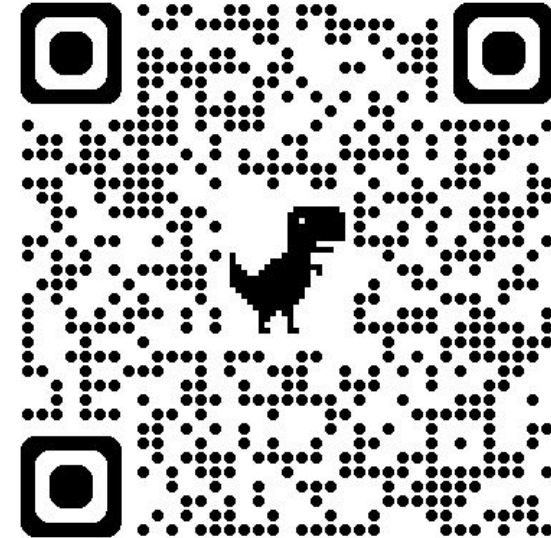


Coordinator Division Leadership Team:

Member	Email	Position
Caitlin Hughes	chughes@fairfieldesc.org	Chair
Wendi Moorman	Wendi.moorman@mercercountyesc.org	Chair Elect
Becca Fredmonsky	rfredmonsky@gmail.com	Past Chair
Valerie Jasinski	jasinskiv@westerville.k12.oh.us	Resources Chair
Leanna Ferreira	Ferreira.leanna@moesc.net	Secretary
Mary Ann Strenk	mroot@bedford.k12.oh.us	Comm Chair
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Colette Smith	colette.smith@mvesc.org	Region 10
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Coordinator Division Leadership Team:



oagc.com/divisions/coordinators

Acceleration Basics

Agenda

- Acceleration Overview
- Acceleration Process
- EMIS Reporting

What is a burning question or issue that you hope to learn more about during this session? Please write it down on the index card.



Types of Acceleration

- **Whole Grade Acceleration:** This type of acceleration occurs when a student moves ahead an entire grade level.
- **Subject Acceleration:** This type of acceleration occurs when a student moves ahead a grade level in one or more subject areas but retains his or her overall grade level.
- **Early Graduation:** This type of acceleration occurs when a student meets the requirements for graduation in less than four academic years and graduates high school early in order to pursue post-secondary education.

