

## SUBJECT AND GRADE ACCELERATION PROPOSAL FOR MIDDLE SCHOOL STUDENTS

### ELIGIBLE TO PARTICIPATE IN HIGH SCHOOL COURSES

Subject and grade level acceleration is not new in the New Richmond School. Policy and law have permitted it for many years. What has changed is the proximity of the middle school and high school and the similarity of the bell schedules. In the past, courses offered for high school credit were offered in the middle school space by a teacher licensed to deliver high school credit. Now, the ability to walk across the driveway to access high school classes is available and opportunities can be more easily accessible.

As a result, this initiative is designed to connect with students and families to encourage review of opportunities for students that will give them a more powerful pathway to high school credit courses opening up further opportunities for participation in college coursework while still in high school.

Students eligible to participate in subject and grade acceleration are identified as 1) cognitively or subject area specific gifted students, or 2) have achieved ADVANCED rating scores on the Ohio AIR tests.

### ADVANCED OHIO AIR TEST RESULTS

Any student who is identified as gifted or who scores ADVANCED in any subject area Ohio AIR test in grades 5-8 will be invited to participate in subject acceleration opportunities in the New Richmond Middle and High Schools.

Additionally, the first invitation and opportunity for gifted and/or students scoring ADVANCED on the Ohio AIR tests is to begin participating in the ACT (American College Test) starting in grade 7. While the ACT is a college entrance exam and needed for college entrance during the college application process the year prior to leaving high school, there is value in participating in the ACT early and often.

Students identified as gifted or scoring ADVANCED on the Ohio AIR tests will be invited and encouraged to participate each spring of the grade level they are in. Further, these students will be expected to participate in the PSAT as sophomores. The PSAT is the Preliminary SAT and determines eligibility for the National Merit Scholarship Program.

Ohio AIR Cut scores are established annually and will be used as stated. 2019 AIR scores are reflected below:

ELA

Grade/Subject	Limited	Basic	Proficient	Accelerated	Advanced
Grade 5	552-668	669-699	700-724	725-754	755-848
Grade 6	555-667	668-699	700-724	725-750	751-851
Grade 7	568-669	670-699	700-724	725-748	749-833
Grade 8	586-681	682-699	700-724	725-743	744-805

Mathematics

Grade/Subject	Limited	Basic	Proficient	Accelerated	Advanced
Grade 5	624-686	687-699	700-724	725-748	749-804
Grade 6	616-681	682-699	700-724	725-743	744-790
Grade 7	605-683	684-699	700-724	725-754	755-806
Grade 8	633-689	690-699	700-724	725-743	744-774

Science

Grade/Subject	Limited	Basic	Proficient	Accelerated	Advanced
Grade 5	559-663	664-699	700-724	725-752	753-845
Grade 8	575-673	674-699	700-724	725-765	766-868

The school counselors will establish the eligibility list for students in grades 6-7-8 and meet with the students to create or update their student profile. The student profile consists of the nature of the students giftedness or the ADVANCED scoring rating on Ohio AIR. Additionally, MAP scores, grade average and teacher recommendation will be considered.

The student profile will consist of the academic data available and the interest and vision of the student and parent for the future educational plan through graduation from New Richmond High School.

Students with these qualifications and an up to date student profile will have access to the high school courses offered in the course registration booklet. An Individual Student Success Plan is needed (along with your Written Education Plan for gifted students) that defines the student’s high school program.

**Subject / Grade Level Acceleration Profile**

NAME \_\_\_\_\_

GRADE \_\_\_\_\_

I qualify for subject or grade acceleration by the following:

Gifted Identification - This is documented in your Written Education Plan

- Superior Cognitive,
- Specific Academic Ability
  - Math,  Science,  Social Studies,  Reading/Writing or combination,
- Creative Thinking,
- Visual or Performing Arts

I have special talents or interests in:

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I want to pursue this area in high school and college:

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I am most successful when:

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I have the most difficulty when:

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**I understand that undertaking subject and grade level accelerated courses will be demanding and the expectations are high. I also understand that my participation in high school credit courses will establish my grade point average at New Richmond High School and the implications of such will affect my status in class rank and in the pursuit of the highest ranking academic student of my graduating class.**

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Parent Signature

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 Gifted Student Profile

Students are expected to generate the information to fill the boxes below in order to be considered a candidate for subject / grade acceleration.

