



# Credit Recovery Environmental Scan Coaching Session 3

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# Agenda

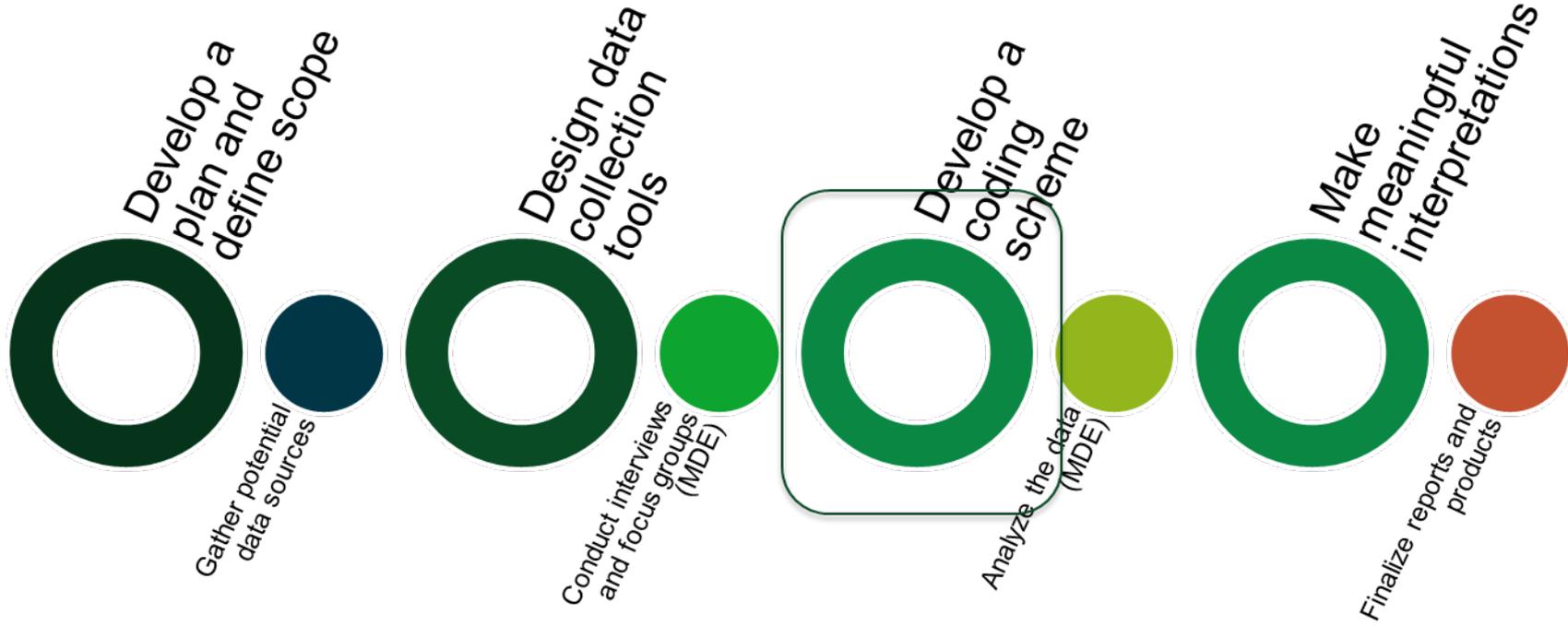
1. Project progress review
2. Understanding coding and developing a coding framework
3. Next steps
4. Closing

