



GIFTED SERVICES – ACCELERATION PROCESS

ACCELERATION POLICY – WORTHINGTON SCHOOLS

- The School Board recognizes that all students learn and progress at different rates and that the time it takes to reach academic standards varies among students. The Board believes students should be challenged and supported to reach their full potential and that the practice of educational acceleration is used to match appropriate learning opportunities with student abilities. The goals of acceleration are to adjust the pace of instruction to the student's capabilities, provide an appropriate level of challenge, and to reduce the time period necessary for students to complete traditional schooling.

TYPES OF ACCELERATION

Whole Grade Acceleration:

- A whole grade acceleration is the practice of assigning a student to a higher grade level than is typical given the student's age full-time for the purpose of meeting the high achieving or gifted student's unique needs. Whole grade acceleration is rare and many factors are considered when evaluating whether or not a child is a good candidate.

Examples:

- After completing the first grade year, a student is placed in a third grade classroom (rather than a second grade classroom) on a full-time basis at the beginning of the next school year.
- After completing the fall semester of the fifth grade year, a student is placed in the sixth grade at the start of the second semester of the same school year.

Subject Acceleration:

- An individual subject acceleration is the practice of assigning a student, who meets the specified criteria, to content instructed at a higher grade level with the purpose of meeting the high achieving or gifted student's unique needs.

Example: A 5th grade student attends a 6th grade math class each day based upon the needs of the student who has consistently performed at such high achievement levels that his/her needs cannot be met at the student's current grade level . The student meets the recommended criteria for placement into the seventh grade math class based upon a variety of data points, holistic criteria, and team feedback.

- **Early Entrance to Kindergarten or First Grade**
- **Early Graduation**

HOW DO I KNOW IF ACCELERATION IS THE RIGHT CHOICE? WHOLE GRADE

- Clearly demonstrates consistent high ability in almost all subject areas
- Clearly demonstrates accelerated performance in almost all subject areas when compared to his or her age-mates
- Has Full Scale IQ or cognitive score at least one standard deviation above the mean (115-guideline provided by Iowa Acceleration scale, instrument required for use by the ODE for whole grade acceleration)
- Consistently scores in Advanced category on state assessments (if available) for the area being considered for acceleration.
- Siblings are either not in the proposed accelerated grade or are two or more grades above or below the child (critical item identified in the Iowa Acceleration Scale)
- Likes challenges
- Physical size and motor skills comparable with the proposed acceleration grade level; if size is dramatically different, team needs to discuss the impact and how the discrepancy will be managed.
- Has good school attendance
- Demonstrates a positive attitude, neither over-estimating or under-estimating his/her ability
- Completes assignments with care
- Is motivated to do well
- Adapts easily socially and emotionally to new and/or challenging environments
- Received challenging and enriching instruction but still cannot have his/her needs met at the current grade level

HOW DO I KNOW IF ACCELERATION IS THE RIGHT CHOICE?

SUBJECT ACCELERATION

- Clearly demonstrates consistent high ability in one or two subject areas
- Clearly demonstrates accelerated performance in one or two subject areas when compared to his or her age-mates
- Has Full Scale IQ or cognitive score at least one standard deviation above the mean (115-guideline provided by Iowa Acceleration scale, instrument required for use by the ODE for whole grade acceleration)
- Consistently scores in Advanced category on state assessments (if available) for the area being considered for acceleration.
- Likes challenges
- Has good school attendance
- Demonstrates a positive attitude, neither over-estimating or under-estimating his/her ability
- Completes assignments with care
- Is motivated to do well

REFERRAL AND PLACEMENT DEADLINES

Single Subject and Whole Grade Acceleration Referrals and Acceleration Placements

- Acceleration referral forms for testing are due 60 days prior to the start of each semester. Students wanting to accelerate in a single subject or whole grade may be advanced to their accelerated grade level placement if qualified as long as the above deadline is met. (Acceleration is a general education accommodation and a student does not have to be identified as gifted to receive an accelerated placement.)



THE REFERRAL PROCESS: THE FIRST STEP

- Who can refer a student?
 - Parent
 - Teacher
 - Gifted Intervention Specialist
 - Principal
 - Counselor
 - Psychologist
 - Student (Self-Referral)

THE REFERRAL PROCESS: COMPLETING THE FORM

- Parents must give consent for screening and sign the referral form.
- The person who initiates the referral must complete the questions regarding the acceleration request.
- Once form is completed, please submit to Gifted Services at the WEC.
- Gifted Services has 45 days from the date received to complete screening.
- Acceleration referral forms for testing are 60 days before the start of each semester. Students wanting to accelerate in a single subject or whole grade may be advanced to their accelerated placement, if qualified, as long as the above deadline is met.

THE REFERRAL PROCESS: SCREENING

- Acceleration Referral Form completed and returned to Gifted Services at the Worthington Education Center.
- Gifted Services Department collects data (test scores, classroom performance, learner attributes)
- Gifted Coordinator schedules meeting with building principal to schedule acceleration team conference. Team will consist of:
 - Parent/Guardian
 - Principal
 - Current teacher
 - Possible receiving teacher
 - Gifted Coordinator
 - Student (if appropriate)

ACCELERATION TEAM OUTCOMES

Acceleration is not appropriate at this time:

- Parent has the right to appeal the decision to the Superintendent
- Curricular options discussed for the student

Acceleration is appropriate:

- Written Acceleration Plan (WAP) s created by team to include a trial transition period (up to 45 days) before permanent placement.
- Gifted Coordinator initiates a progress check midway into the transition period. Acceleration team reconvenes if necessary to determine any additional supports needed or to reconsider accelerated placement.

RESOURCES

- Worthington City Schools Gifted Website: [WCS Gifted](#)
- Gifted Acceleration Referral Form: [Acceleration Referral Form](#)
- Whole Grade Acceleration Process Flow Chart: [Whole Grade Process](#)
- Subject Acceleration Process Flow Chart: [Subject Acceleration Process](#)
- Early Entrance Packet and Application: [Early Entrance](#)
- Ohio Department of Education Gifted Page: [ODE Website](#)
- Gifted Contact Information:
 - Suzanne Palmer - Gifted Services Coordinator - 614.450.6055 - spalmer@wscloud.org
 - Amy Reynolds - Gifted Services Administrative Secretary - 614.450.6056 - areynolds@wscloud.org