



# Pathway to Subject Acceleration

Elizabeth Hahn · March 31, 2015

**Ohio** | Department  
of Education

# Acceleration



Allows students to move academically at a faster pace

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Based on objective data and social, emotional considerations

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Effective, inexpensive, available to all

# Subject Acceleration Process

- Referral
- Data collection
- Data review by committee
- Committee decision
- Creation and implementation of Written Acceleration Plan
- Reporting to EMIS



# Pathways to Acceleration



# Referrals

All districts must accept referrals

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Some districts *solicit* referrals

# Data Collection



Tests administered or  
scores collected

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Data provided to  
evaluation committee  
members

# Required Evaluation Committee Members

- **Principal** (or designee)
- **Current Teacher**
- **Accelerated Content Teacher**
- **Parent or Legal Guardian**
- **Gifted Coordinator and/or Intervention Specialist** (psychologist or guidance counselor with knowledge of acceleration practices if gifted personnel not available)



# Principal Role

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Solicit or accept student referrals

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Provide overview of staff roles and duties

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Assist with scheduling and/or transportation needs

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May assist in evaluation committee meeting(s) facilitation



# Current and Associated Teacher Roles

# Current Teacher Role

## Provide information about:

- Student's performance in current grade level
- Student achievement (with examples)
- Social/emotional factors

# Accelerated Teacher Role

Inform committee about expectations for students at accelerated grade level



# Parent Role

# Parent Role

Provide information about:

- Social/emotional considerations
- Academically oriented achievements outside school

Receive all the same data and social/emotional information that other committee members have access to



# Gifted Coordinator Role

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Serve as acceleration coordinator and/or evaluation committee facilitator

Provide information about effective acceleration practices and tools to aid in process

Administer tests (per technical manual instructions)

# Gifted Intervention Specialist

**If student is identified as gifted, provide:**

- Information about student's performance during gifted instruction
- Academic support during transition period

# Psychologist Role

Optional role

Administer tests

Interpret test results

Compare test results to other students of same age, grade or ability

# Guidance Counselor Role

Optional role

Help mediate conflicting viewpoints

Address social/emotional issues affecting student achievement

# Special Education Coordinator

Optional role

Required if student referred for acceleration has dual exceptionalities

Assist with IEP or 504 Plan considerations

# Collecting Data

**Use a variety of data and considerations including:**

- Ability tests
- Achievement tests
- Aptitude test (2 years above grade level)
- Other data such as Kindergarten Readiness Assessment (KRA), examples of work or additional test data

# Other Considerations

Social/physical/emotional factors such as a sibling in the same grade level

Student motivation

# Reaching a Decision

Use consensus to make decision to accelerate or not accelerate

If unable to reach consensus, use majority vote

# Decision Not to Accelerate

Offer cluster, pull-out or honors classes with differentiated instruction, compacted and/or some advanced content

Offer enrichment opportunities such as competitions, contests and/or project-based learning

# Parent Appeal

Parent has **right to appeal evaluation committee's** decision if not in agreement

Appeal must be made in writing to district superintendent **within 30 days of committee decision**

# Decision to Accelerate

Create a **Written Acceleration Plan (WAP)**

**Designate school staff member (WAP facilitator)** to ensure smooth implementation of acceleration

# Written Acceleration Plan Facilitator

Address acquisition of minor “gaps in knowledge”

Monitor student adjustment during transition period specified in WAP

Help coordinate move to different building

Provide orientation session or transition activities

# Making it Permanent

**At the end of a successful transition period:**

- Obtain parent's or guardian's consent to make acceleration permanent for remainder of student's K-12 experience
- Record acceleration in student's cumulative folder to make acceleration permanent
- Report the acceleration in Educational Management Information System

# Courses Offered for High School Credit

In some cases a large group of individual students in middle school may meet objective criterion goals that districts address by offering an accelerated course for high school credit.

The question arises about how to use the subject acceleration evaluation process.

# Evaluation Process for Course

- Obtain a variety of clear objective data
- Obtain acceleration committee consensus that indicates the need for acceleration for each student
- Convene parent group meetings or parent/teacher conferences
- Obtain parental consent

# Consideration for Course Placement

If the middle school course is high school level content and taught by a licensed 7-12 teacher then law stipulates the district **shall** give credit and start the high school transcript

# Advanced Plus

When a student is formally accelerated he/she is eligible for Advanced Plus weights on all state tests in that content area for the remainder of his/her school career.

This weight is added to the performance index scores on the district report card.

# Advanced Plus Eligibility

Formal acceleration includes a committee decision based on student data to accelerate in a content area.

The student must have an Written Acceleration Plan and be reported using appropriate EMIS codes.

The student must score “proficient” or above on a state assessment.

# Reaching the Destination

The evaluation committee does *not* have a crystal ball...

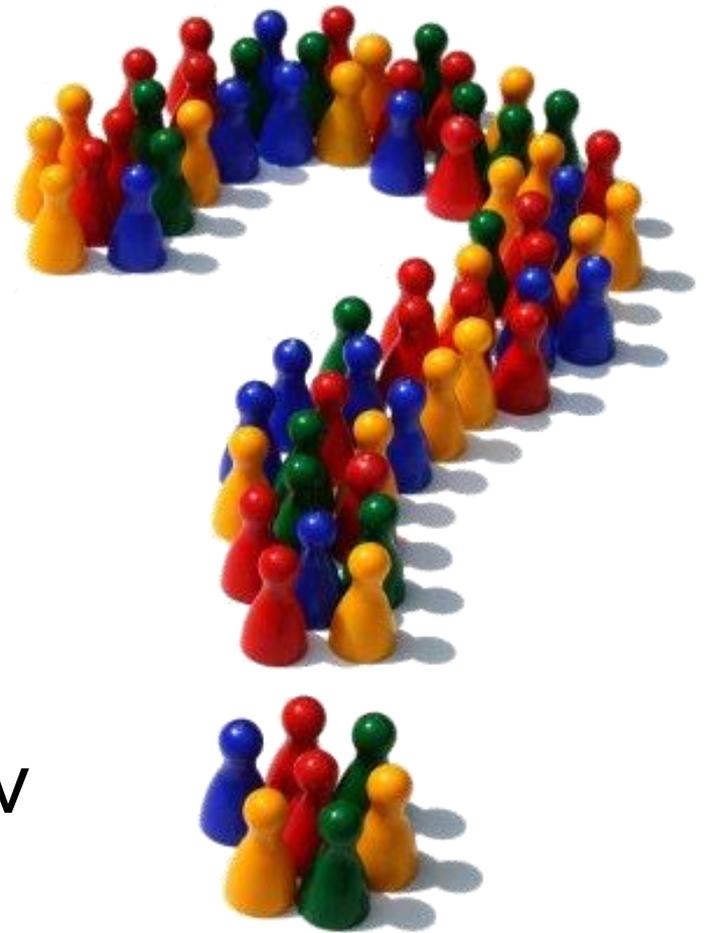
However, they do have some good tools for predicting student success.

# Reaching the Destination

*National research projects show high success with a large majority of students accelerated after a thorough evaluation process.*

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