



Credit Recovery Environmental Scan

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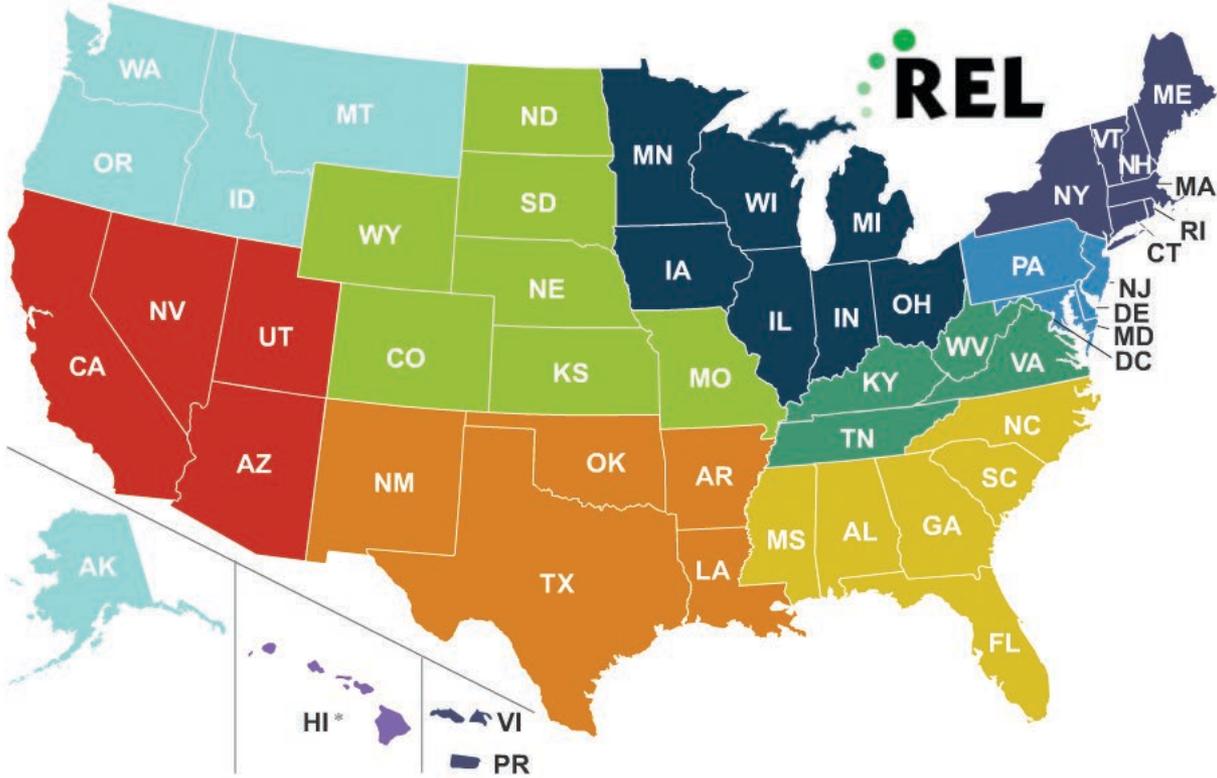
August 6, 2019

Session goals

- Provide an overview of credit recovery scan findings.
- Facilitate conversation and ideation around quality credit recovery programming.

REL Midwest Partnership

Regional Educational Laboratories



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| ■ Appalachia | ■ NW |
| ■ Central | ■ Pacific* |
| ■ Mid-Atlantic | ■ SE |
| ■ Midwest | ■ SW |
| ■ NE & Islands | ■ West |

* The Pacific Region contains Hawaii, pictured on the map, and American Samoa, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia (Chuuk, Kosrae, Pohnpei, & Yap), Guam, the Republic of the Marshall Islands, & the Republic of Palau, not pictured on the map.

Types of support REL Midwest offers



Applied research studies that address partnerships' research questions



Events that support the dissemination and understanding of existing research



Workshops that support the use of data and research



Coaching that supports the use of data and research



Technical support such as survey, interview or observation protocol development, literature reviews, or tool development



Reviews of studies and interventions to determine level of evidence to support ESSA implementation



Ask-A-REL annotated bibliographies produced in response to stakeholder questions

Why this? Why now?

- SAAPs identified disproportionately (ESSA) low 4 year graduation rates – many student in credit-recovery.
- What does “success” look like for alternative programs?
- Questions raised through work with programs and national trends.

Credit Recovery is a strategy that allows students to retake courses that are required for graduation after an unsuccessful attempt.

What does the research tell us about credit recovery?

- 89% of schools report offering credit recovery, 15% of students engaged in some form of credit recovery
- Higher grad rates linked with more credit recovery.
- High school graduation impacts educational outcomes and labor market outcomes

What does the research tell us about credit recovery? (cont)

- There is much variation in the way in which credit recovery is offered to students.
- Students attempting to recover credit without supports are less likely to succeed.
- Personalized, competency-based strategies are a promising evidence-based practice.

Turn and Talk

- What resonates most?
- Examples to support/contradict these findings?

Project overview

Primary research questions

Q1. What data are schools collecting and using to assess programs, identify and track students, and make programmatic decisions?

Q2. How are students experiencing credit recovery programs (identification, referral, and student pathway through programs)?

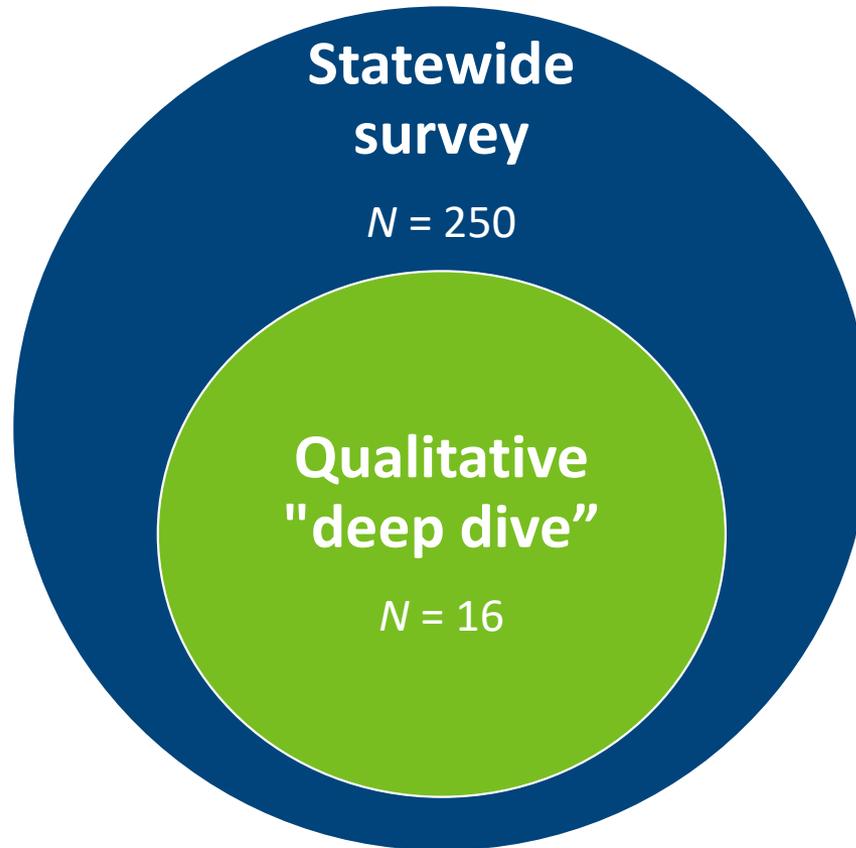
Q3. How are decisions being made about offering credit recovery programs, and what staff are involved in making those decisions?

Primary research questions (continued)

Q4. What students are being served? Are certain student characteristics associated with certain types of credit recovery?

Q5. What programs are offered, and what do those programs look like in terms of structure, support, and prevalence across schools?

