



Environmental Scan of Credit Recovery Practices

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Agenda

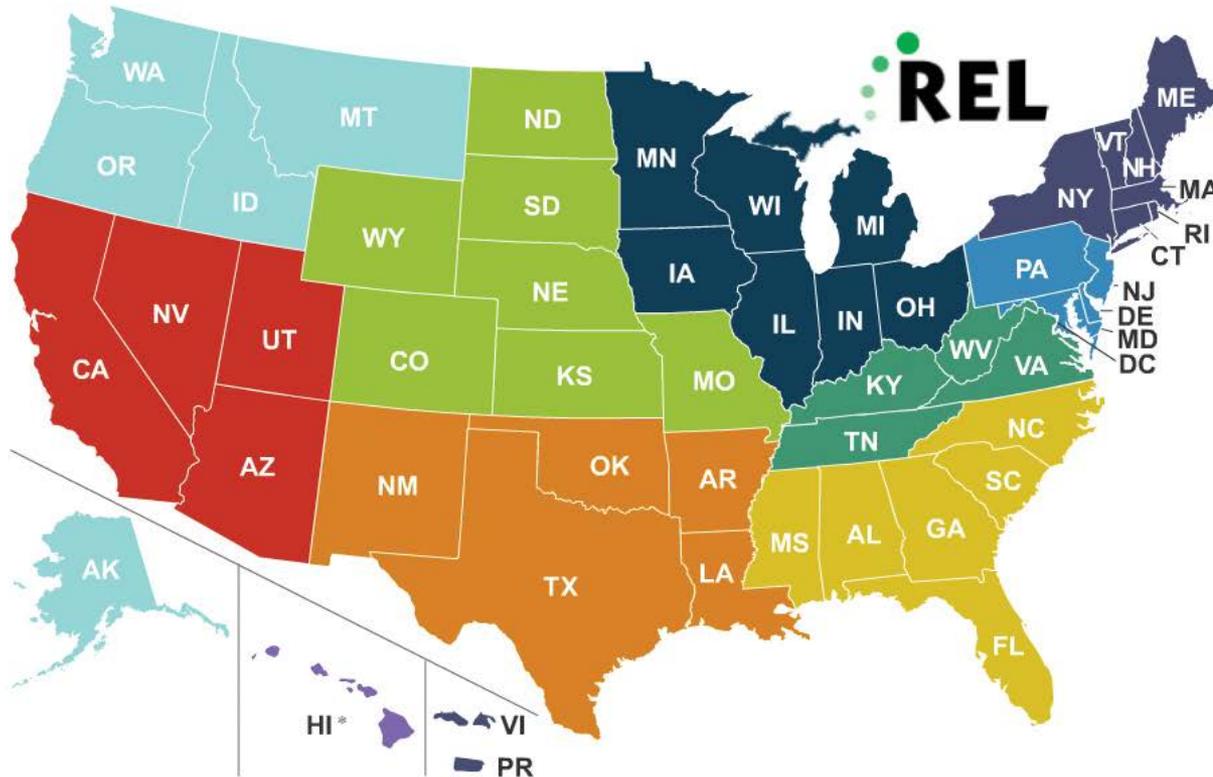
1. Introductions
2. REL Midwest overview
3. Project context and overview
4. Findings highlights
5. Closing

Session goals

- Provide an overview of REL Midwest.
- Provide an overview of credit recovery scan findings.
- Facilitate conversation and planning sessions for Minnesota Department of Education (MDE) staff.

REL Midwest overview

Regional Educational Laboratories



- | | |
|--|--|
| ■ 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

REL Midwest states





Partnerships

5 Research Alliances

- Midwest Alliance to Improve Knowledge Utilization
- Midwest Alliance to Improve Teacher Preparation
- Midwest Achievement Gap Research Alliance
- Midwest Career Readiness Research Alliance
- Midwest Early Childhood Education Research Alliance

1 Networked Improvement Community

- Iowa Learning and Technology Networked Improvement Community

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.

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?

- 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.

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)?

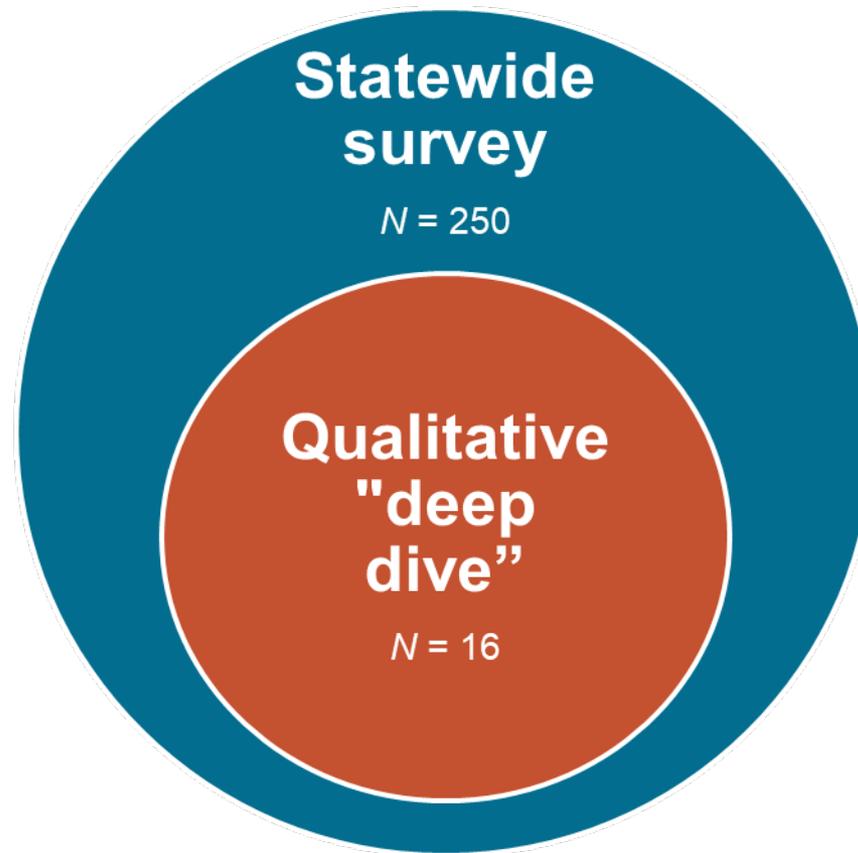
Q3. How are decisions being made about offering credit recovery programs, and what staff are involved in making those decisions?