# Session goals

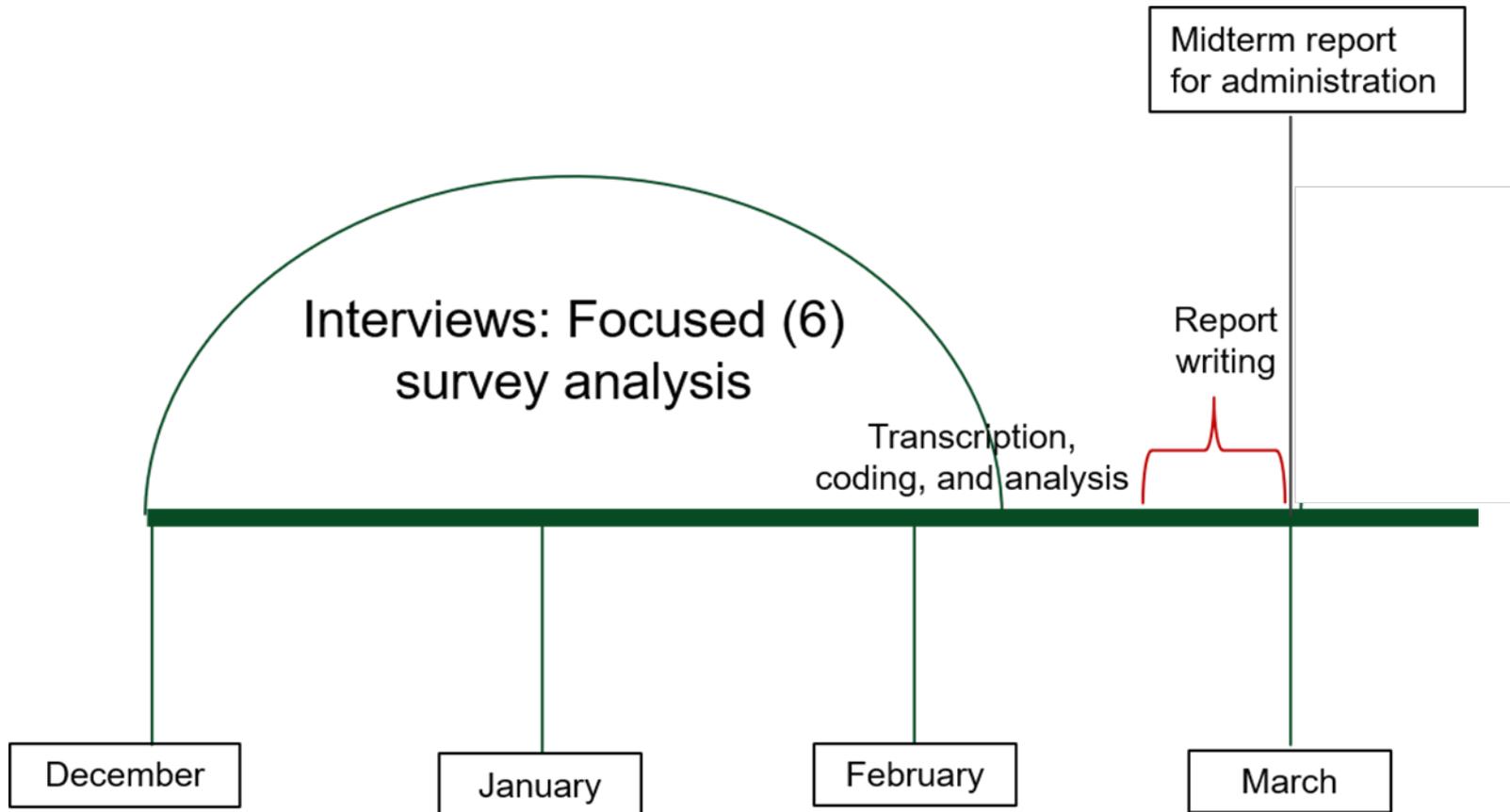
1. Review our progress.
2. Develop an understanding of coding.
3. Create a coding scheme.
4. Establish next steps.