A two-pronged approach

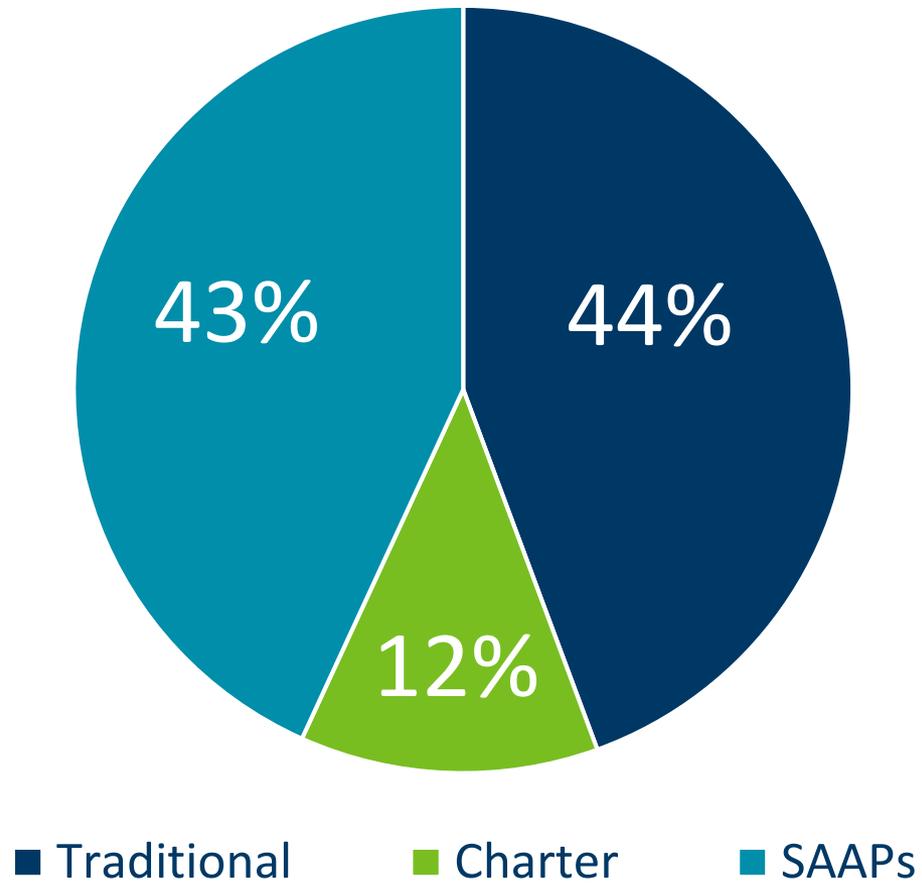


Statewide survey of credit recovery practices

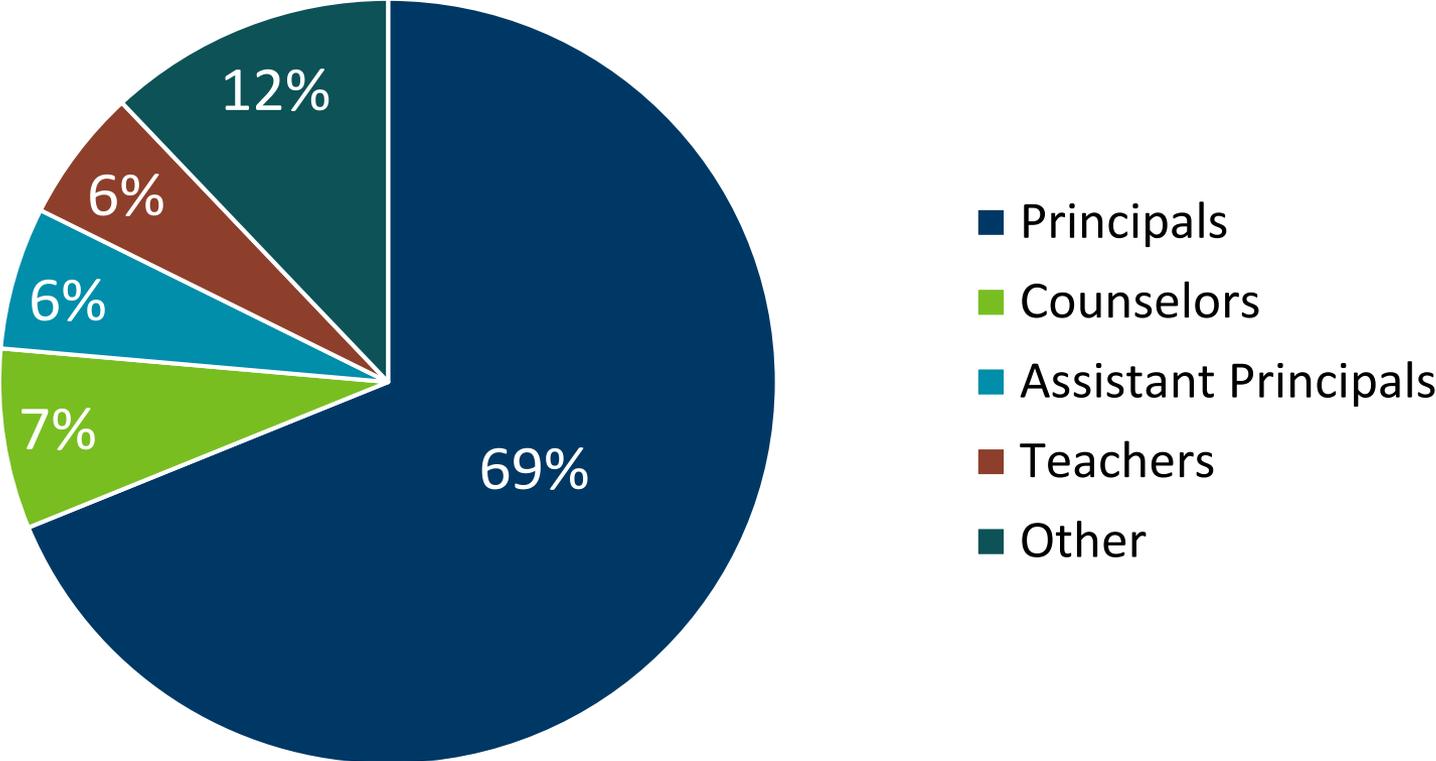


- Type of program?
- Who responded?
- Credit recovery offered?
- Number of credits to graduate?
- Modes of credit recovery offered?
- Timing of credit recovery?
- Any preassessments?
- Data used to award credit?
- Unique credit recovery practices?

Who responded?



Who responded by role?



Qualitative “deep dive”



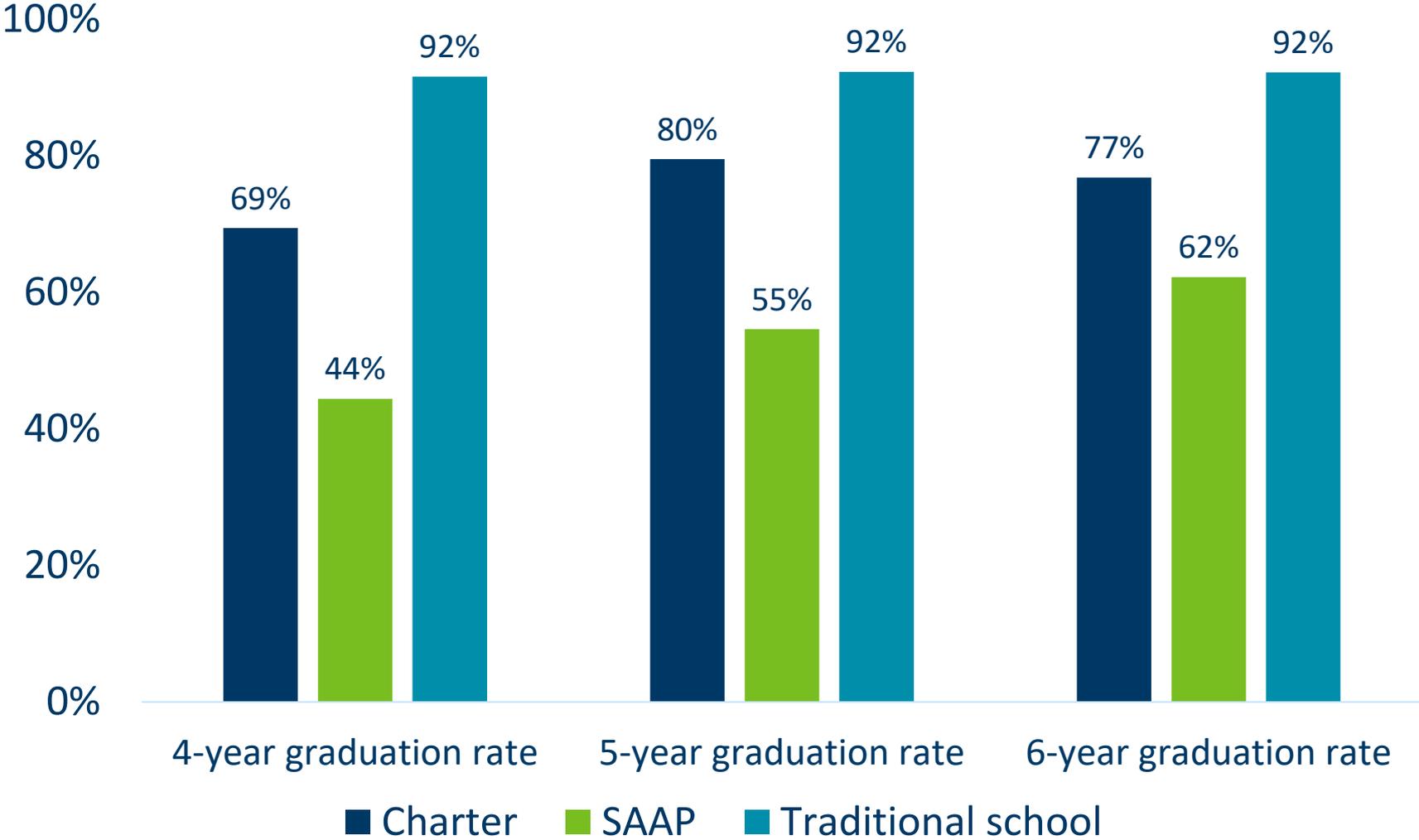
Created by Jasmine Christine
from Noun Project

- Selected based upon school type and modes of CR used.
- Program structures and decisionmaking.
- Student pathways.
- Challenges and successes.