Primary research questions (continued)

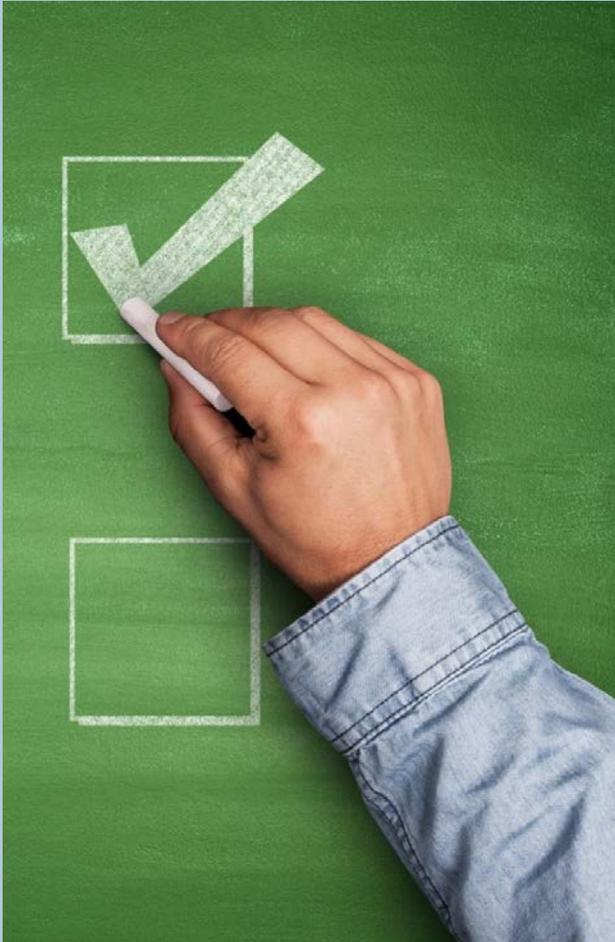
Q4. What students are being served? Are certain student characteristics associated with certain types of credit recovery?

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

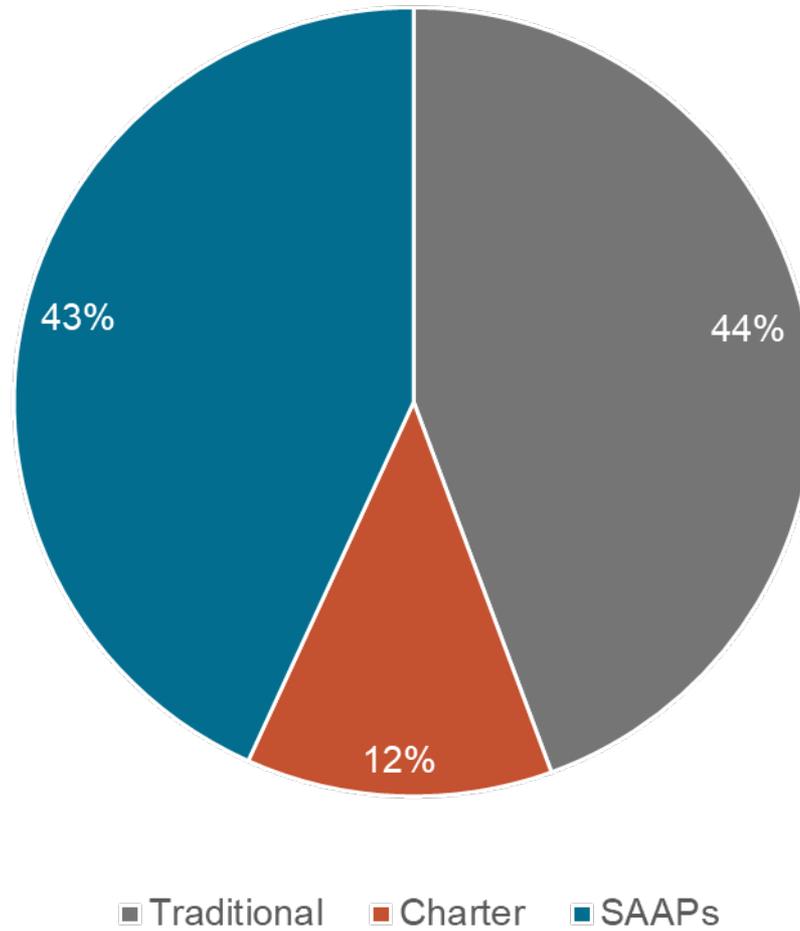


Statewide survey of credit recovery practices



- 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?



Primary research questions: Survey

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: Survey

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

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Qualitative “deep dive”



Created by Jasmine Christine
from Noun Project

- Program structures and decisionmaking.
- Student pathways.
- Challenges and successes.