# Project progress review

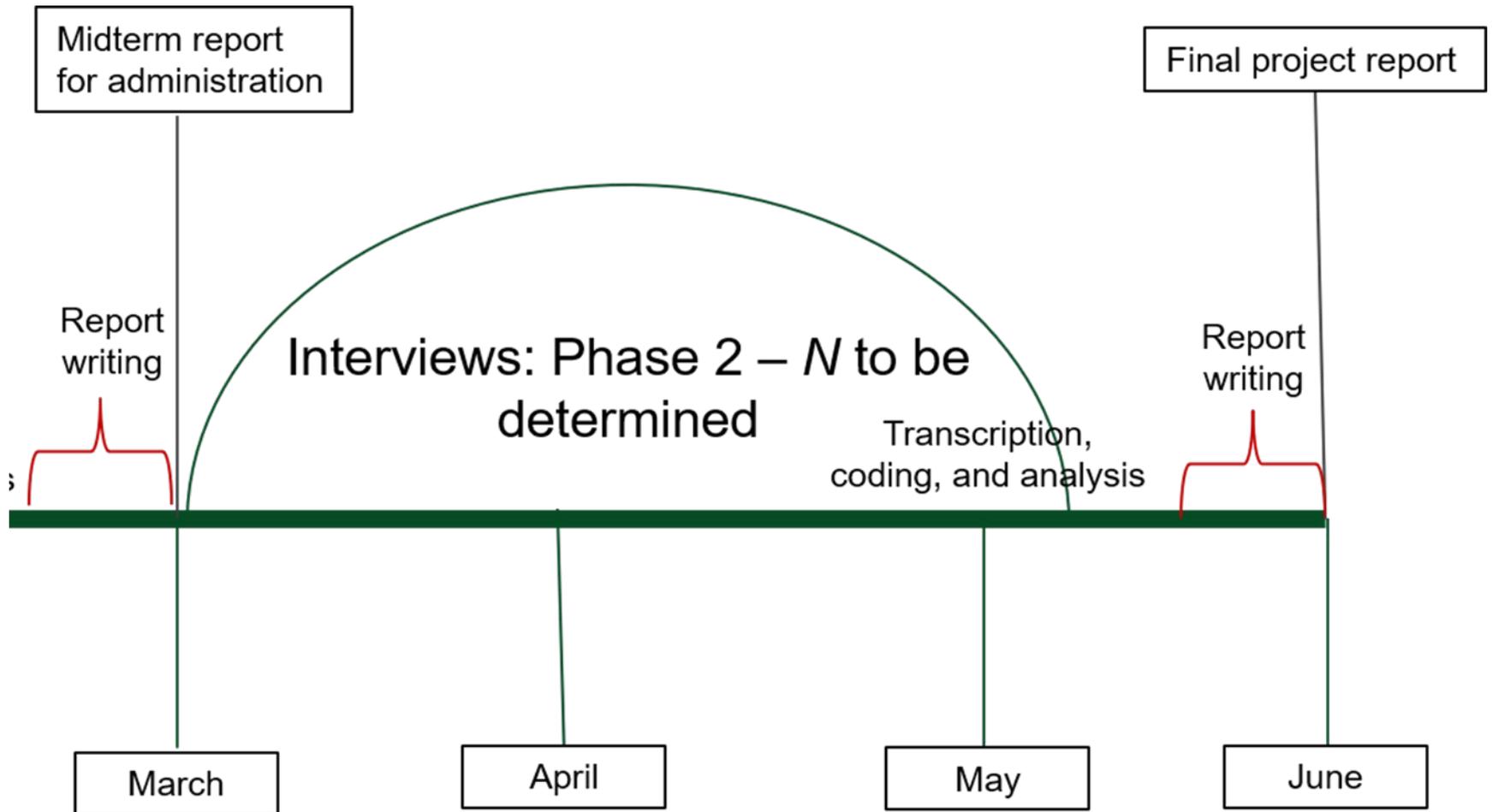
# Project process map



# Phase 1: Timeline



# Phase 2: Timeline



# Primary research questions 1–3

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, student pathway through programs)?