CRITERIA	✓	EVALUATION	✓
MAP ASSESSMENT  Reading _____ Math _____  Language _____ Science _____		Spring MAP score of 234	
PREVIOUS AIR SCORES  Reading _____ Math _____  Science _____		History of Accelerated or Advanced AIR Scores  Grades/subjects where student achieved elevated status  Grade 6 __ Grade 7 __ Grade 8 __  Reading  Math	
REPORT CARD Grade Point Average  2nd Quarter _____		B an above in previous subject/grade	
GIFTED SUPERVISOR INPUT		Gifted status  Qualified _____ Referred for Assessment _____	

**Individual Student Success Plan**

My goal is to graduate from high school in \_\_\_\_\_. I intend to pursue a career in \_\_\_\_\_. I have built a 6 year plan that will prepare me for post secondary education in school year\_\_\_\_\_.

6 Year Plan

7th Grade

English  
Math  
Science  
Social Studies  
Electives

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8th Grade

English  
Math  
Science  
Social Studies  
Electives

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

9th Grade

English  
Math  
Science  
Social Studies  
Electives

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

10th Grade

English  
Math  
Science  
Social Studies  
Electives

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

11th Grade

English  
Math  
Science  
Social Studies  
Electives

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

12 Grade

English  
Math  
Science  
Social Studies  
Electives

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I have developed this plan with my guidance counselor, gifted supervisor and parent.

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Gifted Supervisor Signature

\_\_\_\_\_

Parent Signature

\_\_\_\_\_

Counselor Signature

## **BACKGROUND INFORMATION - Current Policy and Practice**

### **5410 - PROMOTION, ACADEMIC ACCELERATION, PLACEMENT, AND RETENTION**

#### **Academic Acceleration: (Highlights from Board Policy)**

Academic acceleration may involve whole-grade acceleration or individual subject acceleration. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be promoted to the next grade or enrolled in the next course in the academic sequence, but also demonstrates the ability to do the caliber of work required of students in that next grade level/subject/course. An acceleration evaluation committee will determine whether the student will be permitted to skip a grade level (i.e., whole-grade acceleration), or take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration).

Any student residing in the District may be referred by a staff member or a parent/guardian to the principal of his/her school for evaluation for possible accelerated placement. Students may refer themselves or a peer through a staff member who has knowledge of the referred child's abilities. Copies of referral forms for evaluation for whole-grade or individual subject acceleration will be available at each school building.

Students referred for accelerated placement will be evaluated in a prompt manner. The building principal will schedule the evaluations. Normally, changes in a student's schedule will occur only at the start of a semester.

Before a student is evaluated for accelerated placement, the principal (or his/her designee) shall obtain written permission from the student's parent/guardian.

Students considered for individual subject acceleration will be evaluated using a variety of data sources, including measures of achievement based on State academic content standards (in subjects for which the State Board of Education has approved content standards) and consideration of the student's maturity and desire for accelerated placement.

The acceleration evaluation committee shall issue a written decision on the outcome of the evaluation process to the principal and the student's parent/guardian. This notification shall include instructions for appealing the decision.

Appeals must be made in writing to the Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within 30 calendar days of receiving the appeal. The Superintendent or his/her designee's decision shall be final.

If the student is recommended for whole-grade or individual subject acceleration, the acceleration evaluation committee will develop a written acceleration plan. The parent/guardian shall be provided with a copy of the plan. The plan shall specify:

- A. placement of the student in an accelerated setting;
- B. strategies to support a successful transition to the accelerated setting;
- C. requirements and procedures for earning high school credit prior to entering high school (if applicable); and,
- D. an appropriate transition period for accelerated students.

