assessment in the "Advanced" range will be given a new weight of 1.3 points in the new "Advanced Plus" range.



Acceleration

Early Graduation

Early Graduation

Any student who excels in school may make application through his/her counselor for graduation in less than the normal four years of senior high school if the student has met all of the graduation requirements established by the Board of Education and the State of Ohio. The high school principal will recommend students for early graduation based on a conference with the student, his/her parents, and his/her counselor.



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College Credit Plus

- PSEO has been replaced by College Credit Plus (CCP). The biggest change from PSEO is that CCP allows students as young as 7th grade to participate in taking free college courses.
- By March 1st each year, public schools and participating private schools must share information about CCP and at least one partnering college.
- By April 1st each year, students need to submit to their principal their intent to participate.

College Credit Plus

- Students are eligible for up to 30 semester credits each year.
- Students are limited to a maximum of 120 credits over six years.

Why wait for your future?

Ohio's **College Credit Plus** program allows you to earn high school and college credit at the same time.

And if you take classes from a public college or university, it's **FREE**.

CollegeCredit
PLUS



College Credit Plus

- Students must demonstrate college readiness (e.g., ACCUPLACER or COMPASS)
- ACT scores: E-18, R-21, M-22, or SAT scores of CR-450 and M-520
- Grades are to be weighted the same as IB and AP courses
- Rules posted on <https://www.ohiohighered.org/ccp>
- AP, IB or CCP?

College Credit Plus

- CCP **does not** replace the requirements to earn a high school diploma. Students must earn 18 points or more on the graduation tests. They must take **end-of-course exams** in English I, English II, Algebra I, Geometry and science as required by the Ohio Department of Education. **Students do not have to take exams in American Government and American History if the student is enrolled in CCP courses that substitute.**

Key Points About Acceleration

- Every district should have an **adopted acceleration policy**
- All accelerations must have a **Written Acceleration Plan** for the first year
- All accelerations must be reported in **EMIS**. Work with EMIS Coordinator for proper coding
- ***Iowa Acceleration Scale*** must be used for whole-grade acceleration
- The need for whole-grade acceleration is **rare**
- The Gifted Coordinator may be the **first person** representing the district that parents of early entrance candidates meet
- Work with **guidance counselor(s)** to identify those students graduating early



QUESTIONS?