Primary research questions: Interview

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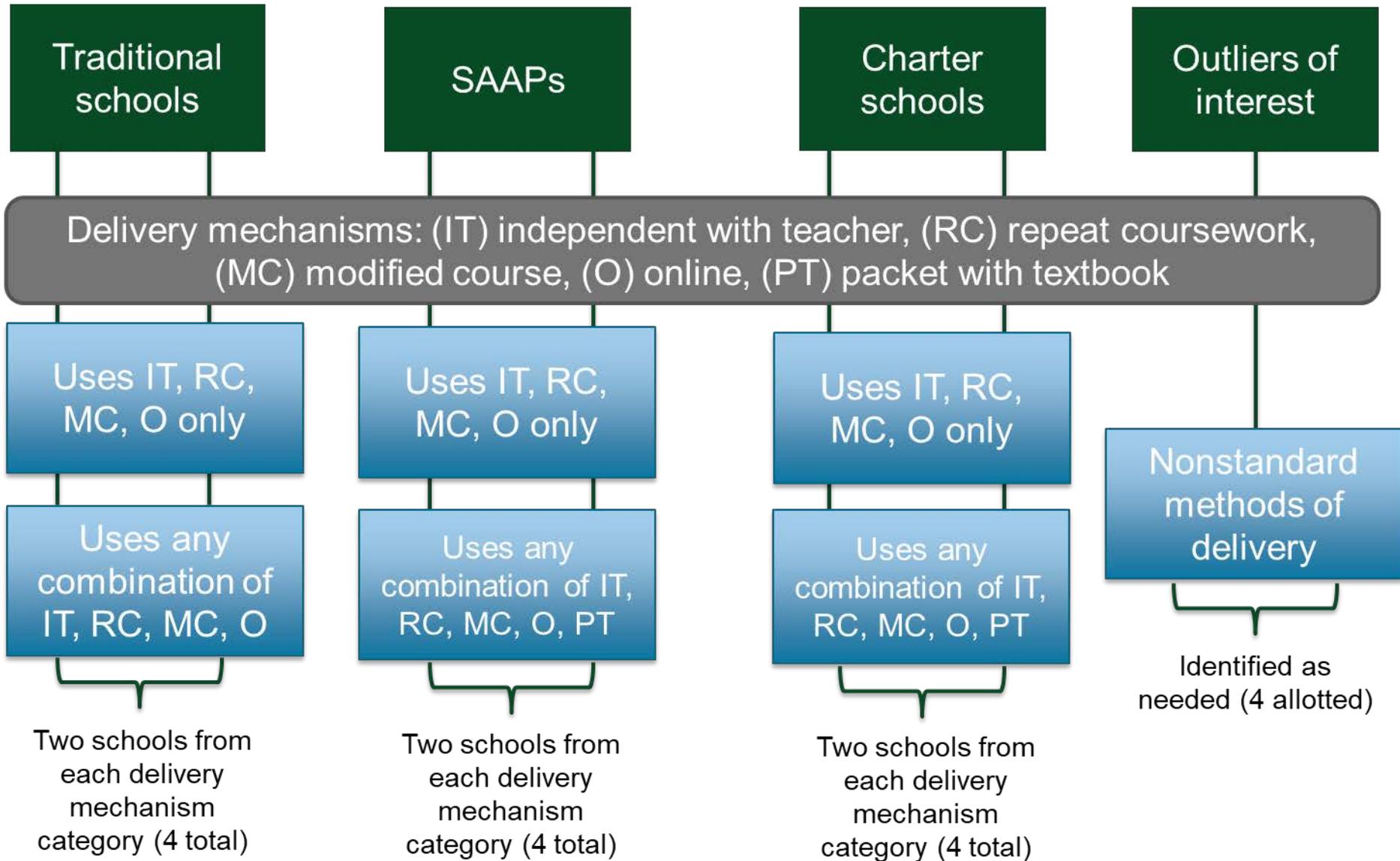
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Primary research questions: Interview