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

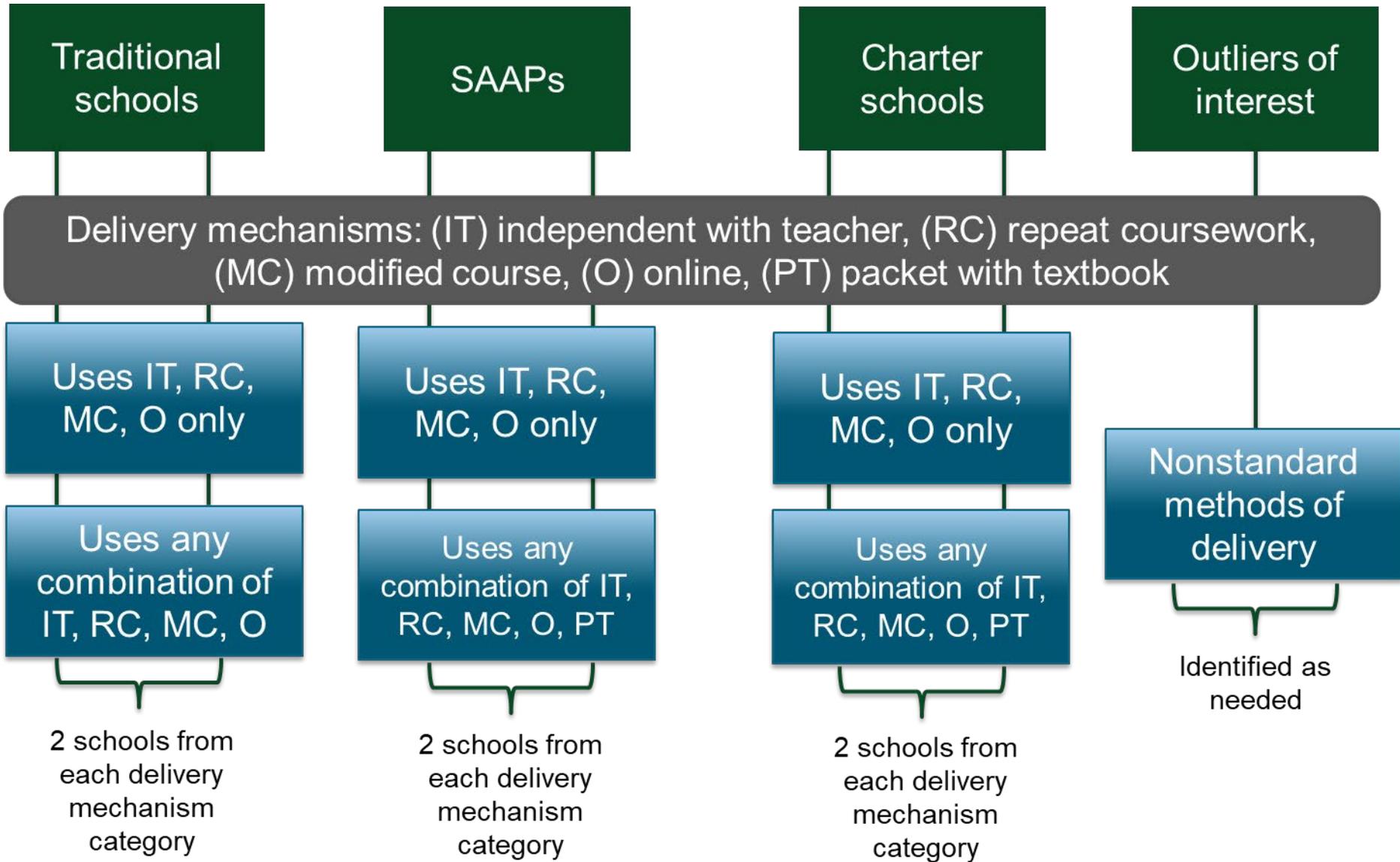
## Primary research questions 4–6

Q4. **What students** are being served? Are there 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?

