High School Policy Revision

STATE BOARD OF EDUCATION WORKSHOP

APRIL 14, 2016

BACKGROUND

- The case for revision:
  - Last significant update—2006
  - Multiple policies and guidance documents governing High School requirements
  - Several out-of-date sections

- Our revision process:
  - Coordinated effort with TDOE and SBE staff
  - Examined all parts of the policy to determine out-of-date content
  - Identified duplication and opportunities for consolidation

Updates

- Updated language regarding graduation *requirements*
  - Include Integrated math option
  - Clarified LEA flexibility in recognizing elective credits
  - Clarified expectations regarding 4 high school math credits

- Updated the occupational diploma section to reflect previously passed policy language

Updates: Assessment

- The High School Policy includes an assessment section

- There is also a separate High School Examinations Policy

- The proposed updates would eliminate the separate High School Examinations Policy and consolidate all policy related to high school assessments in the High School Policy

Updates: Assessment

- Clarifying testing requirements for adult students
  - Gateway assessments can be administered to adult students who only need to earn passing scores on diploma assessment(s) to meet diploma requirements
  - Students enrolled in adult high schools are not required to take End of Course or Gateway assessments when taking applicable courses to fulfill diploma requirements.

- Clarifying that students should take the end of course examinations in the semester in which they complete the relevant course work or at the first available administration

Streamlining the Policy

- Removed the following general guidance sections on best practice to better hone in on key policy requirements:
  - Integrated Curriculum
  - Active Learning
  - Extra Support to Meet Student Needs
  - Professional Development
 - School Wide Improvement

CREDIT RECOVERY

- "Credit Recovery" is defined as course-specific, skill-based extended learning for students who have previously been unsuccessful in mastering content or skills required to receive course credit or earn promotion. Credit recovery programs, in general, have a primary focus of helping students stay in school and graduate on time.

- Previously adopted by the Board as a separate guidance document

- Policy development:
  - Partnered with Office of Research and Education Accountability (OREA) to survey TN districts
  - Researched national best practice
  - Reviewed district policies

CREDIT RECOVERY

Office of Education Research and Accountability (OREA) conducted a credit recovery survey in 2015.

- 71% response rate; 84 districts
- All but 2 offer credit recovery, serving more than 7,000 students
- Only 47% of districts had a written credit recovery policy

Exhibit 3: Estimated number of students taking, passing, and failing credit recovery in 64 school districts, school year 2014-15

