



Credit Recovery Environmental Scan Coaching Session 4

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Agenda

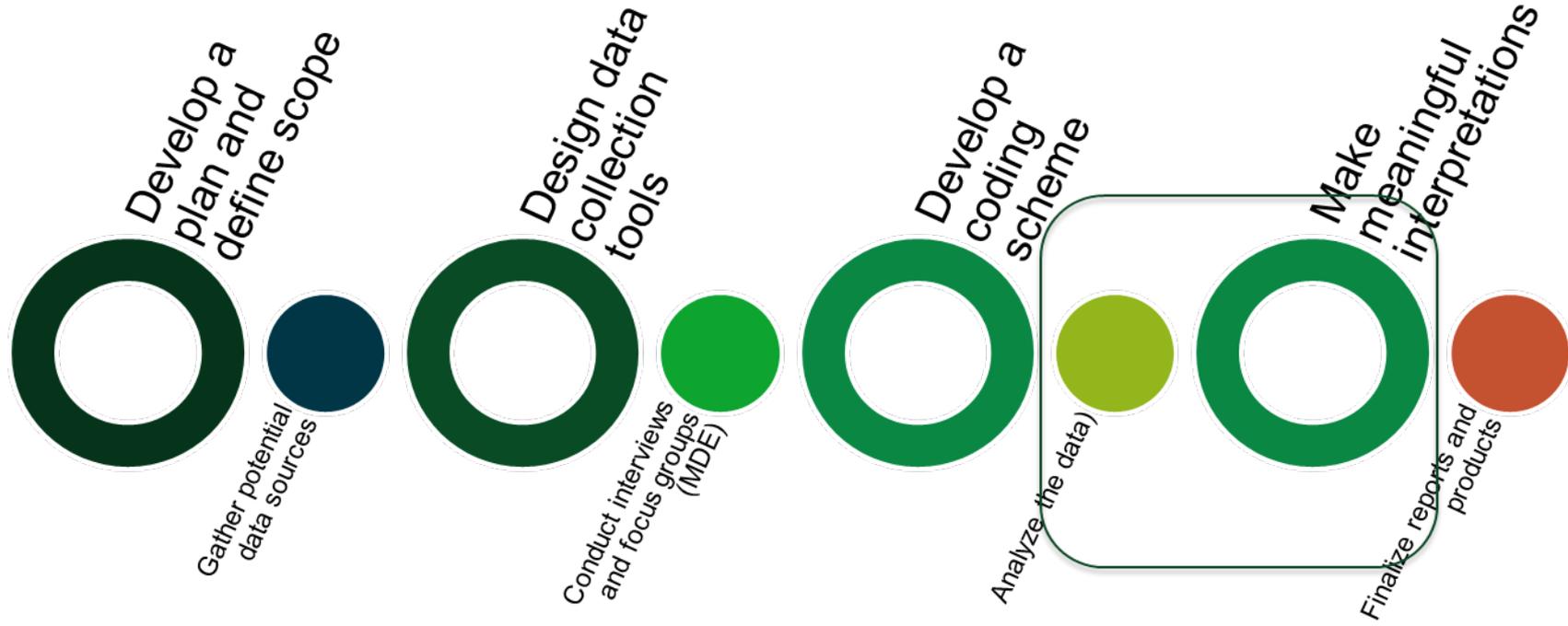
1. Project progress review
2. Analysis and sensemaking
3. Midterm report planning
4. Next steps and closing

