

# Avon Local Schools Acceleration Procedures

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## General Information

In April, the State Board of Education adopted “A Model Student Acceleration Policy for Advanced Learners” in response to House Bill 66 requirements. The bill also required Ohio’s city, local and exempted village school districts to implement the model policy or a similar policy to take effect beginning in the 2006-2007 school year.

In December, the General Assembly passed House Bill 79, which amended House Bill 66 to require schools districts to submit their acceleration policies to ODE for review and approval. Section 3324.10 of HB 79 reads:

*(A) Prior to June 30, 2006, the state board of education shall adopt a model student acceleration policy addressing recommendations in the department of education's 2005 study conducted under the gifted research and demonstration grant program. The policy shall address, but not be limited to, whole grade acceleration, subject area acceleration, and early high school graduation.*

*(B) The board of education of each city, local, and exempted village school district shall implement a student acceleration policy to take effect beginning in the 2006-2007 school year. The policy shall either be the model adopted by the state board under division (A) of this section or a policy covering similar issues that is adopted by the district board. If the district board does not adopt the state board's model, it shall submit its policy to the department for review and approval. The department, upon request, shall provide technical assistance to the district board in developing the policy.*

Districts are required by Section 3324.10 of HB 79 to either adopt the state Model Student Acceleration Policy for Advanced Learners or submit for review a district policy that covers similar issues (early entrance to kindergarten, whole grade acceleration, subject area acceleration, and early high school graduation).

To view the full text of the model policy, related resources, and instructions for submitting amended or alternative acceleration policies for ODE review, please visit the ODE gifted web site at:

<http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=964&Content=19931>

## OAT Testing Specifics

Reporting Accelerated Students' May Test Results

Students who are accelerated in a grade for a subject (beyond their regular grade of enrollment) may take a state OAT in that accelerated grade-subject, per each district's acceleration policy. Each student who takes an accelerated test-subject will receive an individual score report for that subject in that grade level. In some cases, these students may test in several subjects at their regular grade level (for example, 4th grade math and 4th grade writing) and in an accelerated grade in another subject (for example, 5th grade reading). Please enter the necessary data about the acceleration into the online system during the April 16-May 11 window as this is the only opportunity to report those acceleration data.

This hypothetical accelerated student will receive two individual score reports-one which contains a 4th grade math and writing score and a "did not attempt" for 4th grade reading. The other score report will report a 5th grade reading score for that student and a "did not attempt" for math, science, and social studies.

### **General Benefits of Acceleration**

Acceleration is perhaps the most effective intervention for enhancing the academic growth of advanced student. This is especially true for the academically able students. Research shows that acceleration has long-term benefits for these students.

### **Types of Acceleration**

- Whole-Grade Acceleration
- Individual Subject Acceleration
- Early Admission to Kindergarten
- Early High School Graduation
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### **Process**

1. A teacher, administrator or parent may request that a district consider acceleration for a specific student. It is best that this be done at the beginning of the school year or at the end of the school year in preparation for the next year.
2. An acceleration referral form must be completed and submitted to the building principal. See form ACC1.
3. A letter is then sent home to parents requesting permission to evaluate the child for possible acceleration. See form ACC2.
4. After permission is received a designee in the district gathers data on the student using the Iowa Acceleration Scale as a model.
5. Once data is gathered, a committee is called to review the information and to discuss the child's potential for acceleration. The child's teachers and the building principal must be included in this meeting. If the child is receiving gifted services, then the teacher of gifted must be included in the final meeting.
6. A meeting is held with parents to explain the process for determining the outcome. If this child is to be accelerated, then the parents must sign a permission form- ACC3

7. Prior to the meeting with parents, the building principal should have an action plan set for implementing the acceleration for the child. There should also be an acceleration education plan created for the parents to sign at the meeting.

### **Transition Period**

The Avon School District has a transition period of one month. If at any time during the course of the month the teacher or the parent feels that the acceleration placement is not appropriate, they can submit their case in writing.

1. If the teacher submits the letter, there must be another committee review and recommendation.
2. A meeting must be held with the parents to review the committee decision and to give them the opportunity to agree or disagree.
3. If the parents feel the acceleration is not appropriate, they can request in writing that the child go back to the regular placement or the district find an alternate acceleration avenue.
4. The committee must review this request and make a recommendation. If an alternate acceleration plan is recommended, there must be a new acceleration education plan created and the parents must sign off on the latest recommendation.

**Avon Local Schools**  
**Academic Acceleration Referral**

ACC-1

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Child's Name: \_\_\_\_\_ ID No. \_\_\_\_\_

Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Parent(s) / Guardian(s)  
Names: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ Zip: \_\_\_\_\_ Phone: \_\_\_\_\_

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**Type of Acceleration:**

- Early Entrance to Kindergarten
  - Whole Grade – From Grade \_\_\_\_\_ to Grade \_\_\_\_\_
  - Individual Subject Area  
Subject Area(s): \_\_\_\_\_
  - Early Graduation from High School
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**Reasons for Academic Acceleration Referral:** (Please be very specific. Attach any additional information and available documentation to this form.)

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Signature of person(s) initiating referral

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Position or Relationship to Student

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Name (please print)

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Phone

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Date

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Signature of person receiving referral

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Date

**RETURN TO BUILDING PRINCIPAL**

*Copies: Parent/Student Building File*