Major findings:

1. Credit Recovery Provides a Pathway Toward Graduation.

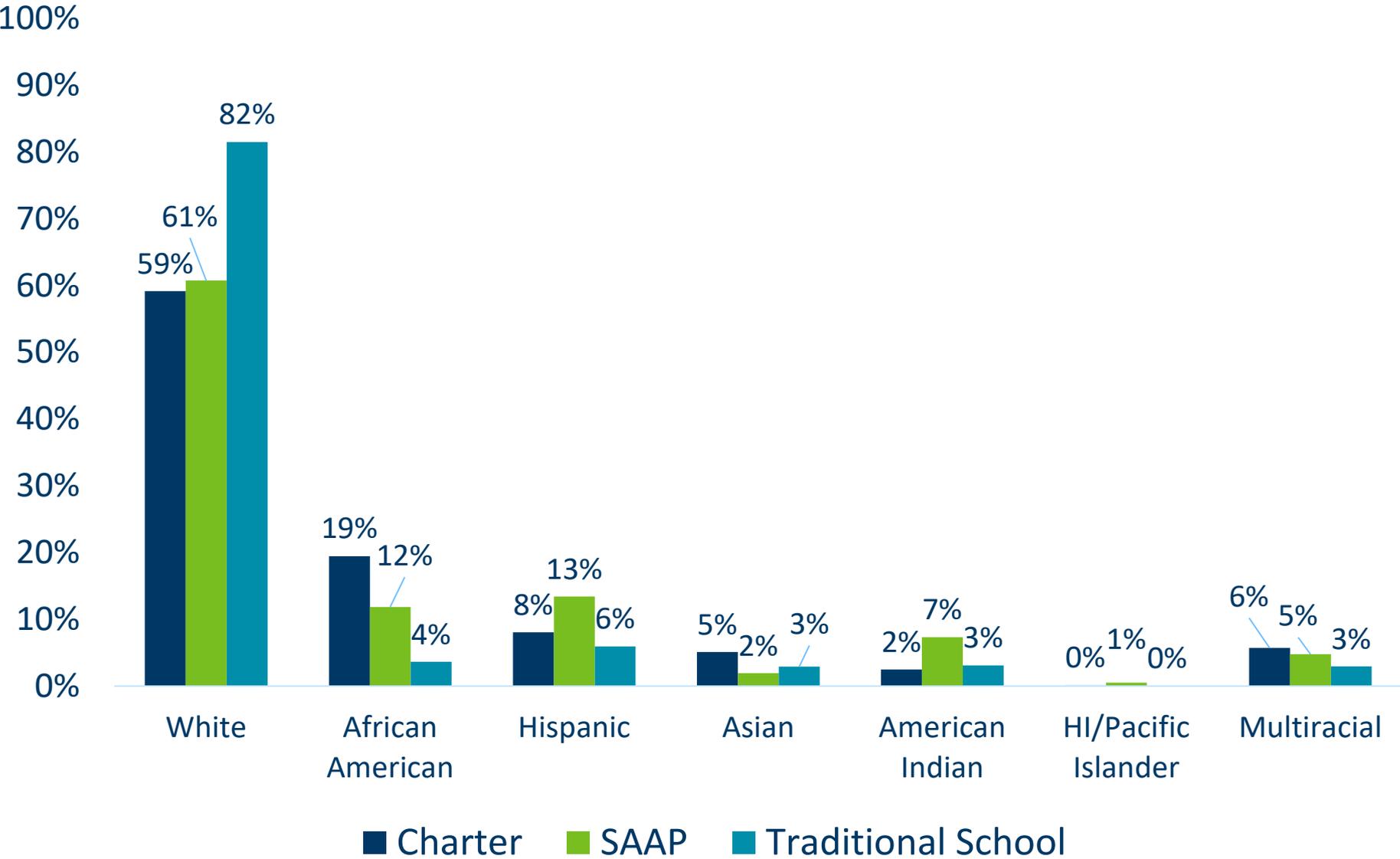
Graduation rates by program type



Major findings:

2. Access to High Quality Credit
Recovery Options Impacts
Students of Color
Disproportionately.

Composition of the student population in schools responding to the survey



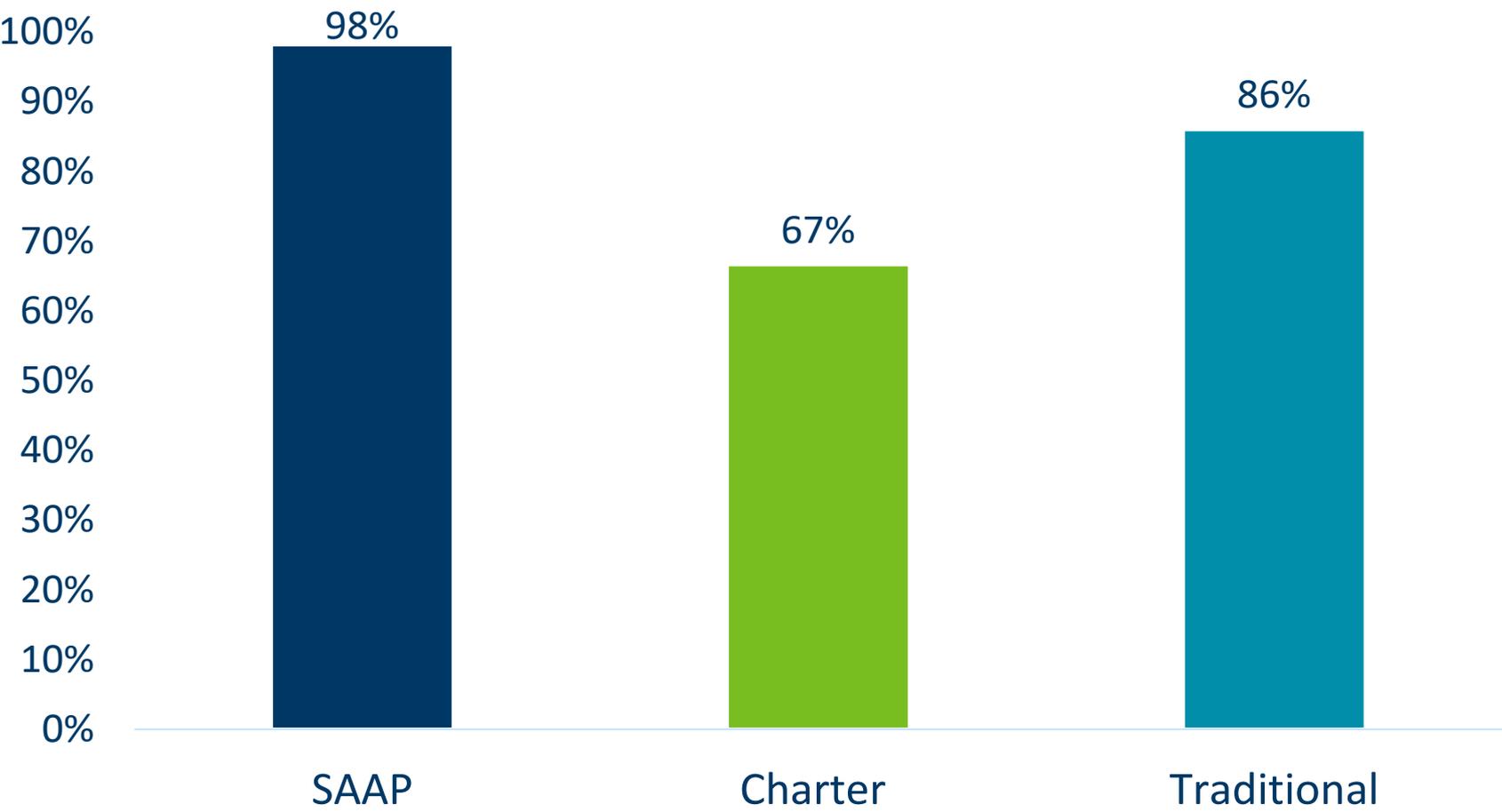
Major findings:

3. There is Great Variation in how Programs Implement Credit Recovery.

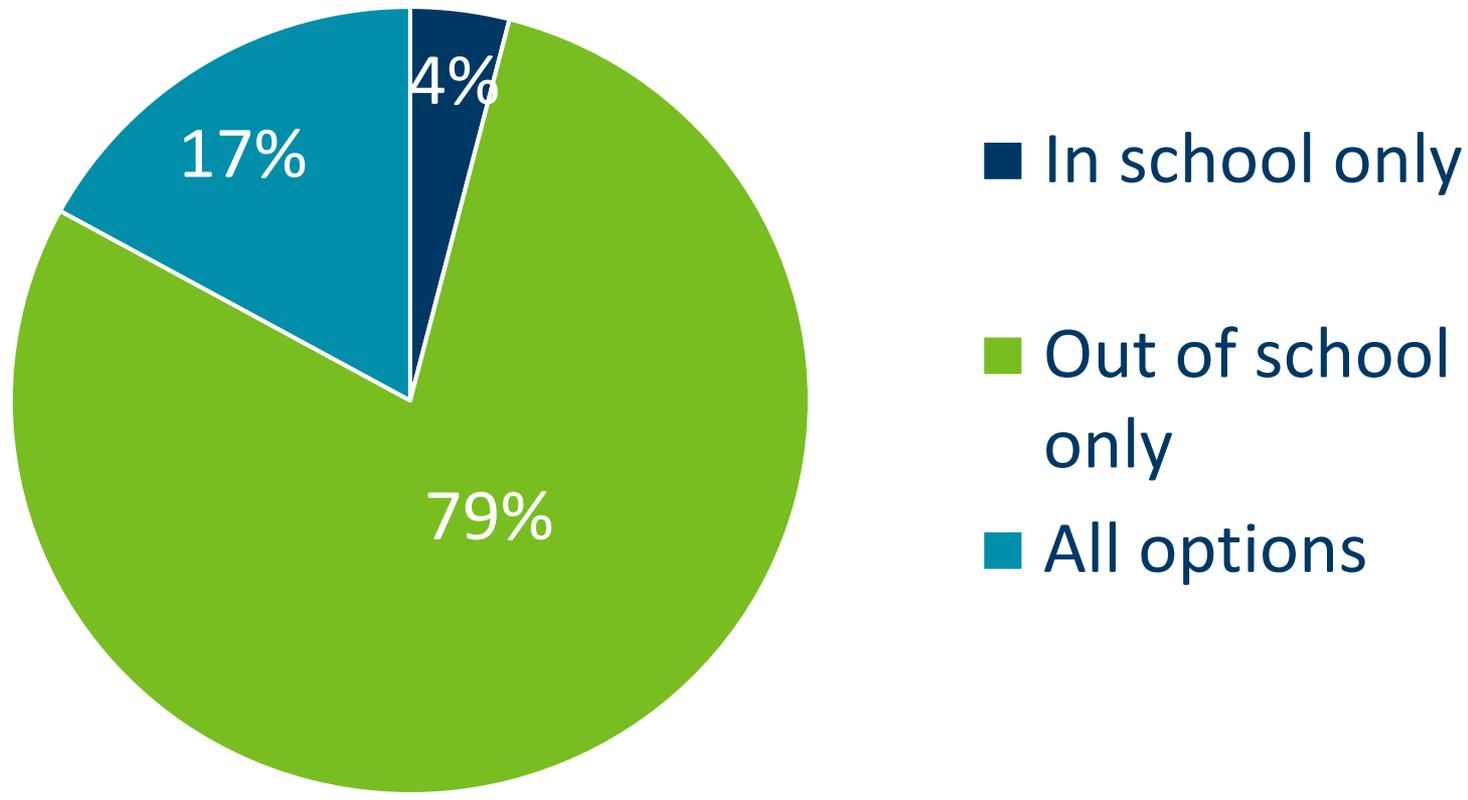
Turn and Predict

1. Where is credit recovery offered?
2. How is credit recovery offered?
(instructional methods)
3. Who is staffing credit recovery courses?
4. What do students have to do to recover their credit?

Who offers credit recovery: Survey



What types of credit recovery are offered and when: Survey



Inequitable access

“There’s still a segment of our kids who they’re at home taking care of three brothers and sisters. They don't have a car. Their only way here is to and from is the school bus, those different things.”