Session goals

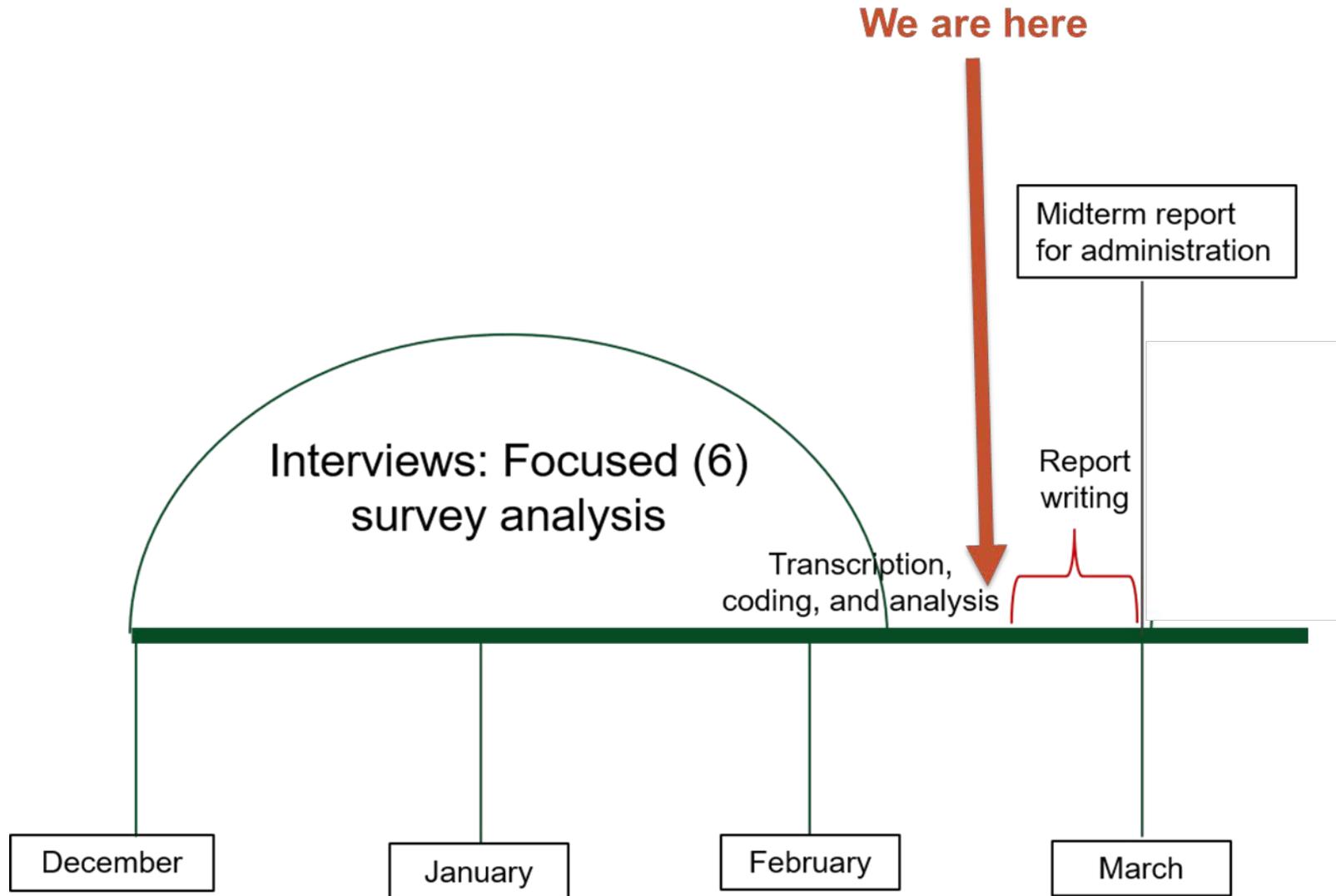
1. Review our progress.
2. Engage in analysis and sensemaking activity.
3. Develop a structure for the midterm report.
4. Establish next steps.

