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### Acceleration Process

As per policy IKEB, “Referral for students to be evaluated for acceleration should be made to the building principal and the Department of Learning. Students referred are evaluated using a variety of assessments. The assessments are reviewed by an acceleration evaluation committee to determine the most appropriate and available learning environment for the students.”

The District established the following processes for identifying students who may be granted early admission to kindergarten, acceleration in one or more individual subject areas, promoted to a higher grade level than their same-age peers, and granted early graduation from high school.

1. The principal or designee shall obtain written permission from the student’s parent(s) or legal guardian(s) to evaluate the student for possible accelerated placement. The District shall evaluate all students who are referred for evaluation and whose parent(s) or legal guardian(s) have granted permission to evaluate the student for possible accelerated placement.
2. Upon referral of a student, an acceleration evaluation committee shall be established by the Gifted Coordinator. The acceleration evaluation committee shall consist of:
  - a. A principal or assistant principal from the student’s current school
  - b. A current teacher of the referred student (with the exception of students referred for possible early admission to kindergarten)
  - c. A teacher at the grade level to which the student may be accelerated (with the exception of students referred for possible early graduation from high school)
  - d. A parent or legal guardian of the referred student
  - e. A gifted education coordinator
  - f. A school psychologist or guidance counselor
3. The acceleration evaluation committee shall conduct a fair and thorough evaluation of the student.
  - a. Students considered for whole grade acceleration shall be evaluated using
    - i. The Iowa Test;
    - ii. Grade Level Full Length Reading and Mathematics Ohio Achievement Assessments or State Diagnostic Assessments;
    - iii. Information gathered from
      1. Past state achievement assessments
      2. Teacher comments from previous grade levels (no more than 2 grades prior to the current grade)
      3. Current grades.
4. The acceleration evaluation committee shall issue a written decision to the principal and the student’s parent or legal guardian based on the outcome of the evaluation process. If acceleration is the decision of the committee, the written decision shall specify:
  - a. Placement of the student in an accelerated setting;



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- b. Strategies to support a successful transition to the accelerated setting;
  - c. An appropriate transition period for accelerated placement;
  - d. The school staff member who will ensure successful implementation of the written acceleration plan and monitor the adjustment of the student to the accelerated setting.

A parent or legal guardian of the referred student may appeal in writing the decision of the acceleration evaluation committee to the Director of Learning within thirty days of being notified of the decision.

The Director of Learning shall review the appeal and notify the parent or legal guardian who filed the appeal of his or her final decision within thirty days of receiving the appeal. The Director of Learning's decision shall be final.