

Sycamore Community School District: Single Subject Acceleration Guidance

Acceleration Placement

Single-subject acceleration is the practice of assigning a student to a higher grade level than is typical, given the student's age, to provide access to appropriately challenging learning opportunities in one or more subject areas. Students should be challenged and supported to reach their full potential, and the goal of acceleration is to adjust the pace of instruction to the student's capabilities and provide an appropriate level of challenge by removing the barriers to accessing an appropriately challenging curriculum.

Students do not need to be identified as gifted to be evaluated for acceleration.

"Gifted" refers to a specific identification of students who perform or show potential for performing at remarkably high levels of accomplishment when compared to others of their age, experience, or environment under division (A), (B), (C), or (D) of section 3324.03 of the Ohio Revised Code. Acceleration is an educational option and is not guaranteed for every gifted student.

The Ohio Department of Education and Workforce requires districts to implement acceleration policies for advanced learners. Therefore, when considering single-subject acceleration for a student, the following procedures and guidelines will be utilized:

Step 1: Acceleration Referral/Request

- A parent or legal guardian, teacher, school administrator, or professional staff member may refer a student for acceleration to the **building principal**. Students may also refer themselves or peers through a district staff member familiar with the student's abilities.
- The principal or his/her designee will obtain written permission from the student's parent(s) or legal guardian(s) to evaluate the student for single-subject accelerated placement using the [Request for Acceleration Form](#). The district will evaluate all students who are referred and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for single-subject accelerated placement.
- Referral forms and the district's acceleration policy and guidelines will be available to staff and parents on the district website.

Step II: Acceleration Evaluation Process

- The referral request initiates the formation of the Acceleration Evaluation Committee (AEC) which includes the principal/assistant principal, gifted coordinator, gifted intervention specialist, current grade level teacher, and/or accelerated grade level teacher. As needed, a school counselor, or school psychologist may be included to provide additional expertise.
- The building principal or gifted intervention specialist will be in contact to clarify the process with the parent/guardian.
- The AEC will conduct a comprehensive evaluation of the student using a variety of instruments and data sources.
 - **Essential data** sources include: Student subject specific MAP data, State subject specific assessment data, Progress through content area standards, Iowa Acceleration Scale Scale: Interpersonal Skills (Section IX) Attitude and Support (Section X), Consideration of the student's maturity and desire for accelerated placement.
 - The AEC might also consider additional data sources if further information is needed. These include: Content area aptitude assessment(s), OST Benchmark or Checkpoint Assessments, Student quantitative CogAT score, Other ODEW-approved ability assessment quantitative score, Other ODEW-approved subject-specific out-of-level achievement test(s), Classroom performance, Grade-level assessments, Other Social and emotional readiness data.

Step III: Acceleration Evaluation Team

- The AEC will review all available data. The committee will discuss and make recommendations for accelerated placement.
- The AEC shall issue a written decision to the principal and the student's parent or legal guardian based on the evaluation process's outcome. If the committee cannot reach a consensus recommendation, a decision regarding whether or not to accelerate the student will be determined by a majority vote of the committee membership.
- The AEC, shall develop a Written Acceleration Plan (WAP) for students who will be accelerated in an individual subject area. The written acceleration plan shall specify:
 - identify support strategies for assisting with the transition;
 - designate a school staff member to ensure the successful implementation of the written acceleration plan and to monitor the adjustment of the student to the accelerated setting, which includes assigning responsibility for the ongoing review and support of the student and communication with the parent(s) or legal guardian;
 - identifying what criteria will be used to ascertain if the acceleration is successful
 - an appropriate transition period for accelerated placement for students in individual content areas.
 - Upon development of the Written Acceleration Plan (WAP), an appropriate transition period should be specified. After that time, the AEC, taking into account input from all team members, will determine whether the acceleration will continue. If single-subject acceleration is deemed appropriate, the WAP becomes permanent and is noted in the student's permanent record.

- A parent or legal guardian of the evaluated student will be notified in writing of the outcome of the evaluation process within 45 days of receiving permission from the student's parent/guardian. This notification will include instructions for accepting or appealing the outcome of the evaluation process.