Project progress review

Project process map

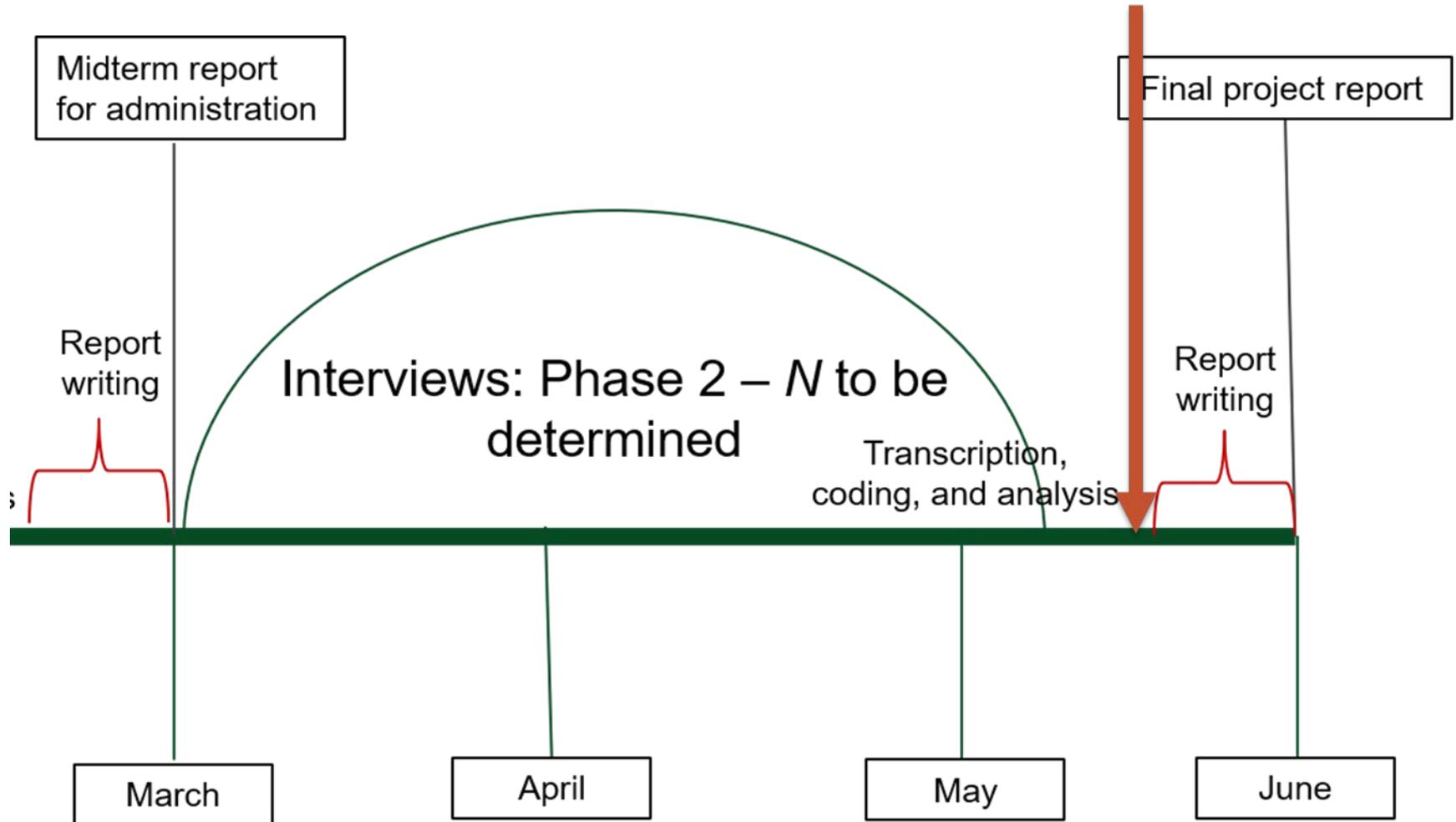


Phase 1: Timeline



Phase 2: Timeline

Proposed fifth session



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, 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?