Referring Students for Acceleration

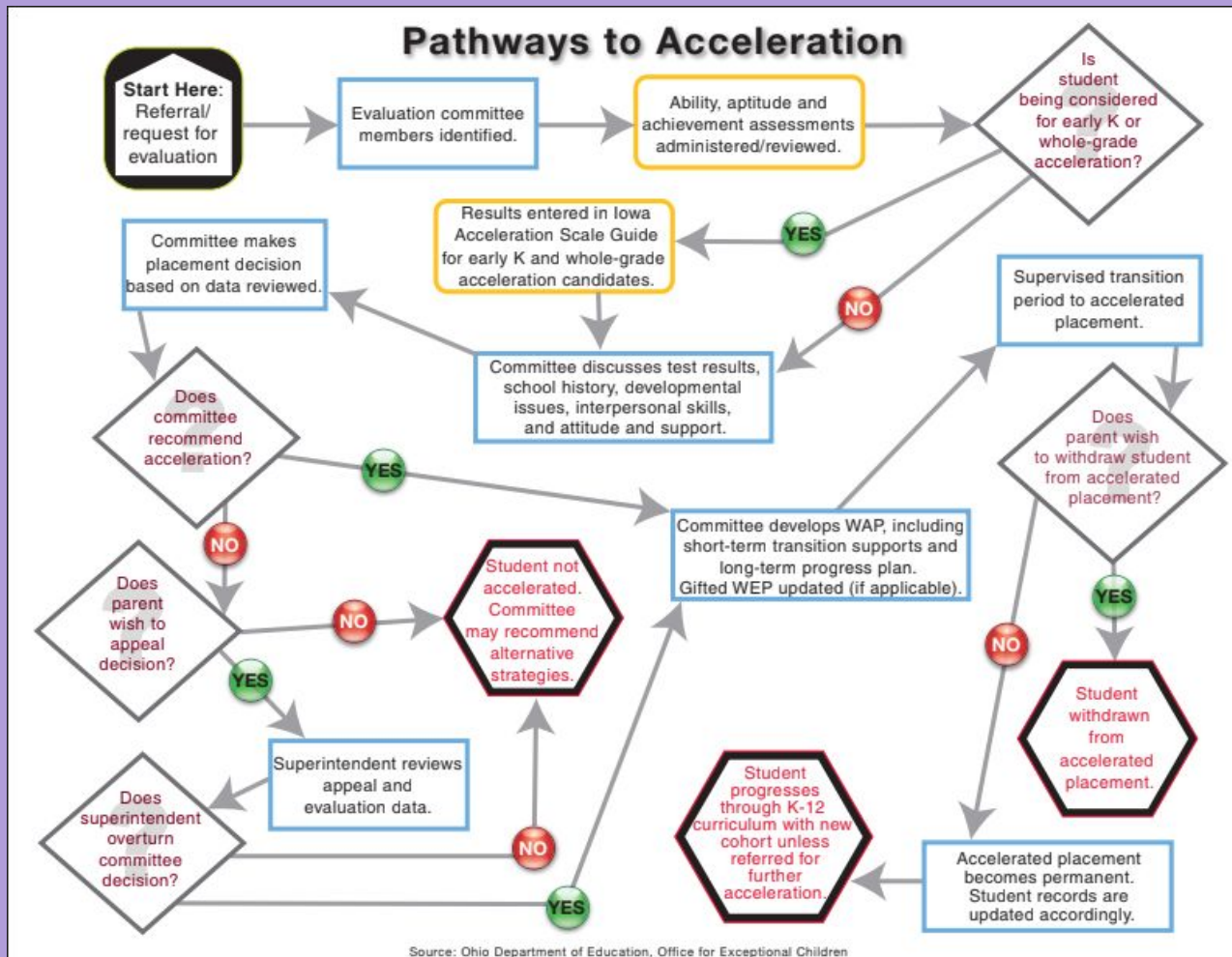
- Parents, Educators, and others may refer students for evaluation for academic acceleration.
- Publics School districts are required to have policies for evaluating students referred for academic acceleration.
- A student does not need to be identified gifted to be referred for acceleration. If ID gifted and accelerated they will need a WEP and a WAP.

[Pathways to Acceleration](#)

[Third Grade Reading Guarantee and Academic Acceleration for Advanced Learners](#)

- Students accelerated to 4th grade or to 4th grade reading take 4th grade assessments and do not participate in the 3rd grade Reading Guarantee.

Pathways to Acceleration



Source: Ohio Department of Education, Office for Exceptional Children

Policies for Academic Acceleration

School districts are required by state law (Ohio Revised Code 3324.10) to implement either the state's model acceleration policy or an alternative research-based policy approved by the Department of Education and Workforce.

[Acceleration Policy Review Form](#)

[Model Student Acceleration Policy for Advanced Learners](#)

**Model Student Acceleration
Policy for Advanced Learners**



Model Policy

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 website.
- 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).
- 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.
- For birthdays that fall between Sept. 30 and Dec. 31, districts should develop their own process using objective criteria.

Iowa Acceleration Scale

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





IAS Key Points:

- Critical Items are critical items
- Parents need to be involved 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 “backup ” plans for child care.
- The Early Entrance process may be the parent(s) first exposure to your school district.

[Ohio Gifted Education Early Entrance](#)

[Academic Acceleration for Advanced Learners | Ohio Department of Education and Workforce](#)

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.

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



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
- Use of assessment data
- Referrals from staff, parents, and students

Acceleration Presentation

- [Subject Acceleration Student Summary](#)
- [ELA Rubric for advanced classes and acceleration placement](#)
- [Math Rubric for advanced classes and acceleration placement](#)

Scenario: Accelerating a Gifted Student in Math

Student Profile: Emma is a 6th-grade student in Ohio identified as gifted in math and general intellectual ability. She has consistently performed well above grade level in math, achieving scores in the 98th percentile on standardized assessments. Emma completes assignments quickly and correctly in class, often finishing early and displaying signs of boredom. Her teacher reports that Emma frequently asks more advanced math questions beyond the scope of the curriculum. Despite this, Emma has strong friendships with her peers and participates in extracurricular activities, including student council and the school's math club.

Emma's parents have requested a meeting to discuss possible acceleration in math because they are concerned that she isn't being challenged enough. They have suggested that she skip to 8th-grade math next year. The school team—including the gifted coordinator, classroom teacher, and principal—is meeting to discuss the best options for Emma's academic progress.

