



Acceleration and Retention Policy

Board Approved: 6-17-2026

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
- High School credits earned

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.

High School

Progress Toward Graduation

Progress toward high school graduation shall be based on the student's ability to pass the subjects and electives necessary to earn the required number of credits for high school graduation. In alignment with the school's commitment to individualized learning, a student will generally not be retained or accelerated in a specific "grade level" in the traditional sense. Instead, a student's placement and progress are determined by **credit accrual** and the mastery of course standards.

Acceleration via Credit Accrual

Course Advancement: Students may accelerate their path to graduation by enrolling in additional courses during the academic year, summer sessions through an approved outside accredited school provider, or through concurrent enrollment in a community college.

Early Graduation: Students who meet all state and charter-defined graduation requirements in fewer than four years may apply for early graduation, subject to administrative approval and a post-secondary transition plan.

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. **

High School Support and Intervention

Credit Recovery: Rather than retaining a student in a grade level, students who fail to earn credit in a core subject area will be provided with credit recovery options. This ensures the student remains on a path to graduation with their cohort while addressing specific learning gaps.