

Chagrin Falls Exempted Village Schools – Gifted Acceleration Process Guidelines



- Students may be referred for consideration for acceleration by a parent/guardian, teacher, counselor, district administrator, and/or may be self-referred. This process may be started by the submission of a Referral for Consideration of Accelerative Options form (available via district website and within each school's Main Office upon request). This form should be shared with the Gifted Coordinator, who will work to facilitate this process. This process is employed for identified students who are requesting an acceleration which will yield placement with above-grade level peers and may require administration of above-grade level ODE assessment(s), if administered to students within the new placement.
- Students must have an identification as gifted - typically in Superior Cognitive Ability and the content area(s) for which acceleration is being considered for the student.
 1. If they are not yet identified as gifted, we start with testing for the purpose of gifted identification. If a student is not identified as gifted, we generally would stop the process at this time.
 2. Once testing for the purpose of gifted identification is completed, and the student is identified as gifted in 1 or more areas, above-grade level testing is done. This is accomplished through the administration of an above-grade level standardized assessment which is at least 2 years above grade level (i.e. the PSAT 8/9 for grades 3-6, the ACT, SAT for grades 6-9, etc.). We generally look for scores in the 85th percentile or higher.
- We also typically administer a course-specific or grade-specific summative assessment in the content area(s) to identify any areas of weakness that might either suggest the student is not ready to accelerate and/or to inform instruction to support an acceleration. In middle school, this is typically the administration of an end of term (Midterm) and/or end of year assessment (Final Exam) as they are summative in nature. We generally look for scores indicating 85% mastery or higher. Consideration of these scores is critical, especially in cases for which the student is already enrolled in a course or program which provides above-grade level content. Diagnostic assessments are critical in identification of gaps which may need to be filled and the timeline and pace which is appropriate for each student if accelerative options are employed.
- Once all of the testing is done, an Acceleration Evaluation Committee is formed, which includes (but is not limited to): parent/guardian or designee, gifted coordinator or gifted specialist or guidance counselor or school psychologist, a principal/asst. principal, a current teacher of the referred student, and teacher at the grade level or for the course to which the referred student may be accelerated.
- During the Committee meeting, test data, as well as informal feedback from teachers, parents, etc. is shared. In the case of a full-grade acceleration, we complete a document called the Iowa Acceleration Scale (IAS) as a committee. We collaboratively decide if acceleration is appropriate and what form of acceleration might best meet the needs of the student. This plan is captured in a document required by the ODE called the Written Acceleration Plan (WAP) for Gifted Students.
- Students who are grade accelerated will be required to take state assessments in all areas which may align to the new grade level placement. Students who are subject-accelerated into an above-grade level placement (taking coursework in a classroom full of students who are a grade level or more beyond their current grade placement), are required to take the state testing in this content area which aligns to the new subject grade level placement. Students receiving above-level coursework who are taught in a same grade level group (i.e. Advanced Math 4) are not considered to be formally subject-accelerated, as this coursework is offered at their grade level and students take an on-grade level ODE test. Students who are enrolled in courses which are accelerated in content **and** yield an ODE test which is above-grade level (i.e. Advanced Math 5, Advanced Math Apps 6, Algebra I in grades 7 and 8, Honors Geometry in grades 8 and 9, etc.), have received WAP's and are considered to be accelerated students. All students identified as accelerated by the ODE in a specific area receive a weighted test score for all above grade level ODE tests within the content area.