Q6. How do the programs offered **differ in implementation** from the original State Approved Alternative Program (SAAP) plans?

# Sampling framework



# Project products

## Desired products from scan:

Products that will help to do the following:

- 1) Provide information that assists with guiding policy on credit recovery.
- 2) Help MDE identify potential best practices for further investigation.

# Roles and responsibilities

## **REL Midwest will:**

- Deliver coaching sessions, including providing necessary readings and tools to complete the scan.
- Conduct up to eight interviews, observe MDE interviews and focus groups, and provide feedback.
- **Assist MDE with developing a coding scheme.**
- Assist MDE in creating final report and other research products.

# Roles and responsibilities

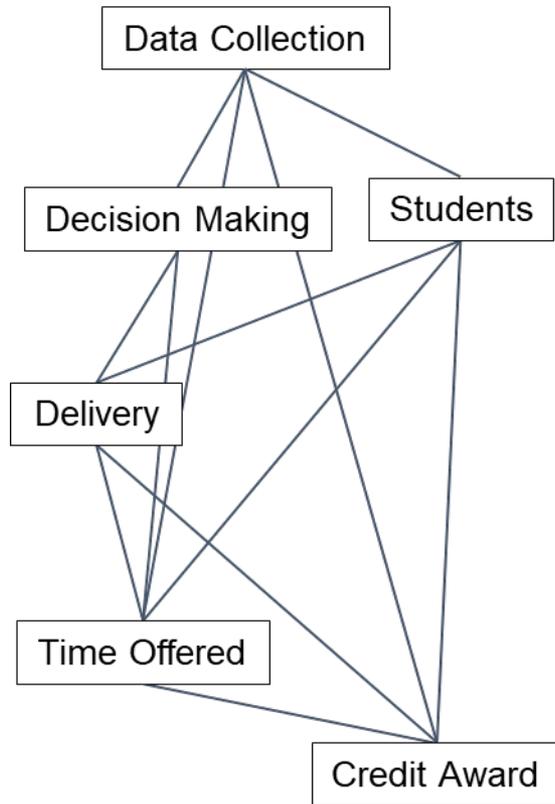
## **MDE will:**

- Attend and participate in all coaching sessions.
- Gather extant data as needed.
- **Collect new data through focus groups and interviews.**
- **Co-develop a coding scheme.**
- Participate in collaborative analysis and interpretation.
- Collaborate to write final report.
- Provide feedback on other related project products (infographic).

# Understanding and developing a coding framework

# Why code?

Coding is a way to organize and understand the data. It is a method to discover potential relationships between data points and unveil unexpected themes. Coding structures connect interview responses to the research questions.



# What is a code?

A word or short phrase that symbolically represents salient issues that arise in the interview transcripts and address the research questions.

Attride-Sterling, 2001; Saldaña, 2015

# How to develop a coding structure

## Steps to take:

- Transcribe interviews.
- Generate categories based on transcript data, previous studies, research questions or theories.
- Create a document with code descriptions and examples.
- Revisit a transcript and try out your coding scheme.
- Identify emergent themes. What stands out to you?

## Example coding notes

Lack of support. Desiring professional development training.

Unorganized tracking.  
Need/improve online platform.

“It’s just hard to incorporate all of these new programs that the district requests into lesson planning. We already have enough on our plates as it is. I guess it would be helpful if they actually showed us how to include these in our scheduling.”

“I think we need a more organized way to track things. With the way technology is advancing, it’s beyond me why we still use these archaic methods.”

**Take a break**



Time to try it on your  
own!



**Next steps**

# Next steps



Discuss system of generating codebook on SharePoint.

Set target date to complete interviews and coding.

Set date for next meeting.

# Closing



See  
you  
next  
time!

# Meet the presenter.



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