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

Qualitative sampling framework

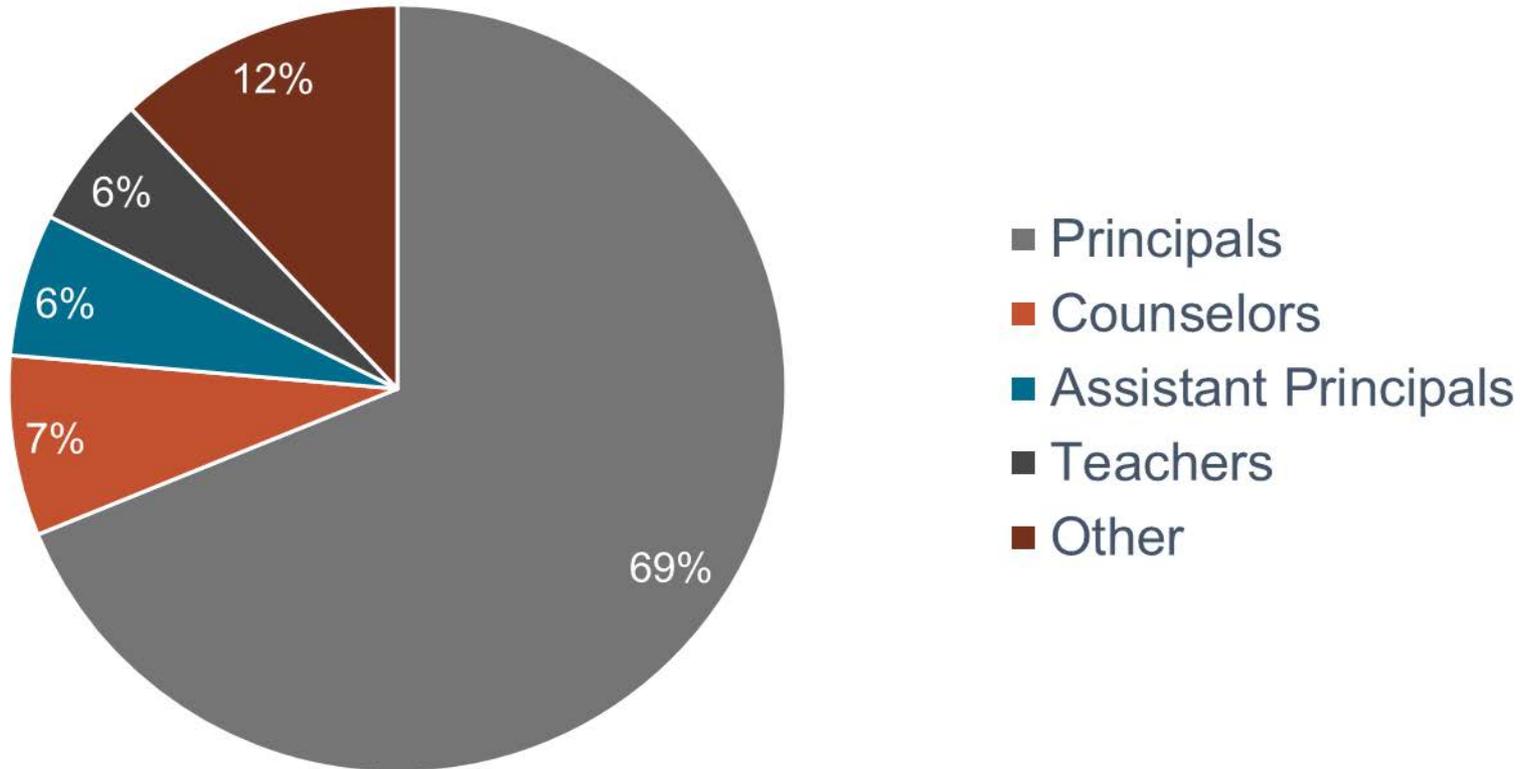


Findings highlights

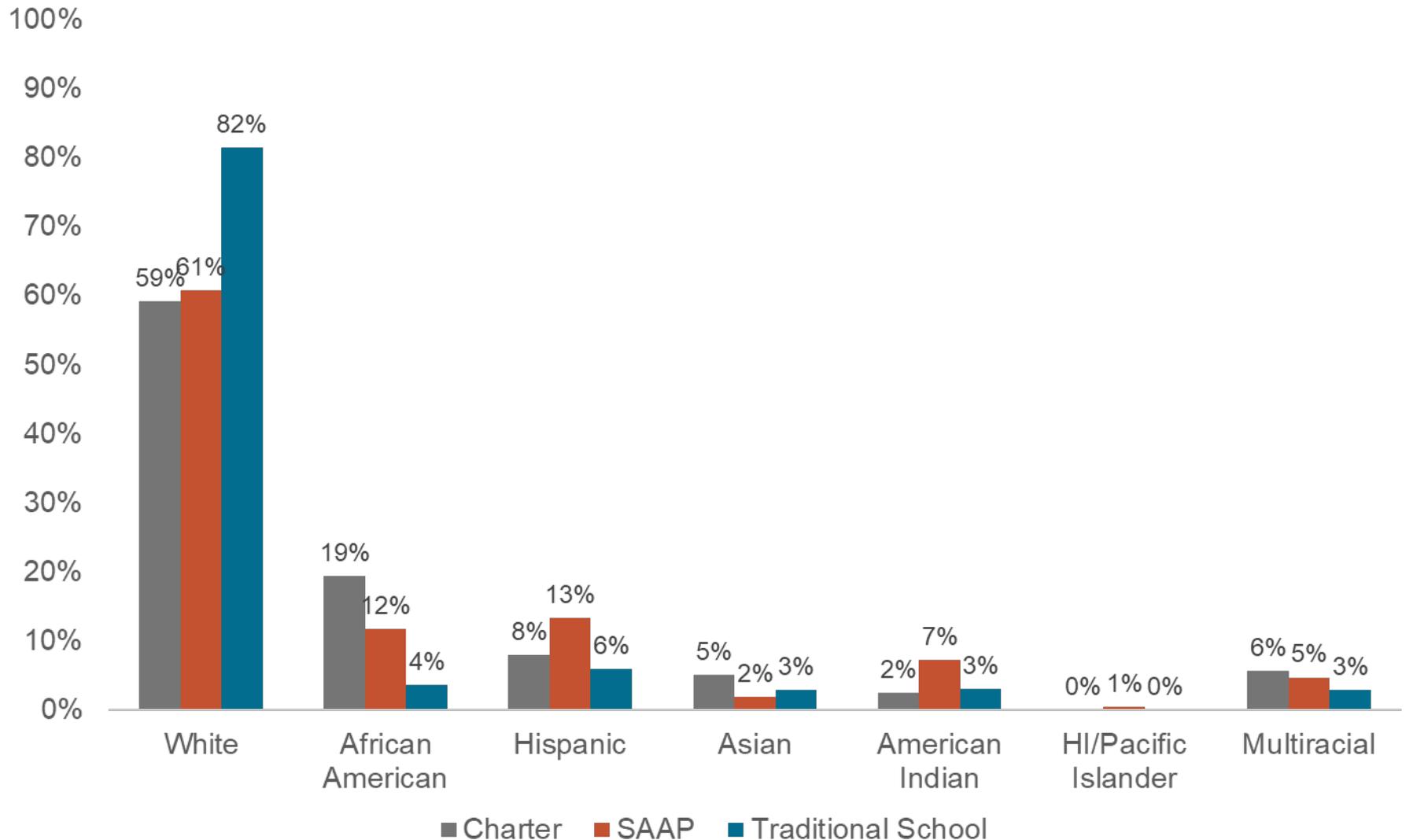
Program elements

Credit recovery elements

