

Acceleration Policy

ORC [3324.10](#) requires all school districts to implement a student acceleration policy. This statute allows districts, among other things, to place a student in a higher grade level than is typical given the student's age for the purpose of providing student access to appropriately challenging learning opportunities in one or more subject areas. This practice is known as "subject-area acceleration."

Definitions:

- Accelerated-subject grade level: the grade level of the accelerated instruction.
- Overall grade level: the grade level as reported in the EMIS *Grade Level Element*.
- Accountability grade level: the grade level where the student's score will be counted.

Rule for Subject Area Acceleration

This rule applies regardless of whether or not students are formally accelerated on Written Acceleration Plans (WAPs.)

- 1) In any subject, students will participate in all testing, including end-of-course tests, at their accelerated- subject grade level;
- 2) If there is no test or end-of-course test at the student's accelerated-subject grade level, the student will not be tested;
 - a) Exception to rule 2: students accelerated into a high school physical science course are not permitted to take the high school physical science test; these students must take the grade 8 science test or no test if the grade 8 science test has already been taken.

EMIS Reporting Guidance

In any subject, **formally accelerated students** on Written Acceleration Plans (WAPs) performing at the Proficient level or above will receive the appropriate **increased weight** in the district's Performance Index. Formally accelerated students on Written Acceleration Plans (WAPs) are **reported in EMIS** as follows.

During the first year of a student's acceleration, all districts will report in EMIS the *Subject Area Code* and the *Accelerated Level Count*. For all years of a student's acceleration, districts will report in EMIS the *Accelerated Assessment Flag* for any circumstance in which the student was tested at their accelerated-subject grade level.

For any circumstance where a student is not tested because a test does not exist at their accelerated-subject level, but a test does exist in that subject at their overall-grade level, districts will report in EMIS the *Score Not Reported Element*.

Districts will report in EMIS the *Grade Level of Student at Time of Test Element* and the *Test Grade Level Element* per standard reporting guidelines.

Specific Test Administration Procedures for Subject Area Acceleration

Students testing at the accelerated level must be noted as such on test documents/records sent to the test contractor in one of the following ways: (a) in the Pre-ID file, **or** (b) in the appropriate bubble on the Demographic Page, **or** (c) in the Record Changes System (*TIDE online system*). Failure to properly record students testing at the accelerated level may delay processing and reporting.

Example of Test Administration Procedures for a Subject Area Accelerated Student

A fourth-grade student performing above grade level in mathematics goes to a fifth-grade teacher every morning for instruction in mathematics and returns to the fourth-grade classroom for instruction in other subject areas. The student is an accelerated tester for fifth-grade mathematics but is still tested at fourth-grade for English language arts and social studies.

This student must be treated in the following manner:

- The student will be identified as an accelerated tester on the completed fifth-grade mathematics test documents submitted to the test contractor for scoring/reporting;
- The student will complete a fifth-grade mathematics test only using fifth-grade testing materials;
- The student will complete only the fourth-grade English language arts and social studies sections using fourth-grade testing materials;
- The student will receive a fifth-grade mathematics score and a “did not attempt” for fifth-grade English language arts and science on reports from the test contractor;
- The student will receive a fourth-grade English language arts and social studies score and a “did not attempt” for fourth-grade mathematics on reports from the test contractor; and
- The district will record the fifth-grade mathematics score and the fourth-grade English language arts and social studies scores into the student’s record in EMIS for the year end reporting. Chapter 2 of the EMIS Manual contains details on how this data should be recorded for proper accountability.

Whole Grade Acceleration

For students who have been whole grade accelerated, their accelerated grade level, overall grade level and accountability grade levels are all identical. During the first year of a student’s whole grade acceleration, report in EMIS the same value for all five *Acceleration Elements* (subjects and number of years accelerated). Follow all other typical testing and reporting guidelines for the student’s accelerated grade level.

Acceleration Resources

For questions regarding what students are covered under this policy, please contact the Gifted Services staff at 877.644.6338 or gifted@education.ohio.gov.

For questions regarding report card and accountability calculations, contact the Accountability staff at 614.728.4510 or 614.995.0098 or accountability@education.ohio.gov.

For questions regarding EMIS reporting, contact your district’s EMIS coordinator or refer to Chapter 2 of the EMIS Manual.

Complete information related to state requirements and guidelines for student acceleration may be found at education.ohio.gov, keyword search: *Academic Acceleration for Advanced Learners*. Information regarding student acceleration in this assessment rules book pertains only to participation in required statewide testing.