A school staff member will be assigned to oversee implementation of the acceleration plan and to monitor the adjustment of the student to the accelerated setting.

#### PROCESS FOR CONSIDERATION TO PARTICIPATE IN HIGH SCHOOL COURSEWORK IN THE MIDDLE SCHOOL

New Richmond Middle School offers high school credit for students who meet the prerequisite skills and qualifications to take the high school equivalent subjects for high school credit. The process includes:

**MAP ASSESSMENT** – The MAP Assessment is administered three times per year. The spring assessment is expected to be a culminating score that would show a progression of achievement aligned with a student’s ability. Ultimately, the spring MAP score of 234 is a minimum requirement for eligibility to be considered a candidate to accelerate.

**PREVIOUS AIR SCORES** – 6<sup>th</sup> grade AIR scores at Accelerated or Advanced are considered and 7<sup>th</sup> grade AIR scores are evaluated in an effort to understand the capacity of the math student to participate successfully in a rigorous, high-stakes assessment. It is considered, but not a disqualifier.

**ACCURACY ASSESSMENT** – Accuracy is an essential skill in mathematics and critical to the success of students who will skip Math 8 to participate in Algebra 1 for high school credit. An accuracy score is calculated throughout the year in 7<sup>th</sup> grade math and 80% or higher is used as a qualifier/disqualifier when evaluating a student’s readiness for Algebra 1. Other criteria may develop for application in advanced studies in other departments.

**REPORT CARD GRADE** – The overall performance of 7<sup>th</sup> grade math students reflected in the quarterly grade reporting is also used as evidence of a student’s eligibility to accelerate in math courses. Weaknesses, generally reported as grades below a B are cause for concern and additional assessments may be required. A student who accelerates by skipping a grade must be prepared for the rigor needed to undertake a high school math course with background information compressed into the course. A strong work ethic, interest and ability is reflected in the overall quarterly grade.

**GIFTED ELIGIBILITY** -- While a gifted identification is not required for acceleration, a gifted identification in superior cognitive ability and/or specific academic area will be considered.

**TEACHER RECOMMENDATION** – Appropriate teachers with knowledge of the student being considered for subject/grade acceleration will be included in considering a student’s capacity to undertake the rigorous work.

EVALUATION TO PARTICIPATE IN HIGH SCHOOL COURSEWORK IN THE MIDDLE SCHOOL

CRITERIA	EVALUATION
MAP ASSESSMENT	Spring MAP score of 234
PREVIOUS AIR SCORES	History of Accelerated or Advanced AIR Scores
ACCURACY ASSESSMENT	80% or higher
REPORT CARD	B an above in previous grade
GIFTED SUPERVISOR	Gifted status (not required)
TEACHER RECOMMENDATION	Signature of previous year teacher

Student application for single subject acceleration is (APPROVED / DENIED)

Date \_\_\_\_\_

If denied, state the reasons for the denial

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Students approved

Appeals must be made in writing to the Superintendent within thirty (30) calendar days of the parent/guardian receiving the committee's decision. The Superintendent or his/her designee shall review the appeal and notify the parent/guardian of his/her decision within 30 calendar days of receiving the appeal. The Superintendent or his/her designee's decision shall be final.

PARENT REFERRAL – Parents may refer students for consideration for subject acceleration using the form included after which the process above would be implemented.

REFERRAL FORM FOR POSSIBLE WHOLE-GRADE OR SUBJECT ACCELERATION

Name of Student \_\_\_\_\_ School/Building \_\_\_\_\_

Grade \_\_\_\_\_ Referral made by (check one): \_\_\_\_\_ Staff Member \_\_\_\_\_ Parent/Guardian

Name of person making referral \_\_\_\_\_

Before a student is evaluated for academic acceleration, the principal (or his/her designee) of the school to which the child may be admitted shall obtain written permission from the child's parent/guardian.

Return this form to the building principal.