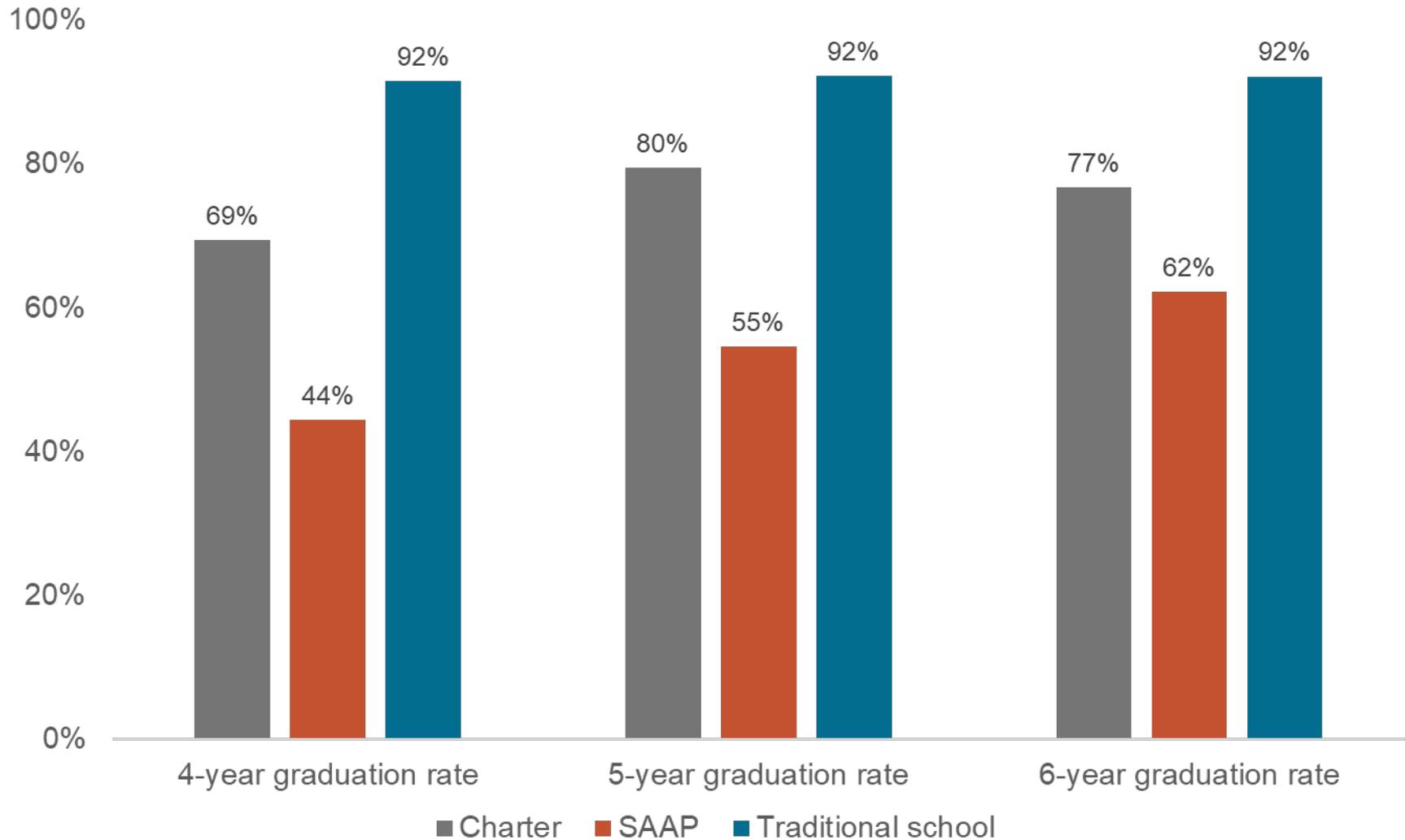
Who responded



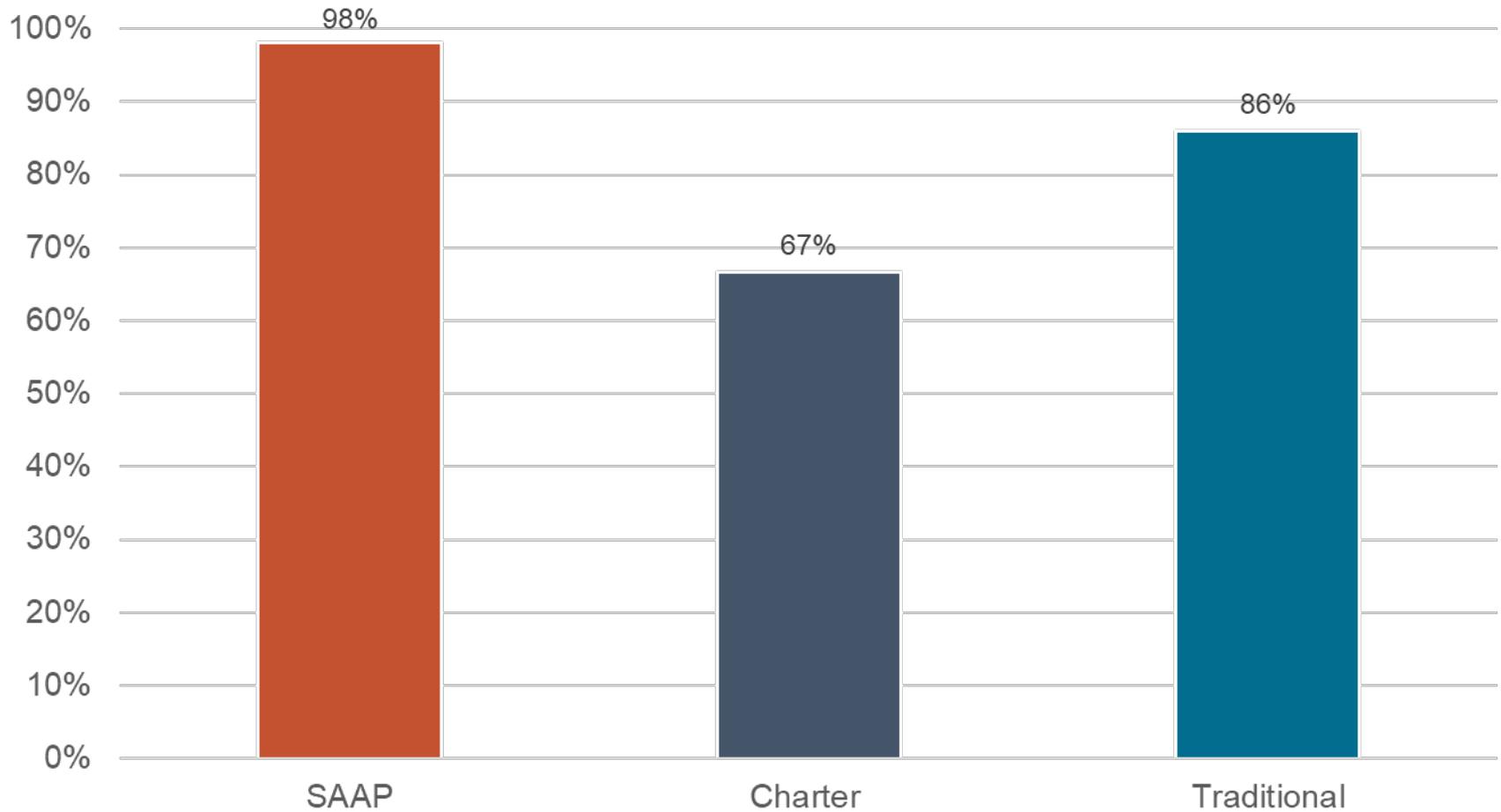
Composition of the student population



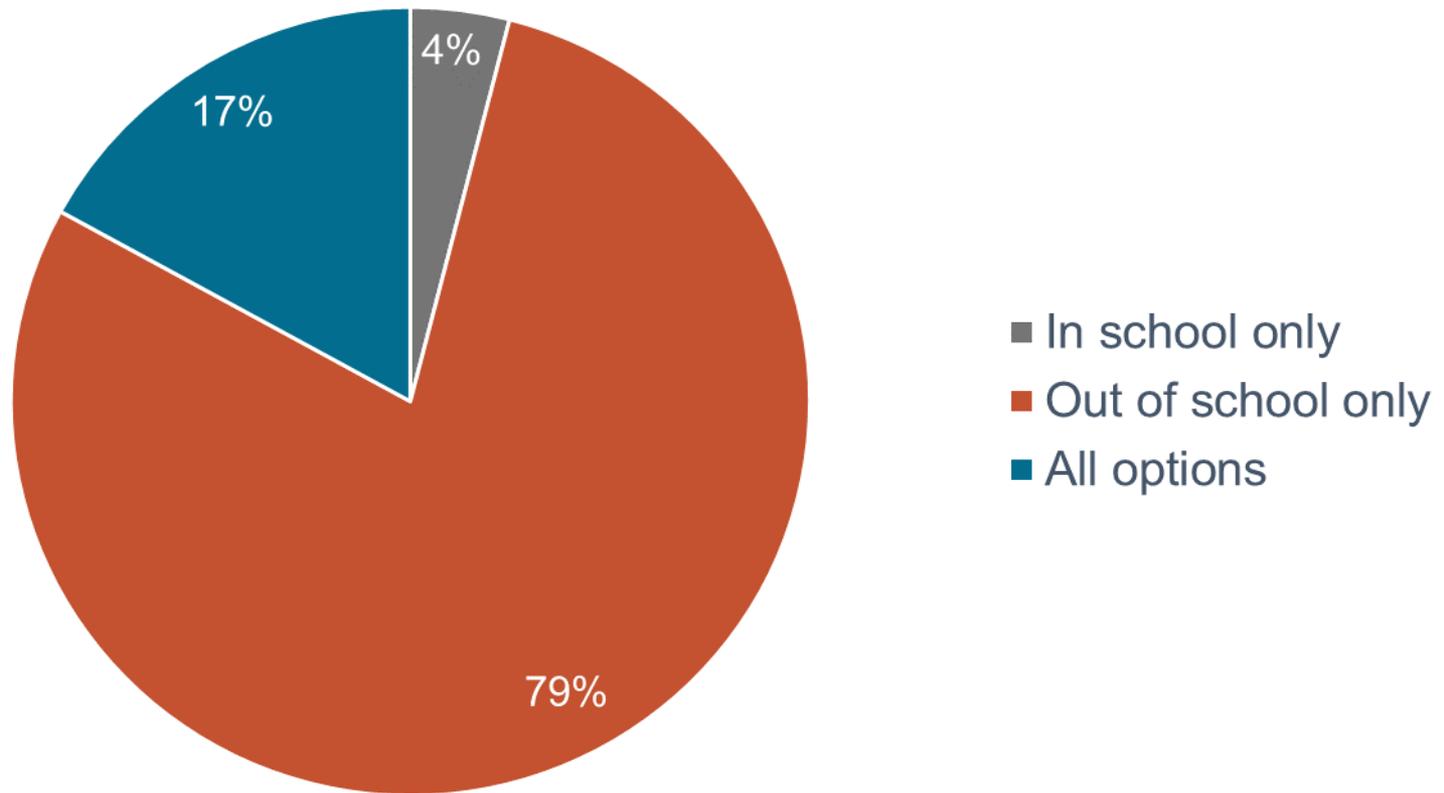
Graduation rates by program type



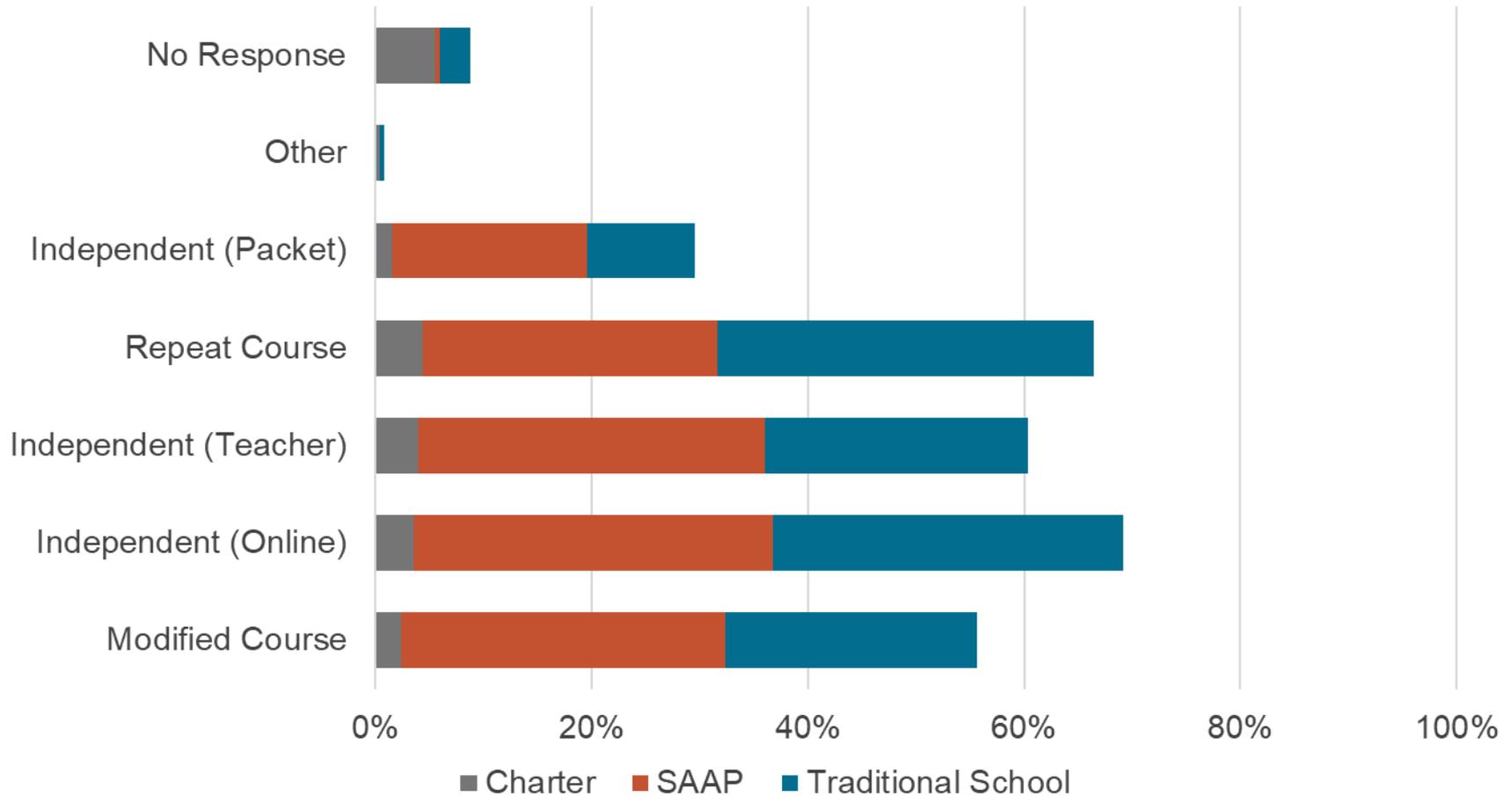