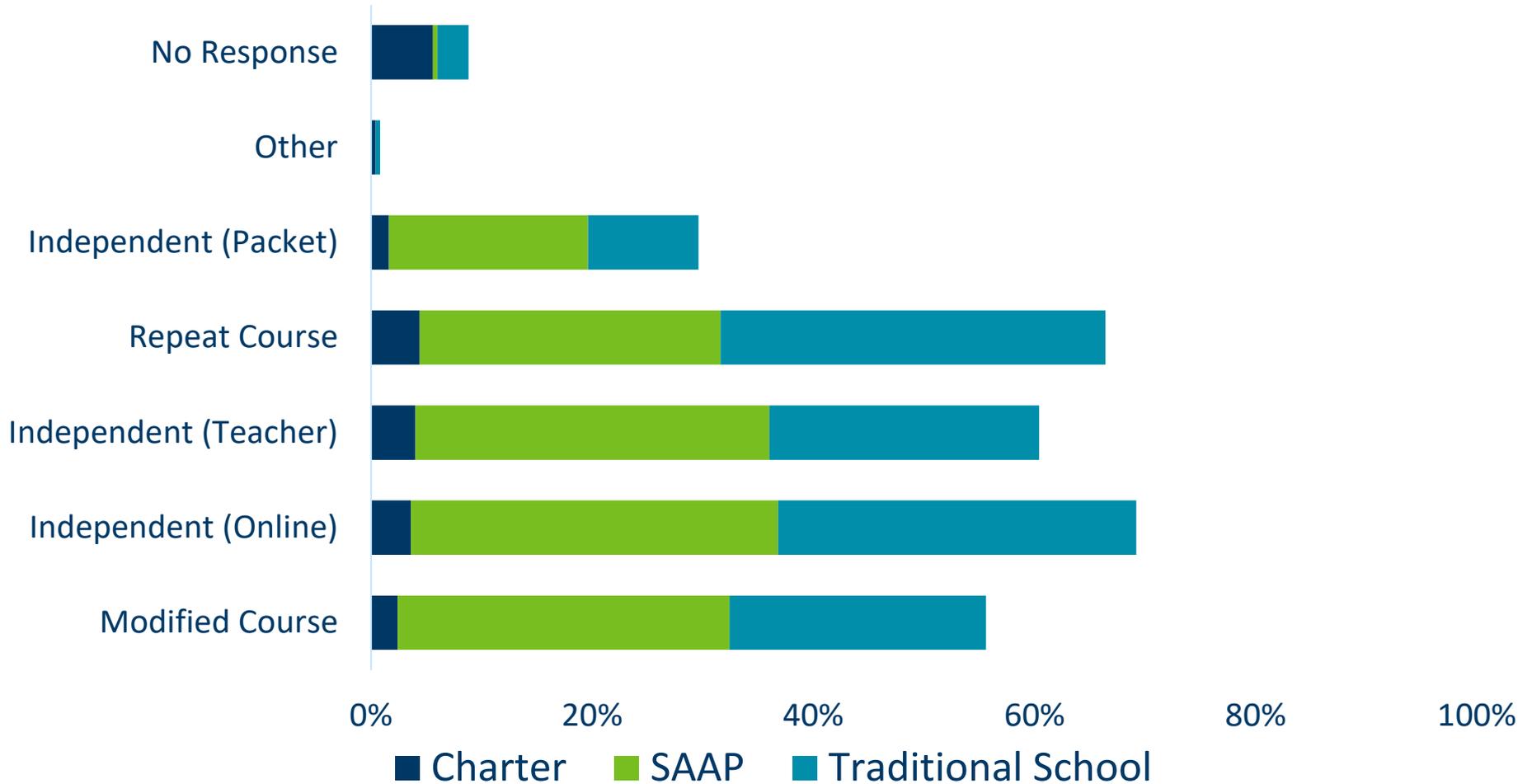
Student Pathways to Credit Recovery

- **Identification**
 - **Grades**
 - **Attendance**
- **Placement decisions**

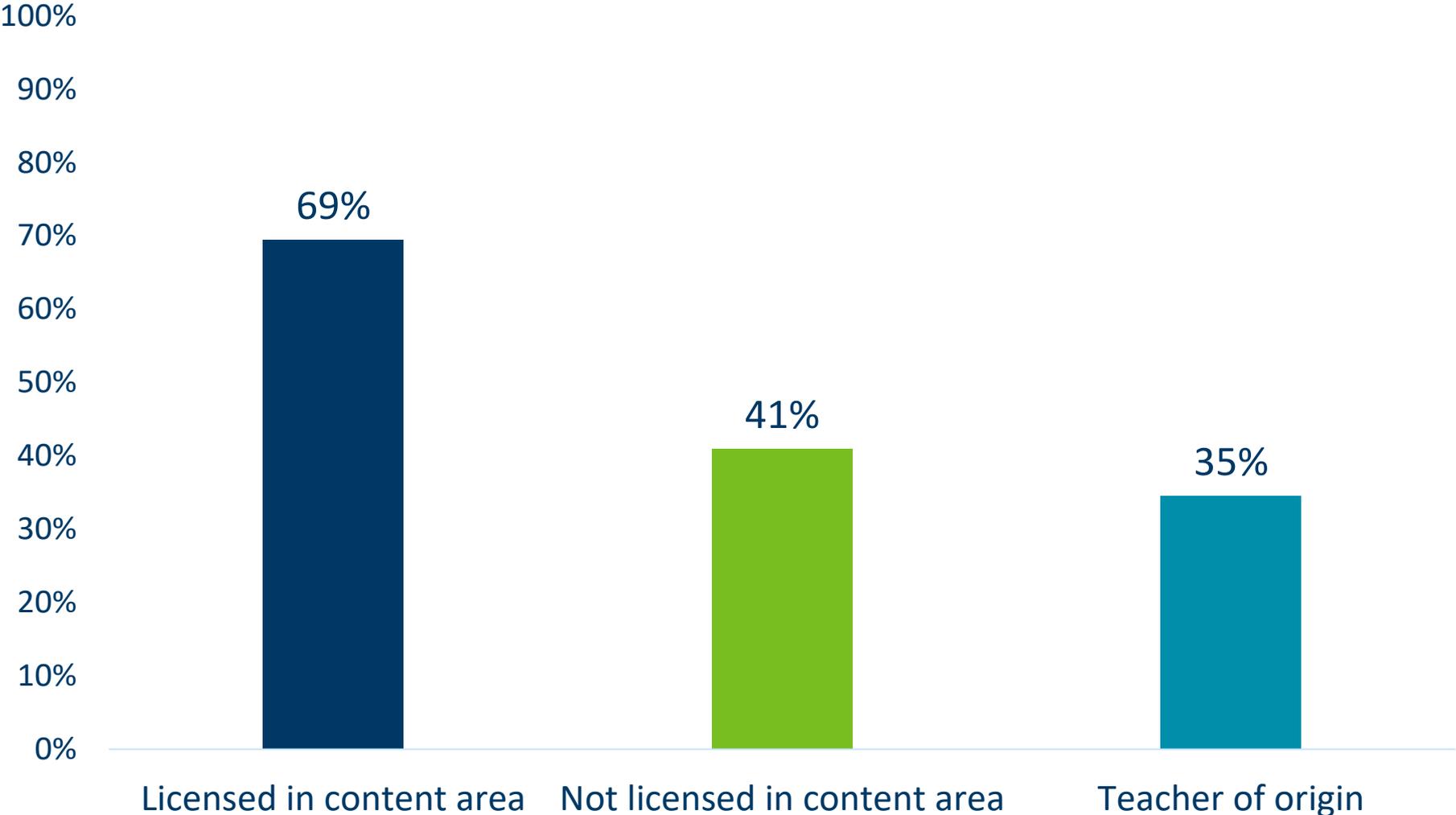


Created by Adrien Coquet
from Noun Project

Mode of credit recovery used: Survey

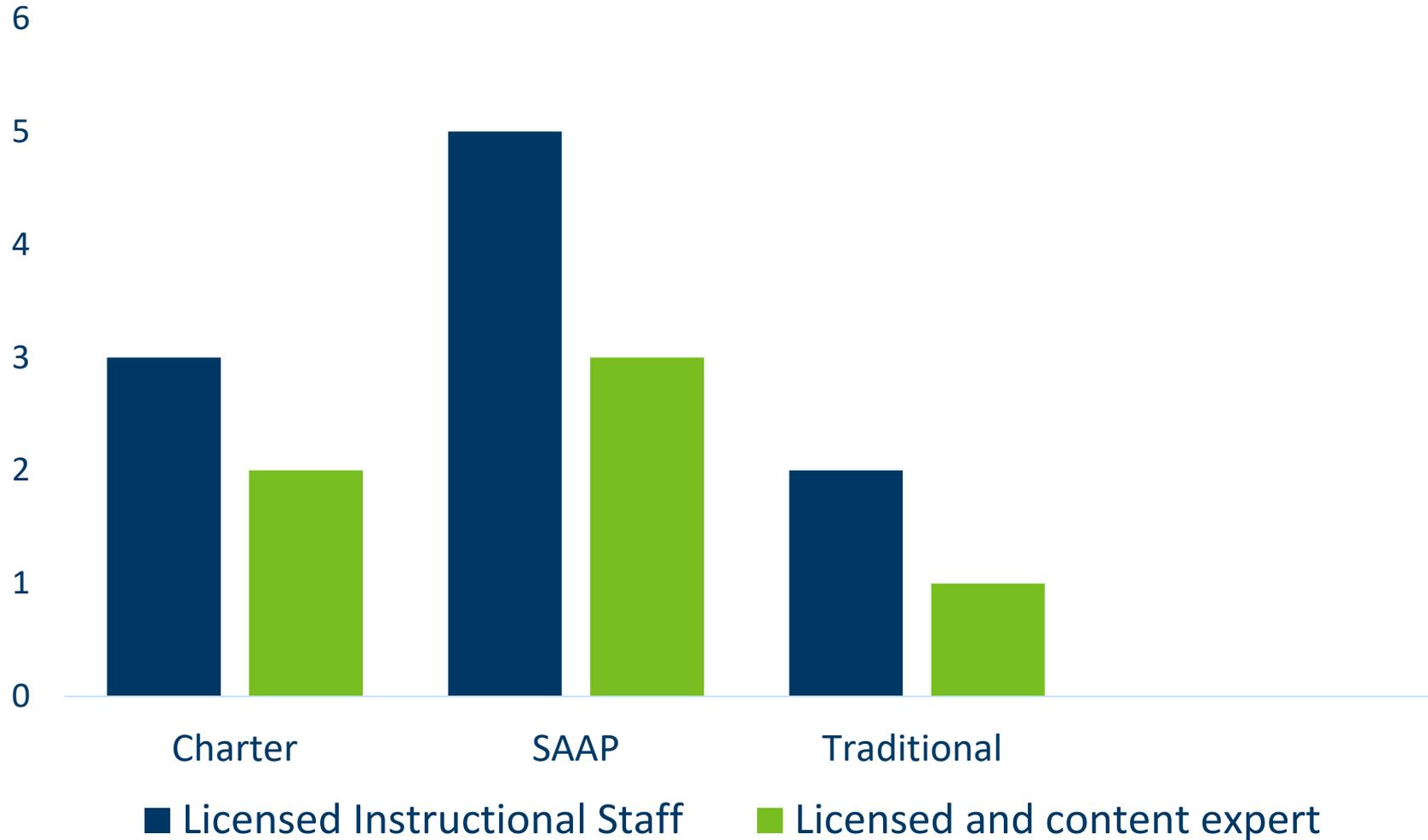


Who staffs credit recovery: Survey