Key Considerations:

- **Academic Readiness:** Emma's standardized test scores and classroom performance indicate she is more than capable of succeeding in higher-level math.
- **Social-Emotional Needs:** Emma has strong social ties with her peers and enjoys participating in group activities. Skipping a grade could disrupt these relationships.
- **Long-term Impact:** Skipping ahead in math could open up advanced opportunities in high school, but there may be concerns about gaps in non-math subjects and overall readiness for middle and high school expectations.
- **Parental Input:** Emma's parents are highly involved and want her to be appropriately challenged, but they may not be fully aware of the emotional and social implications of acceleration.

Round Table

Using the scenario, take turns passing the paper, each person make one contribution. You keep adding the paper until we tell you time is up.

Acceleration and State Testing

Indicator Overview

The **Gifted Performance Index Score** follows the same calculation rules as the regular Performance Index Score, but it only includes tests for students who are identified as gifted when the tested area matches the student's area of gifted identification. All tests taken by students identified with superior cognitive abilities are included regardless of test subject.

Testing is required by state and federal law. If a student fails to test, districts and schools should report the appropriate **Score Not Reported** reason. If the student fails to test because of parent or student refusal, they will be considered "Untested". Please see the **Achievement Component Technical Documentation** for the full list of **Score Not Reported** reasons and their impact on the Performance Index.

98.7%

120.4 of a possible 121.9

Achievement Level	Pct of Students		Points for this Level	=	Points Received
Advanced Plus	31.8	X	1.3	=	41.4
Advanced	42.7	X	1.2	=	51.3
Accomplished	22.7	X	1.1	=	25.0
Proficient	2.7	X	1.0	=	2.7
Basic	0.0	X	0.6	=	0.0
Limited	0.0	X	0.3	=	0.0
Untested	0.0	X	0.0	=	0.0

120.4



● Advanced Plus
 ● Advanced
 ● Accomplished
 ● Proficient
 ● Limited
 ● Basic
 ● Untested

EMIS Reporting

Acceleration record must be reported each year that a student is accelerated for a particular subject.

ONLY current year acceleration record is used to determine who is eligible for bonus weight.

(FB100) = Y

(FB100) = N will end the acceleration

Not all students identified as gifted are accelerated and not all students accelerated are identified as gifted. A student who is accelerated has a WAP. A student who is being served in area identified as gifted, has a WEP.

[OAGC Fall 24 EMIS Reporting updated 9.15.2024](#)

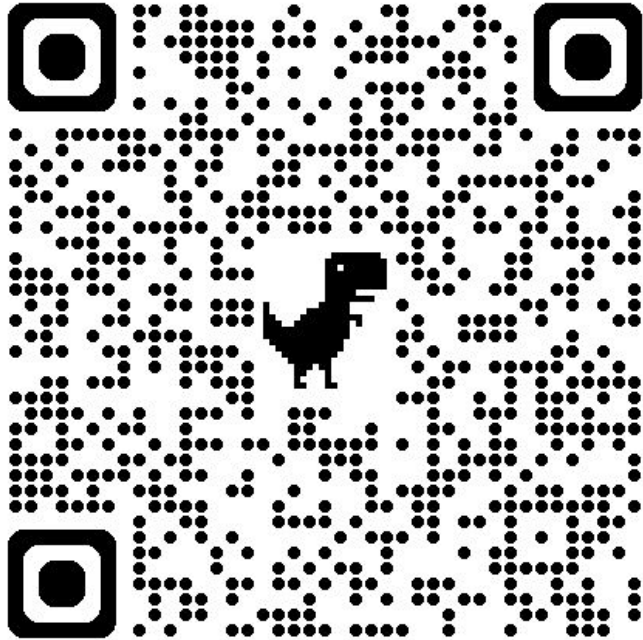
Early Graduation

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.

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
- Involve all K-12 administrators when making an acceleration decision
- 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

Enter the Coordinator Division Raffle:



Be sure to visit our Coordinator
Division table in the hall!

Other Coordinator Strand Sessions:

<u>Monday:</u>	<u>Tuesday:</u>
Acceleration Basics	New Coordinator Q & A
Chart of Approved Assessments	Basics of the Gifted Indicator
Ongoing HQPD Toolbox	Leveraging Assessment Data for Instructional Planning
EMIS	WEPs and WAPs