



INTERVENTIONS

8.1

BACK TO ROADMAP

IMPLEMENT PROACTIVE AND HIGH LEVERAGE INTERVENTION STRATEGIES

- ▶ Provide competency-based credit retrieval opportunities

COMPETENCY-BASED CREDIT RECOVERY

Credit attainment in 9th grade is high stakes. It impacts course placement, likelihood of graduation, scholarships, and post-secondary program admissions.

A credit recovery model that is equity-focused and competency-based achieves this objective:

In this model, a student who fails a course need only demonstrate proficiency in the essential standards that were not passed during the original course.

BENEFITS:

- ▶ Get students back on-track to graduate more quickly than retaking a whole course
- ▶ Proven to be more effective than online-only credit recovery
- ▶ The student is NOT required to re-take the entire course or complete seat time requirements
- ▶ More cost-effective than retaking classes AND students are more likely to graduate when they are on-track
- ▶ Higher student persistence, motivation, and graduation rates

LEARNING MODULE APPROACH:

- ▶ Determine the [essential standards](#) for each course, as well as what constitutes proficiency.
- ▶ Use a pre-test to evaluate which essential standards the student did and did not demonstrate proficiency in during the original course.
- ▶ The pre-test can be a shortened version of the end-of-course assessment to assess only the essential standards to earn a passing grade.
- ▶ Create credit recovery learning modules and scoring rubrics for each essential standard in each course. The learning modules and assignments are course specific, not teacher specific.
- ▶ Assign learning modules aligned with the areas a student needs to demonstrate proficiency in order to complete the original course.
- ▶ Engage academic support staff to assist students to reduce the burden on classroom teachers.
- ▶ The teacher of record evaluates the student's work and records the new passing letter grade or 'pass'.

REVISE & RESUBMIT APPROACH:

- ▶ Determine the [essential standards](#) for each course, as well as what constitutes proficiency.
- ▶ Use data, artifacts, and assessments from the original course to establish which standards a student has yet to meet.
- ▶ Identify assignments and assessments the student has yet to pass; once revised to standard and submitted, student will earn a passing course grade.
- ▶ With guidance and feedback from a teacher or academic support staff, the student revises and/or retakes and resubmits assignments or assessments as often as necessary to earn a passing grade.
- ▶ Engage academic support staff to monitor and support to reduce the burden on classroom teachers.
- ▶ The teacher of record evaluates the student's work and records the new passing letter grade or 'pass' on the student's transcript.

IMPORTANT CONSIDERATIONS:

- ▶ Ensure that state and district policies support competency-based credit recovery/repair.
- ▶ Recover/repair credits as soon as possible after the course failure and no later than the summer immediately after the course failure occurred.
- ▶ Counsel student-athletes on the [NCAA Clearinghouse eligibility limitations on credit recovery options](#).

COMPETENCY-BASED CREDIT RECOVERY POLICIES:

- ▶ Shelby County Schools high school [grading and credit policy](#)
- ▶ Washington D.C. Public Schools [credit recovery policy](#)
- ▶ Charlotte-Mecklenburg Schools [Credit Recovery Academy](#)

ADDITIONAL RESOURCES:

- ▶ [Credit recovery and proficiency-based credit: Maintaining high expectations while providing flexibility.](#)
- ▶ [Getting Back on Track: The Role of In-Person Instructional Support for Students Taking Online Credit Recovery.](#)

