Introduction

In credit recovery programs, students use digital curriculum to retake previously failed courses, master academic content, and recover course credit under the direction of a qualified teacher.

- Because students work at their own pace and teachers individualize instruction, the time spent retaking a course is reduced and students may return to a four-year graduation track quickly.
- Classrooms can be configured to operate prescriptively, reducing the time needed to demonstrate course mastery by focusing on the specific course content that has yet to be mastered.

Program Factors

The flexibility of Apex Learning digital curriculum allows for great variation in implementation design. Consider the following factors when planning your program.

Location

Courses can be completed onsite, offsite, or through a combination of on- and offsite instruction.

Staffing

Consider the following models when planning staff allocations:

- Teachers: Students meet regularly with a subject area teacher. Teachers may facilitate multiple courses within a content area.
- Teacher's Aide and Teachers: Students meet daily with a paraprofessional for supervision, motivation, and assessment proctoring. Teachers provide instruction, grading, and tutoring.

Curriculum Models

Consider the following models when planning curriculum:

- Fixed: In this model, students move through the same course of study and complete all lessons and activities regardless of their ability to demonstrate prior knowledge.

  Students seeking NCAA eligibility must use the Fixed Curriculum model. [Read More](http://cdn.apexlearning.com/documents/Best-Practices_NCAA.pdf)[1]

- Prescriptive: In this model, students take a pretest to assess mastery and identify areas of deficiency. Students are directed to instruction and assessment aligned with un-mastered objectives. Enabling **prescriptive features** allows students to test-out of mastered course content and complete credit recovery in less time than using a fixed model.

Assessment Models

Apex Learning courses can be configured for performance- or competency-based assessment models.

- Performance-based: Students earn grades for work in a traditional manner. In this model, students do not have the opportunity to redo assignments. They receive grades earned on the first and only attempt unless the teacher resets the assignment.
- Competency-based: In this model, students are allowed up to three attempts to master content before they can access further course content.

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[1] http://cdn.apexlearning.com/documents/Best-Practices_NCAA.pdf

Models

There are many ways to design successful credit recovery programs. Consider available resources and student enrollment when choosing model(s) to best fit your needs.

Model 1: Blended Learning

Qualified teachers facilitate instruction with digital curriculum and provide teacher-directed whole group and small group instruction and remediation in a face-to-face setting.

Model 2: Fully Virtual

Qualified teachers facilitate instruction with digital curriculum and provide teacher-directed whole group and small group instruction and remediation in a fully online setting.

Model 3: Enriched Virtual

Qualified teachers facilitate instruction with digital curriculum online and require periodic meetings for instruction, check-ins, projects, labs, and assessment proctoring.

Model 4: Summer School

Qualified teachers facilitate instruction with digital curriculum outside of the regular school year and may be implemented in blended, virtual, or enriched virtual models.

Best Practices: Planning

1: Define Staff Roles and Responsibilities

Support your program with qualified staff with appropriate certifications. Staffing allocations may be full- or part-time depending on student enrollment.

- Administrator/site coordinator: Oversees the program and provides direction and support to staff.
- School counselor: Provides individual graduation planning, progress monitoring, and outreach.
- Teacher: Provides instruction, grading, and feedback. May be hired locally, from Apex, or a combination of the two.
- Support staff: Works under the direction of the administrator and performs operational tasks.
- Read Staff Roles and Responsibilities[2]

2: Provide Scheduling Options

Students benefit from having choice in their schedule. Students can work at their own pace from any computer with internet access, allowing them to complete work beyond scheduled school time.

3: Required Attendance

Determine the numbers of hours students are required to attend on-site or through synchronous webconferencing to have access to teachers for progress checks, instruction, and assessment proctoring. Offer multiple sessions to meet demand.

4: Conduct Enrollment Interviews

Screen applicants and meet with a parent to ensure proper placement. Set expectations for student work, attendance, communication, and review school policies.

5: Provide Opportunities for Professional Learning

Develop skills and competencies in the National Standards for Quality Online Teaching[3].

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[2] http://cdn.apexlearning.com/documents/bp_staff_roles_responsibilities.pdf

[3] https://www.nsqol.org/the-standards/quality-online-teaching/