Who offers credit recovery: Survey



What types of credit recovery are offered and when: Survey



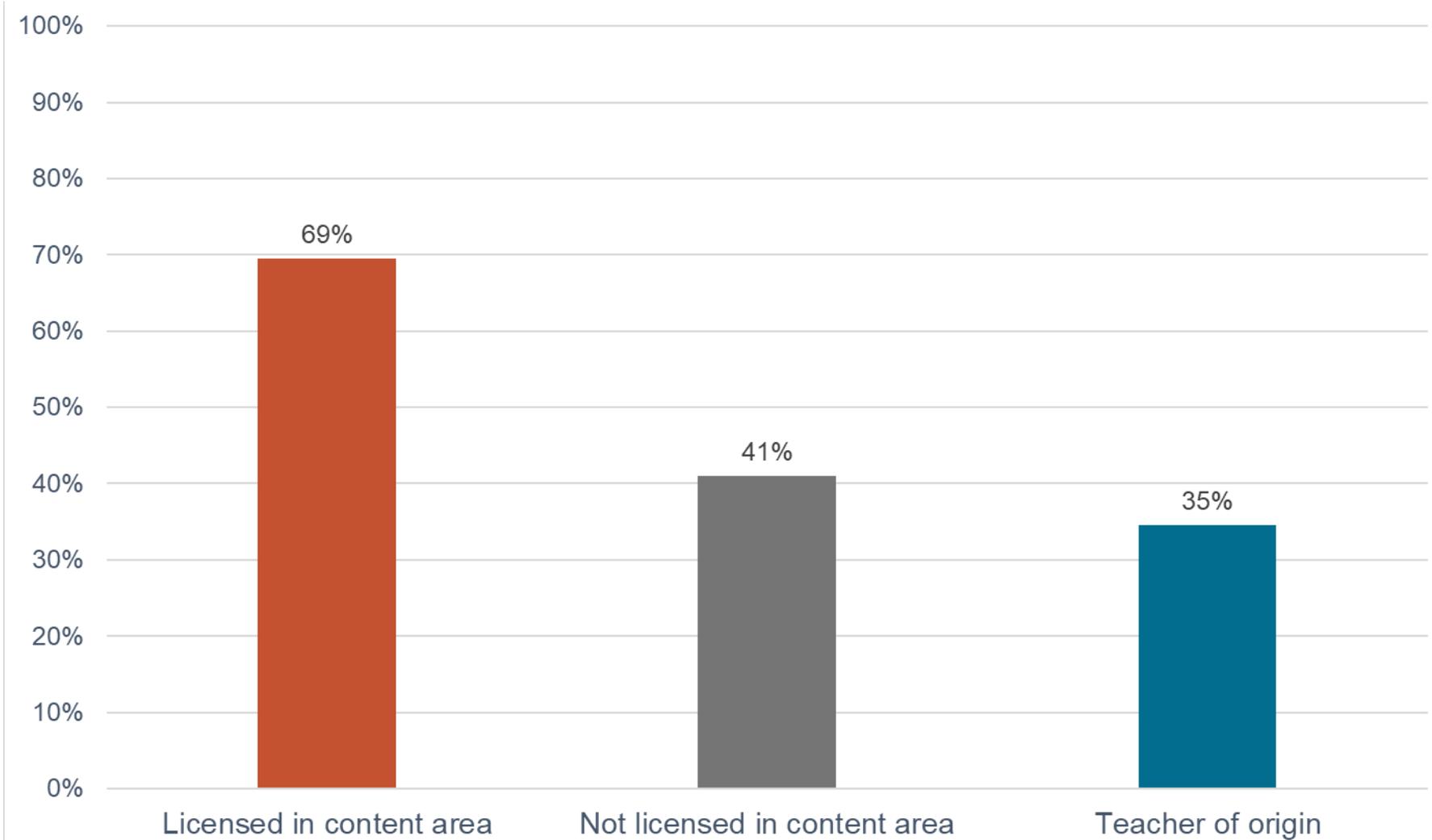
Mode of credit recovery used: Survey



“We're seeing that the standards-based demonstration of learning is just more of a direct [pathway to credit recovery]. If we can provide direct instruction in a smaller setting or a one-on-one is more effective...the computer piece is, you know...We always talk about how technology is valuable. We are not seeing that in this case.”

