

In the spring of 2006, the state adopted a model policy on academic acceleration, including subject acceleration, whole grade acceleration, early entrance to Kindergarten and 1st grade, and early graduation. In accordance with state law and ODE rules, Columbus City Schools adopted the state policy incorporating the elements mandated by law.

More information about acceleration can be found at:

- *Ohio Dept. of Education - education.ohio.gov*
- *Belin-Blenk Institute - www.nationdeceived.org.*

Columbus Gifted & Talented Purpose Statement

Identify and nurture gifted scholars through a continuum of services delivered in appropriate and challenging learning environments with rigor and individualization to foster creativity, leadership, and social-emotional well-being.

Vision

Rigorous, student-centered learning experiences and social-emotional supports delivered by collaborative teams.

The Columbus City School District does not discriminate based upon sex, race, color, national origin, religion, age, disability, sexual orientation, gender identity/expression, ancestry, familial status or military status with regard to admission, access, treatment or employment. This policy is applicable in all district programs and activities.



Academic Acceleration



**Gifted & Talented
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Mission: Each student is highly educated, prepared for leadership and service, and empowered for success as a citizen in a global community.

Acceleration is a special service for exceptional students. Schools utilize this practice when a child's academic needs are too advanced to be met in the regular classroom or other available programs. This option is usually sought for just a few students each year, as other school curriculum and services are typically sufficient for meeting the needs of most students.

Types of Acceleration

- *Whole Grade* – A student skips one or more entire grade levels or remainder of a grade level to become a full time student in a grade level above that of age peers. All instruction in all subjects and specials takes place at the upper grade level as if the student has always been in that grade. State accountability testing occurs as if the student has always been in that grade level.
- *Single-Subject* – A student skips one or more grade levels in one subject only to become a full time student in that course in a grade level above age peers. All instruction for the accelerated subject takes place at the upper grade level. The remainder of the school day is spent in the typical grade level. State accountability testing occurs at the higher grade level for the accelerated subject and the typical grade level for all other subjects. There are cases when such testing is optional or exempted, and there may be rule changes with high school end of course exams. Check with the supervisor for clarity on rules.
- *Early Entrance to Kindergarten/1st Grade* – A student who is not of age by the September 30 cutoff date may enter school early if eligible through the acceleration process.
- *Early Graduation* – A student exits high school by skipping courses through the acceleration process. This is not the same as graduating early because of completing courses earlier than planned.

Who May Be Accelerated?

- Anyone who demonstrates an advanced academic need regardless of gifted identification.
- Students who do not meet the school entrance age requirements may enter Kindergarten or First Grade early.

Who May Submit Referrals for Acceleration?

- Parents and Students
- Teachers and Administrators
- Physicians and Psychologists
- Special note – if referral is for Early Entrance, and the child will be of age after January 1, referral must come from an educator or medical professional.

What is the Process For an Acceleration Evaluation?

- Referral is made and forwarded onto the gifted coordinator at least 60 days prior to the start of the term.
- Permission to assess is obtained from the parents/guardians.
- The testing coordinator administers a cognitive abilities test. If the score is below 115, review ends. If above 115, the process continues.
- The testing coordinator administers normed achievement tests for the grade to be skipped in any subjects appropriate. (Single subject test for single subject acceleration; all subjects for grade acceleration.)
- The gifted coordinator reviews the testing results and talks with teachers and parents to complete the Iowa Acceleration Scale (IAS).
- IAS scores are tallied and a recommendation is made.
- The committee meets to determine best placement.
- If acceleration occurs, a written acceleration plan is developed to guide the transition.

***Process differs for early entrance. See CCS website after April 1.*

What State Achievement Test Does a Subject-Accelerated Student Take in the Spring?

In general, the student will take the accelerated subject's state test at the higher grade level and other tests at the usual grade level. If a test does not exist at the upper grade level, the student will not take a test in that subject area.

Myths About Acceleration

Many myths about acceleration have been passed down through the years. However, for students carefully screened using the state-approved process, research shows different results.

1. *Students will suffer academically.*

Research shows...

- Accelerated students show achievement scores similar to older grade peers.
- Early entrants to Kindergarten showed 1½ year's growth.
- Single subject accelerants were 3/5 of a year ahead of peers.

2. *There will be gaps in information learned by students.*

Research shows...

- Students should be given opportunity to learn missed material at an accelerated pace.
- Bright students have the capacity to learn material at a faster pace.

3. *Acceleration causes social and emotional problems.*

Research shows...

- There is no literature showing that accelerated students are at a greater risk for social/emotional problems.
- Bright students tend to have friends who are intellectual peers, not age peers.
- Bright students tend to be more well-adjusted in emotional and social areas.