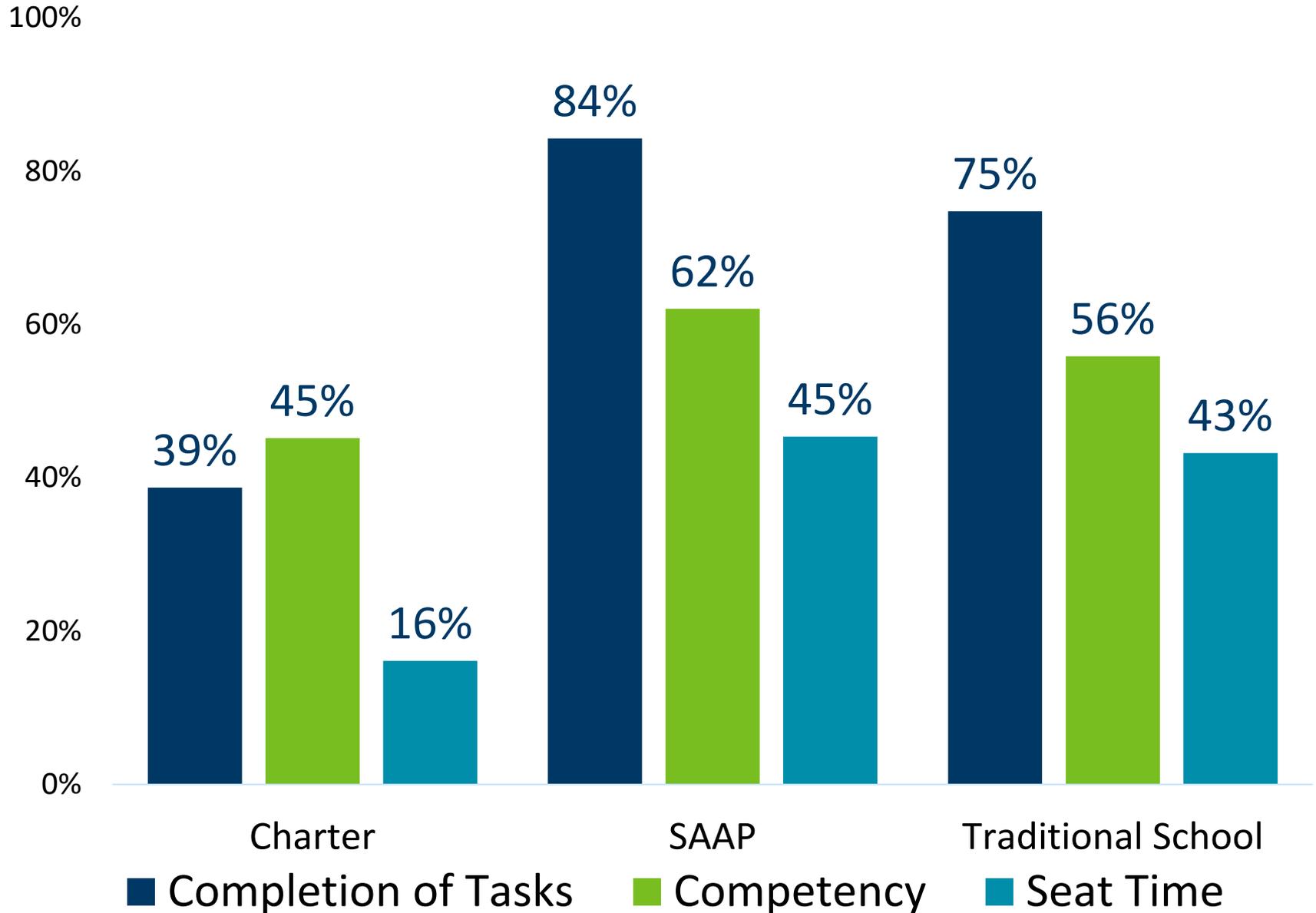


Who staffs credit recovery

Qualitative count of responses

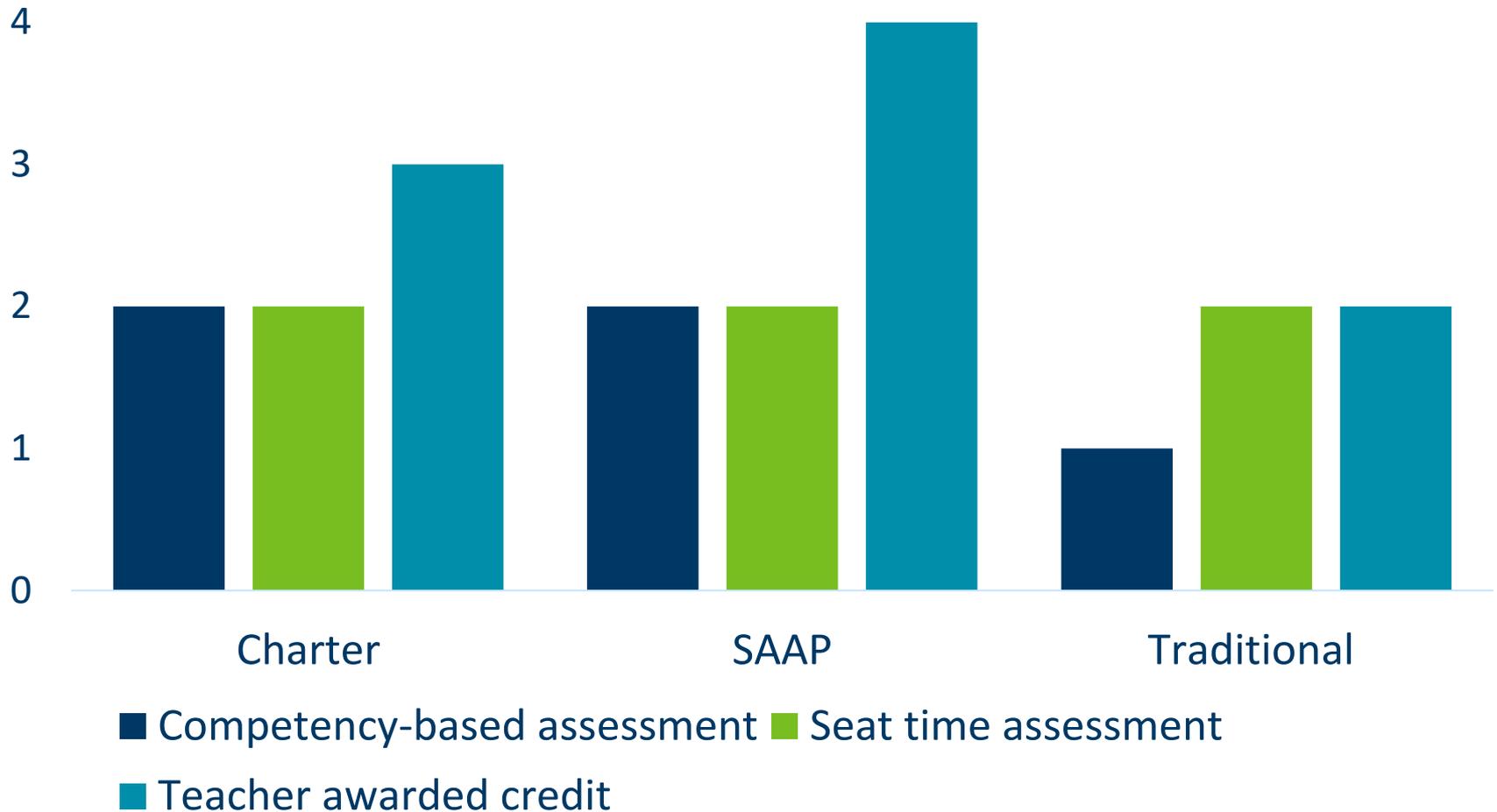


How is credit awarded: Survey



How credit is awarded

Qualitative count of responses



Share Out

How closely did your predictions match the scan results?

Was there agreement in your group?

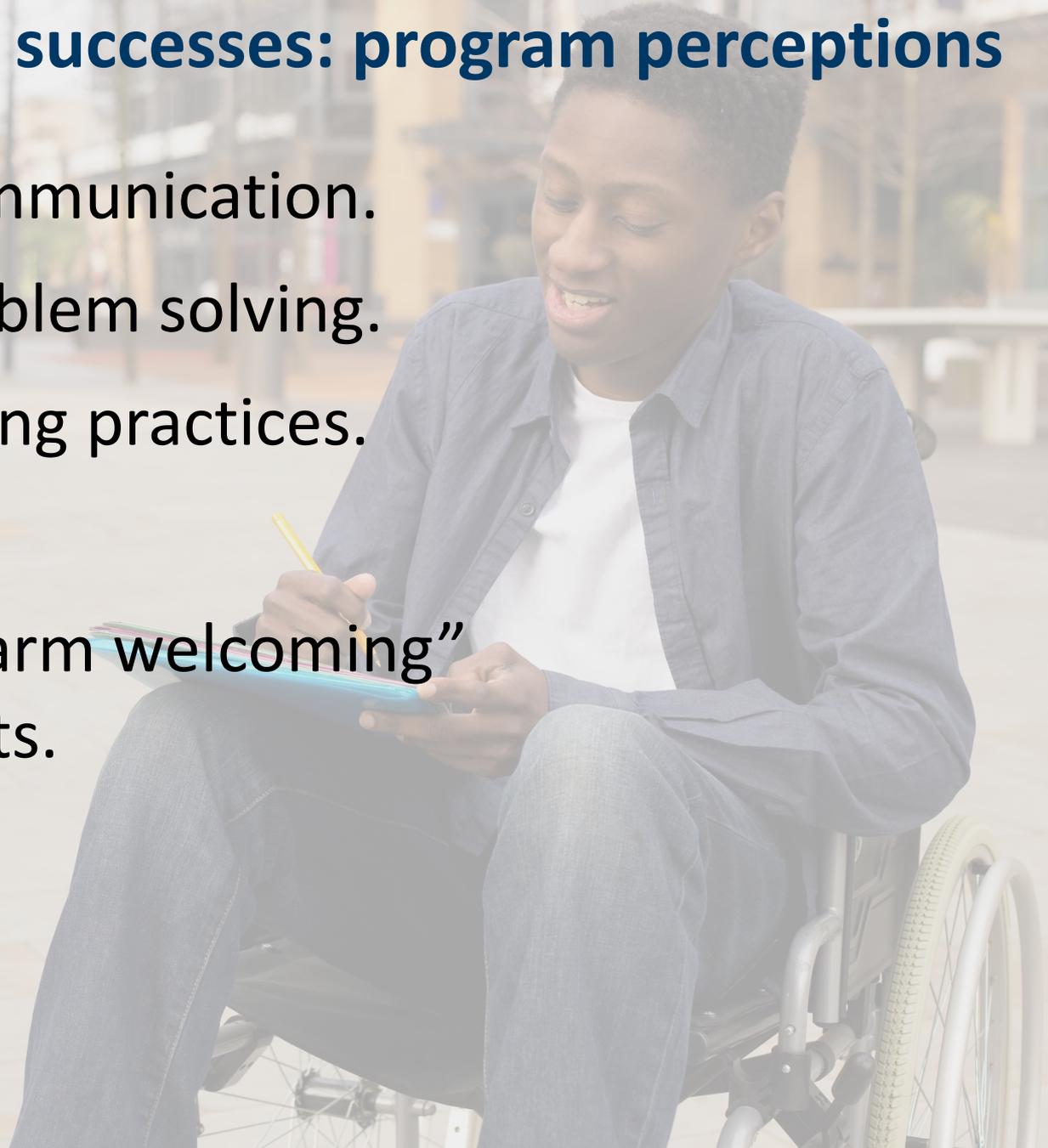
What surprised you?