taking credit recovery — 7,613

passing credit recovery — 6,492
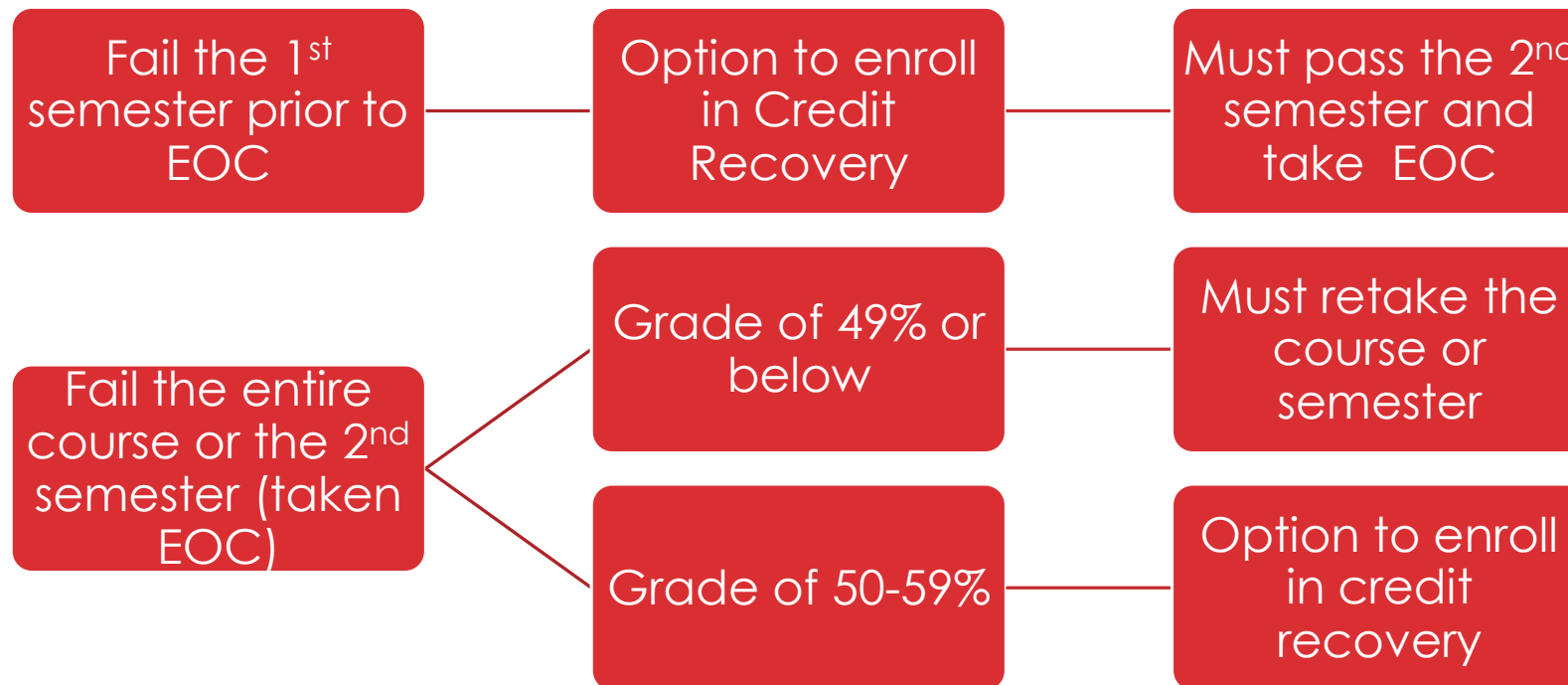
failing credit recovery — 1,077
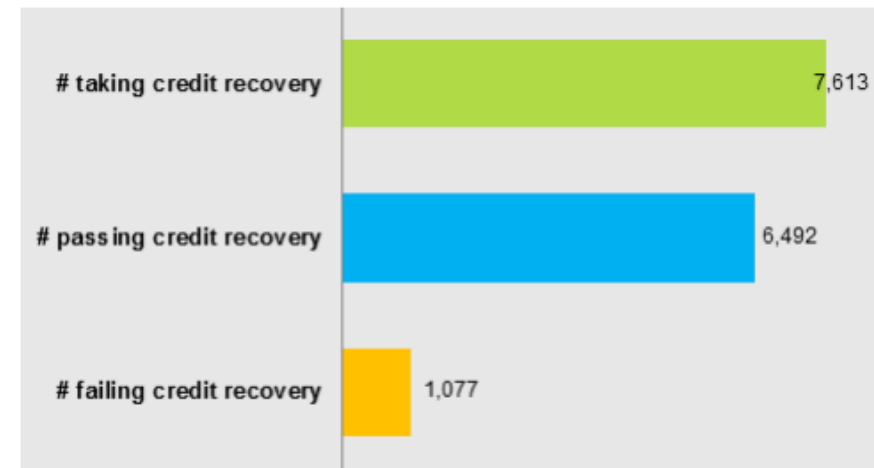
Note: 64 respondents of 119 districts surveyed.
Source: OREA Survey, Question 24.

POLICY ELEMENTS

- **Admission and Removal**
  - Requires parental consent
  - Must be designated as enrolled in credit recovery for state reporting

Fail the 1st semester prior to EOC	Option to enroll in Credit Recovery	Must pass the 2nd semester and take EOC

| Fail the entire course or the 2nd semester (taken EOC) | Grade of 49% or below | Must retake the course or semester |
| | Grade of 50-59% | Option to enroll in credit recovery |

Policy Elements

- **Instruction**
  - Credit recovery teachers of record must be endorsed and certified in any content area(s) for which they teach or otherwise facilitate credit recovery courses
  - Credit recovery courses should be aligned with state standards
  - Courses should be designed to differentiate instruction to address individual student growth needs based on a diagnostic assessment or EOC data

- **Grades**
  - Districts have flexibility to design a grading formula for credit recovery courses
  - Must include the original failing grade in the calculation of the final credit recovery grade and indicate that the credit was attained through credit recovery

Next Steps

- Between first and final reading, we hope connect with district leaders to listen to feedback and suggestions for improvement.

- Already considering modifications:
  - Clarifying expectations regarding the ACT/SAT as part of the assessment section