**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  - Several out-of-date sections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  - Examined all parts of the policy to determine out-of-date content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” 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
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
Policy Elements

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

- Fail the 1\textsuperscript{st} semester prior to EOC
  - Option to enroll in Credit Recovery
  - Must pass the 2\textsuperscript{nd} semester and take EOC

- Fail the entire course or the 2\textsuperscript{nd} 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