Major findings:

4. Programs Know Best Practices.

Implementation successes: program perceptions

- Effective communication.
- Creative problem solving.
- Effective hiring practices.
- Flexibility.
- Creating “warm welcoming” environments.



Student supports

Learning supports

- Access to instructors.
- Additional time to complete.
- Flexible schedules.

Personal supports

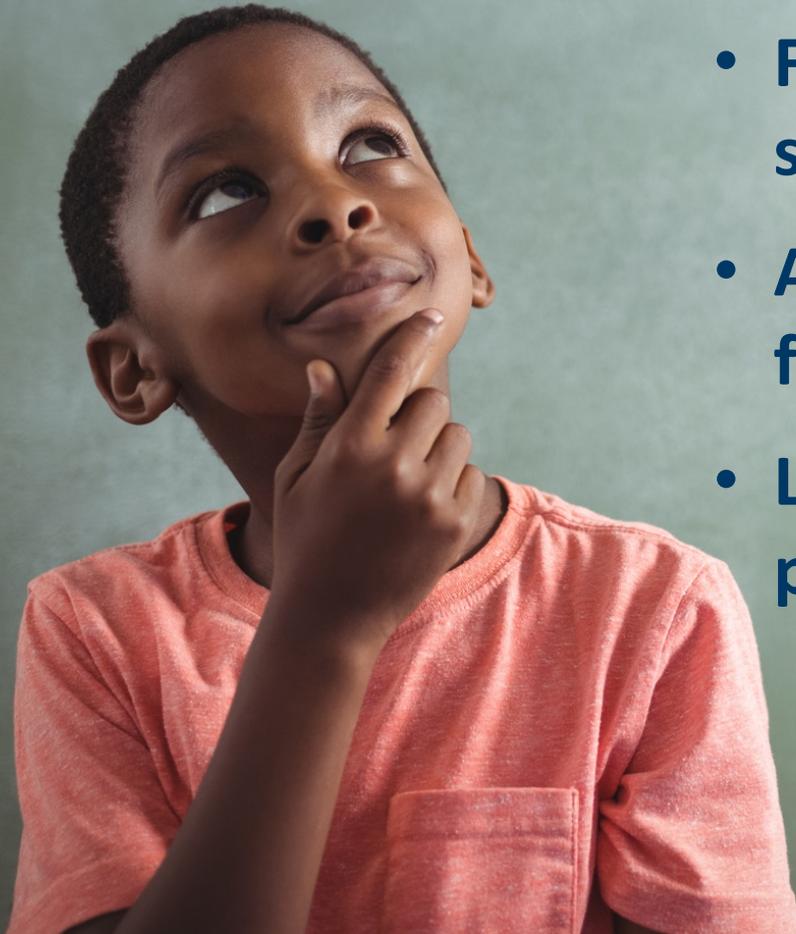
- Social workers.
- Mental health supports.



Relationships

“I think...one of the more successful strategies that we’ve used is that using that homeroom advisory to support that process...**every student in our school should be able to identify one staff member to which they feel they have a good rapport and relation with**...if they’ve got social emotional needs that need support too it opens up to meet with the social worker ...so, I think that’s really served us well over the years.”

Preemptive strategies to avoid credit recovery



- **Early identification of struggling students.**
- **Frequent reassessment of student success in all courses.**
- **Additional supports in “high-fail” courses.**
- **Lowering the bar to raise the pass rate.**

Informing original instruction

“We look at many different variables. One is just the overall course content and course success rate to see where that is. Because if a course is low performing, it could be the course, it could be the teacher, it could be multiple different things. But if several teachers have the same course and it's low performing across the board, then we look at the course and say, how can we adjust this to make it better?”