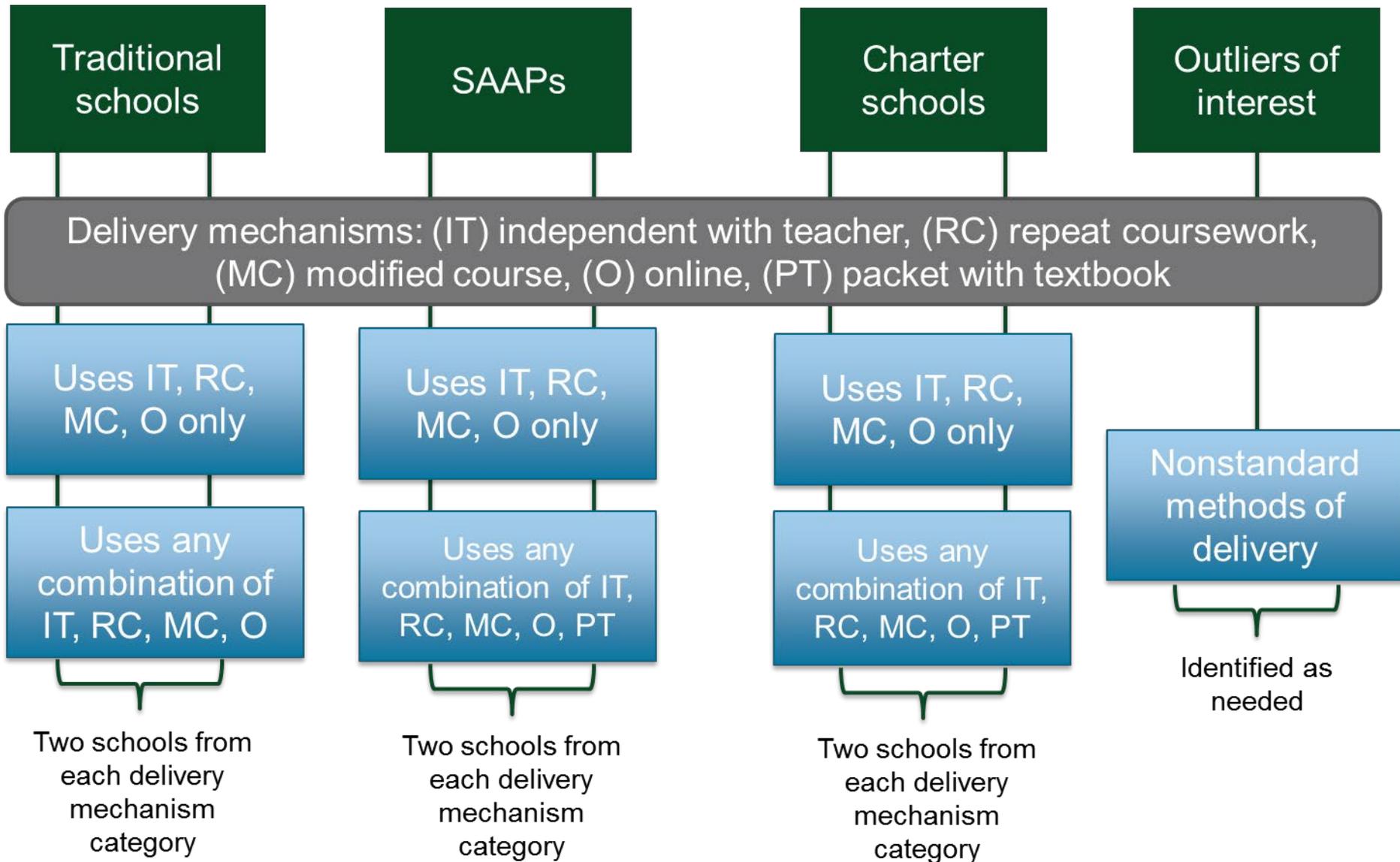
Primary research questions 4–6

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?

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

Sampling framework: Midterm report



Project products

Desired products from scan will help do the following:

- Provide information that assists with guiding policy on credit recovery.
- 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 reports 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.
- Codevelop a coding scheme.
- Participate in collaborative analysis and interpretation.
- Collaborate to write the midterm report.
- Collaborate to write the final report.
- Provide feedback on other related project products (infographic).

Activity: Analysis and sensemaking

How can we use our analysis to “speak” to each of these?

- 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?

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?

Midterm report planning

Let's work!

Our tasks:

1. Develop an outline.
2. Determine a delivery date and research products for development.
3. Assign roles.



Next steps

Next steps



- Dr. Bradley will distribute notes to participants that provide an overview of the midterm report plan.
- MDE staff will identify the appropriate audience for the report.
- MDE staff will identify stakeholder advisory group members to review the midterm and final reports.
- Set the date for a final-report planning meeting.

Closing



See
you
next
time!

Meet the presenters.



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