Appeals Process:

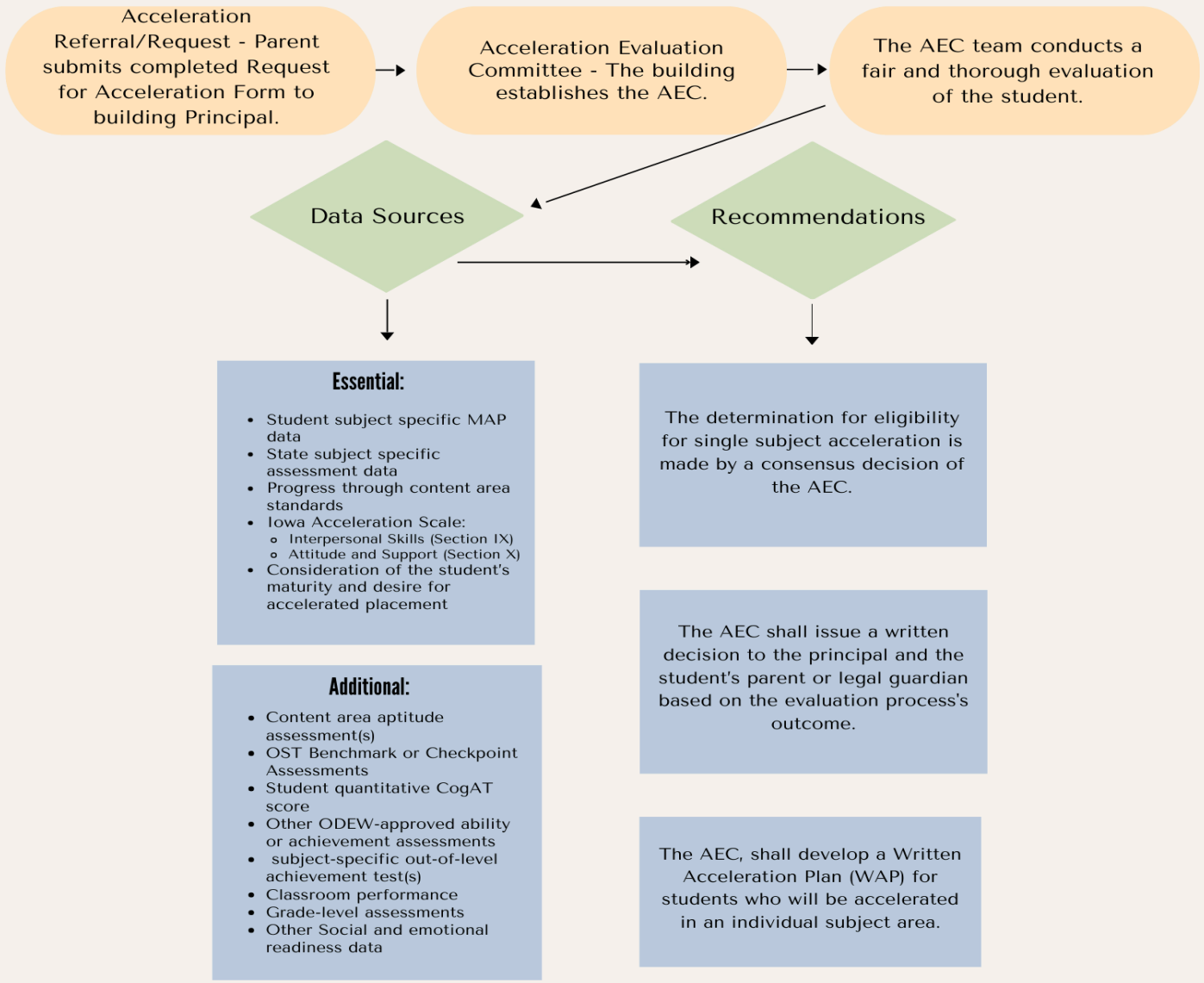
- A parent or legal guardian of the referred student may make a written appeal to the superintendent within thirty days of being notified of the committee's decision.
- The superintendent will review the appeal and make a final decision within thirty days. He or she will notify the parent or legal guardian who filed the appeal of his decision. The Superintendent's decision will be final. The student may not be considered again for single-subject acceleration until the following school year.

Placement Timeline:

- Students referred for evaluation for possible subject accelerated placement 60 or more days before the end of the school year will be evaluated so that the student may be placed in the accelerated placement on the first day of school.
- Students referred for possible accelerated placement 60 or more days before the start of the second semester will be evaluated for possible accelerated placement at the start of the second semester.
- In all other cases, evaluation of a referred student will be scheduled at the principal's discretion or per AEC recommendation.

See the Single Subject Acceleration Flowchart Below

SINGLE SUBJECT ACCELERATION PROCEDURES



Appeal Process: A parent or legal guardian of the referred student may make a written appeal to the superintendent within thirty days of being notified of the committee's decision. The superintendent will review the appeal and make a final decision within thirty days.