Program perceptions: Most effective elements of credit recovery

Qualitative Response frequency as mentioned in interviews

7

6

5

4

3

2

1

0



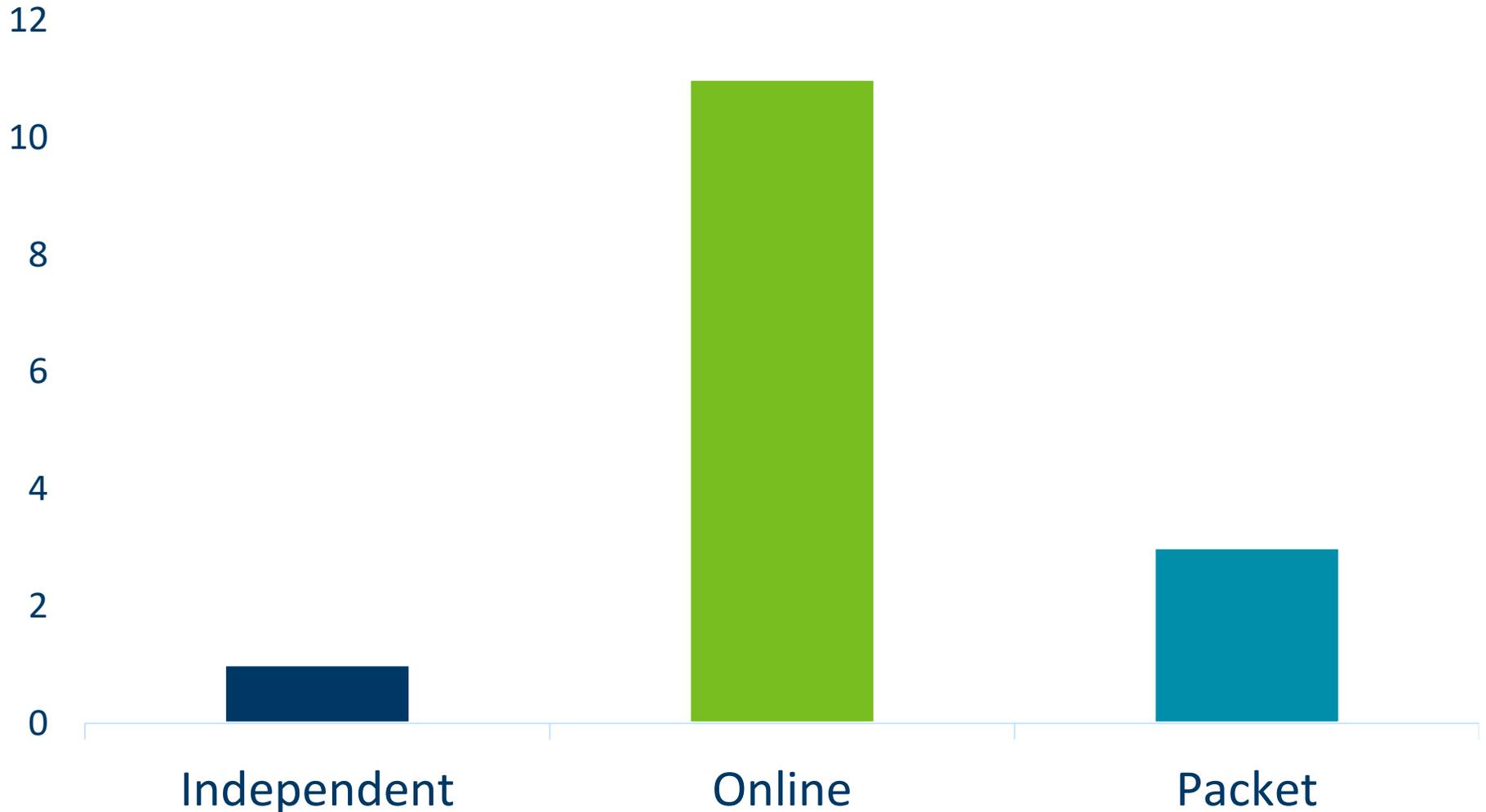
Competency-based

Flexible Instruction

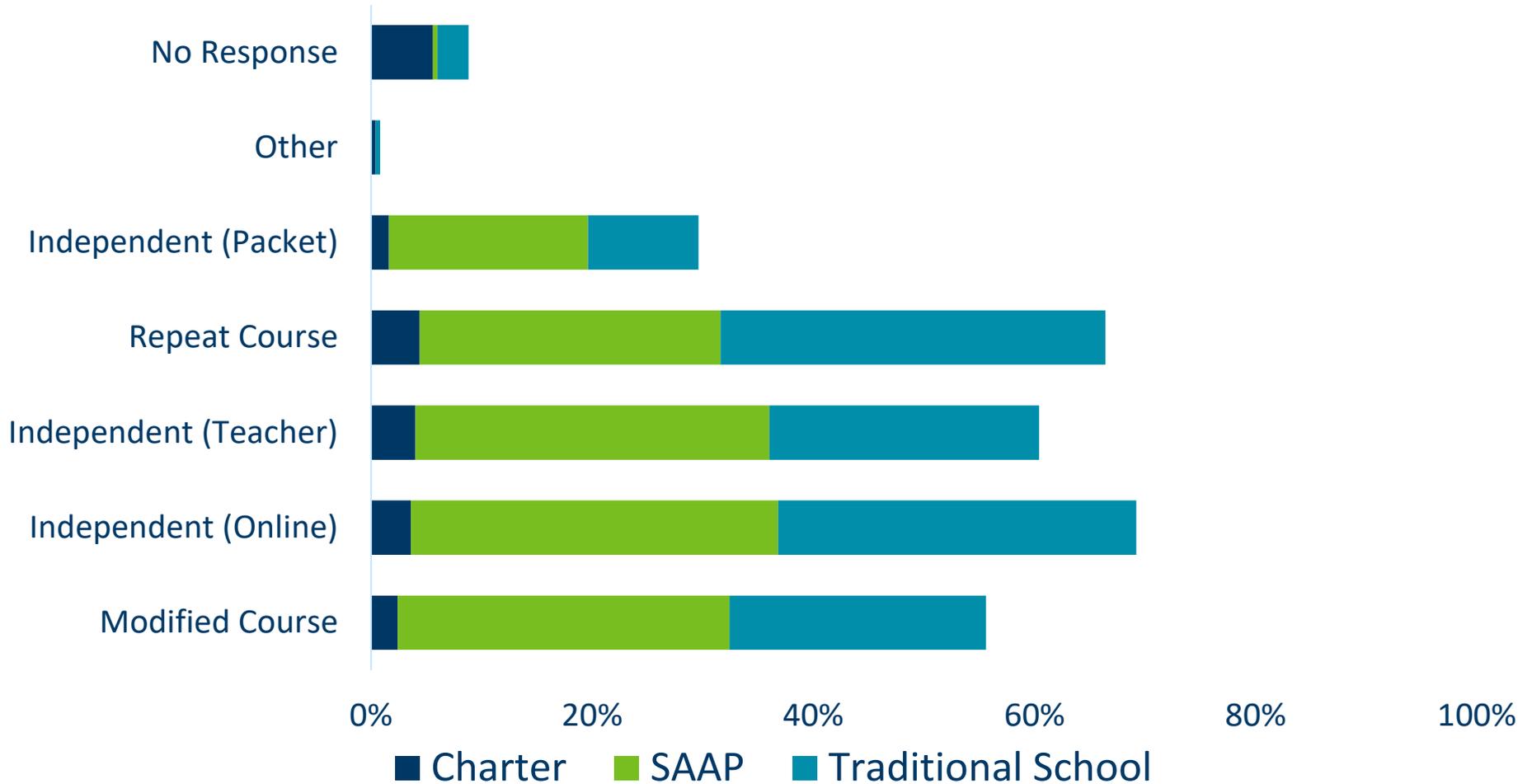
Project-based

Program perceptions: Least effective elements of high-quality credit recovery

Qualitative response frequency



Mode of credit recovery used: Survey



Students who need more, get less

“Sometimes as many hours as we offer, it's surprising to see that...- it takes longer than you would think for students to finish these courses, but when you think about it, though, **you got to remember these are the students that didn't pass the first time in their classes, and some - sometimes they're even repeating it a third time as far as trying to pass the class.**”

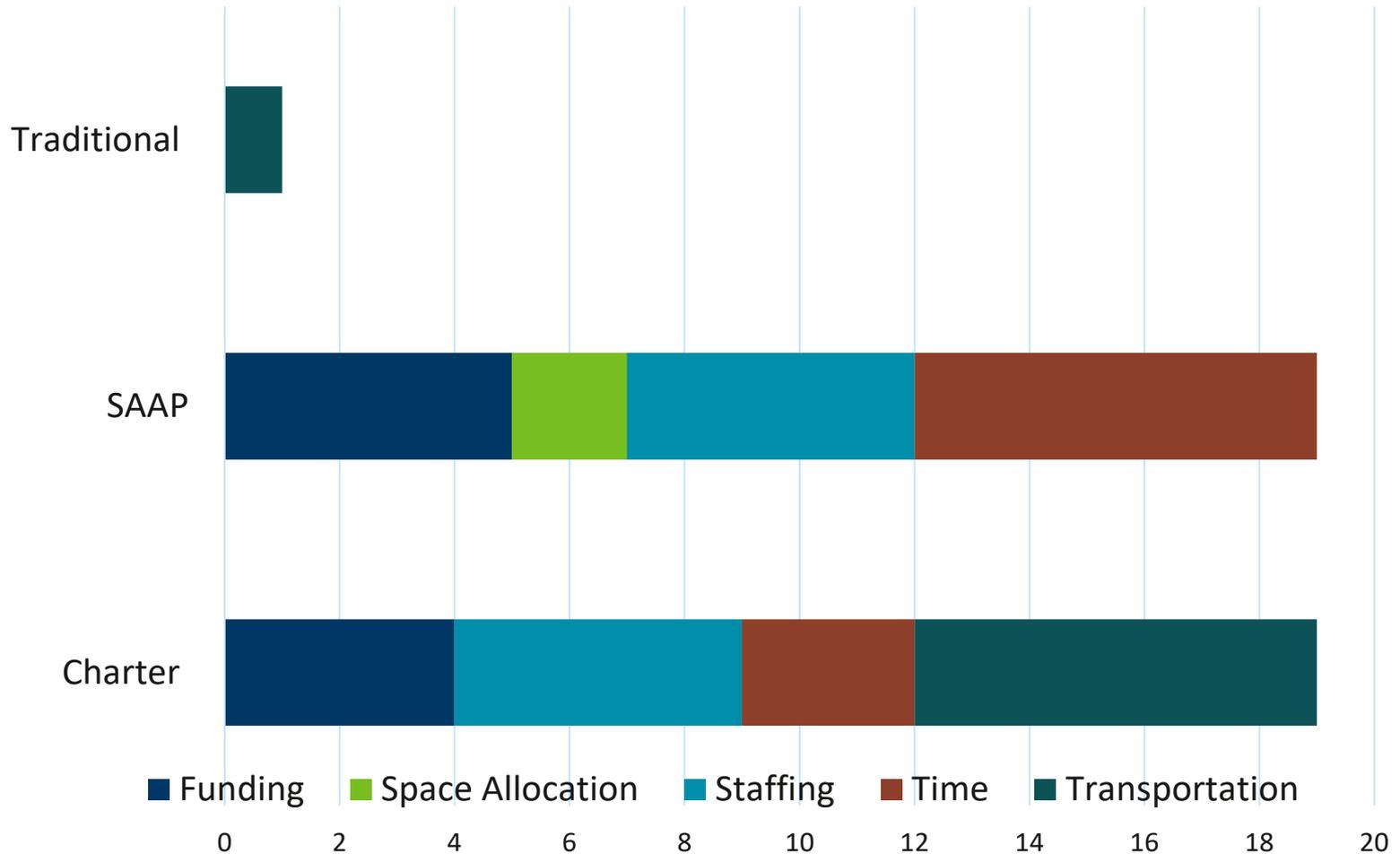
Perceived Barriers to Student Success

- Attendance.
- Transportation.
- Low reading or math skills.
- Work/athletics.
- Mental health/addiction.
- Motivation.



Implementation challenges

Qualitative Response frequency



Turn and Talk, then Share

What are the greatest areas of need?

What opportunities do you see?

What questions will you take back?

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