



Acceleration and Retention Policy

Board Approved: October 27, 2022

The Governing Board expects learners to progress through each grade level within one school year. To accomplish this, instruction should accommodate the variety of ways that learners learn and include strategies for addressing academic deficiencies when needed.

Learners shall progress through the grade levels by demonstrating growth in learning, meeting grade level standards, and obtaining high school course credits of expected learner achievement.

Learners shall be identified for acceleration or retention based on the following data:

- CAASPP scores
- NWEA MAP assessments
- Other summative and formative assessments in ELA, writing, and mathematics
- Grades
- High School Credits
- Facilitator observations/feedback
- Any other relevant data in the Student Study Team (SST) process

Acceleration

Acceleration is possible when high academic achievement is evident. However, the learner's social and emotional growth shall be taken into consideration before placing them in a higher grade. The School Director or designee may recommend a learner for acceleration into a higher grade level upon review of the Student Study Team's (SST) findings.

Acceleration Guidelines - Grades 9 -12

The following guidelines for acceleration shall be implemented:

1. When a facilitator or parent/guardian feels a learner should be considered for acceleration, they shall review all available data and then discuss the case fully with the SST. If the learner has more than one regular classroom facilitator, the School Director or designee shall specify the facilitator(s) responsible for discussing the case with the SST.
2. The SST may consider the learner's grades, facilitator observations,

assessment results, performance-based assessments, participation in available supplemental instruction programs, and any other relevant data or information available to the SST.

3. The learner should be performing several grades above their current grade level according to work produced and standardized test scores.
4. The SST's decision to accelerate a learner shall be based on what action best serves the child and shall include relevant social and emotional concerns.
5. The parent/guardian shall be involved in any decision regarding acceleration of a learner.
6. A grade level adjustment document, signed by the team, shall be placed in the learner's cumulative file.

Retention

The Governing Board recognizes that very few children benefit from being retained. When any learner is retained or recommended for retention, the School Director or designee shall offer programs of direct, systematic, and intensive supplemental instruction and social emotional support through Multi-Tiered Systems of Support (MTSS). Learners shall be identified on the basis of academic achievement, social and emotional maturity, and the number of credits earned during the school year in accordance with law, Board Policy, and the following criteria. **Consideration of retention for learners with an IEP will be discussed at an IEP meeting before a decision is made by the School Director or designee. **

Retention Guidelines - High School

Learners in grades 9-12 are not retained into lower grades but must meet graduation course and credit requirements based on school, State, and board policy for graduation from high school.