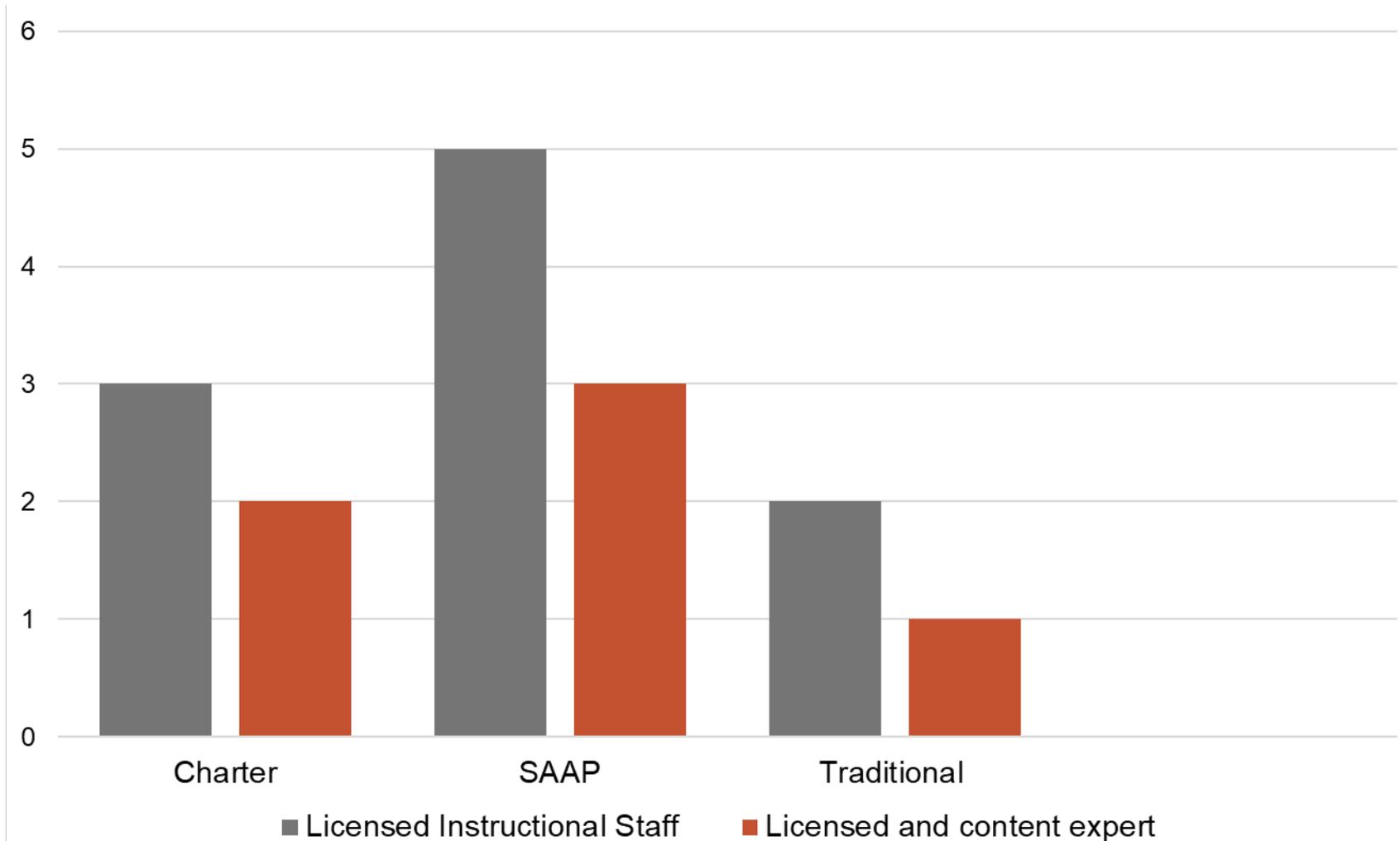
—Holland Area Schools Administrator

Who staffs credit recovery: Survey



Who staffs credit recovery

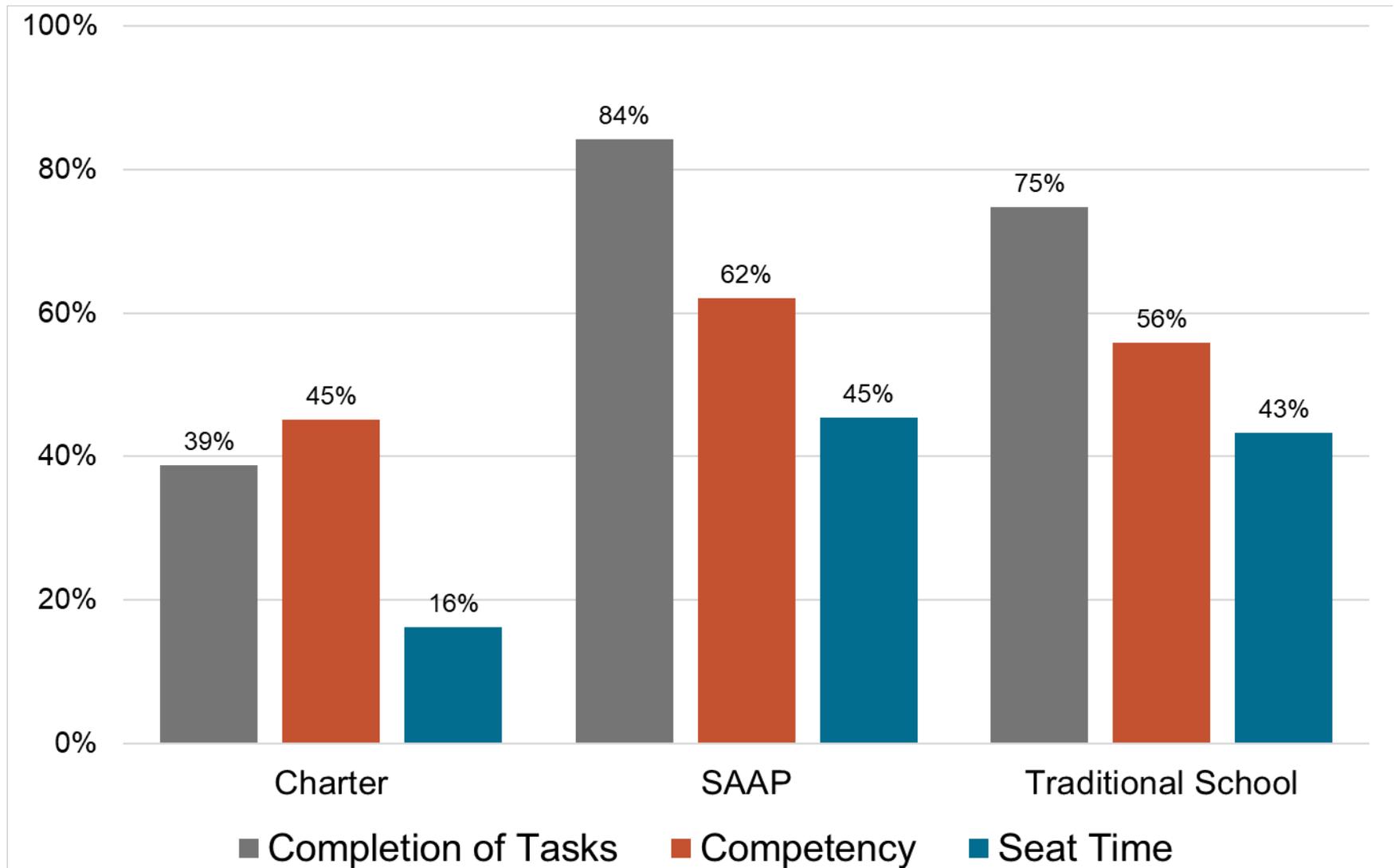
Qualitative count of responses



“There is a teacher available. Matter of fact, even my day school teachers—if a student is working at the afterschool program or the credit recovery piece...My day teachers are tapped into for support. The high school also has a homework help, where those students are also welcome to stop up there and ask them questions about general problems and that kind of stuff.”

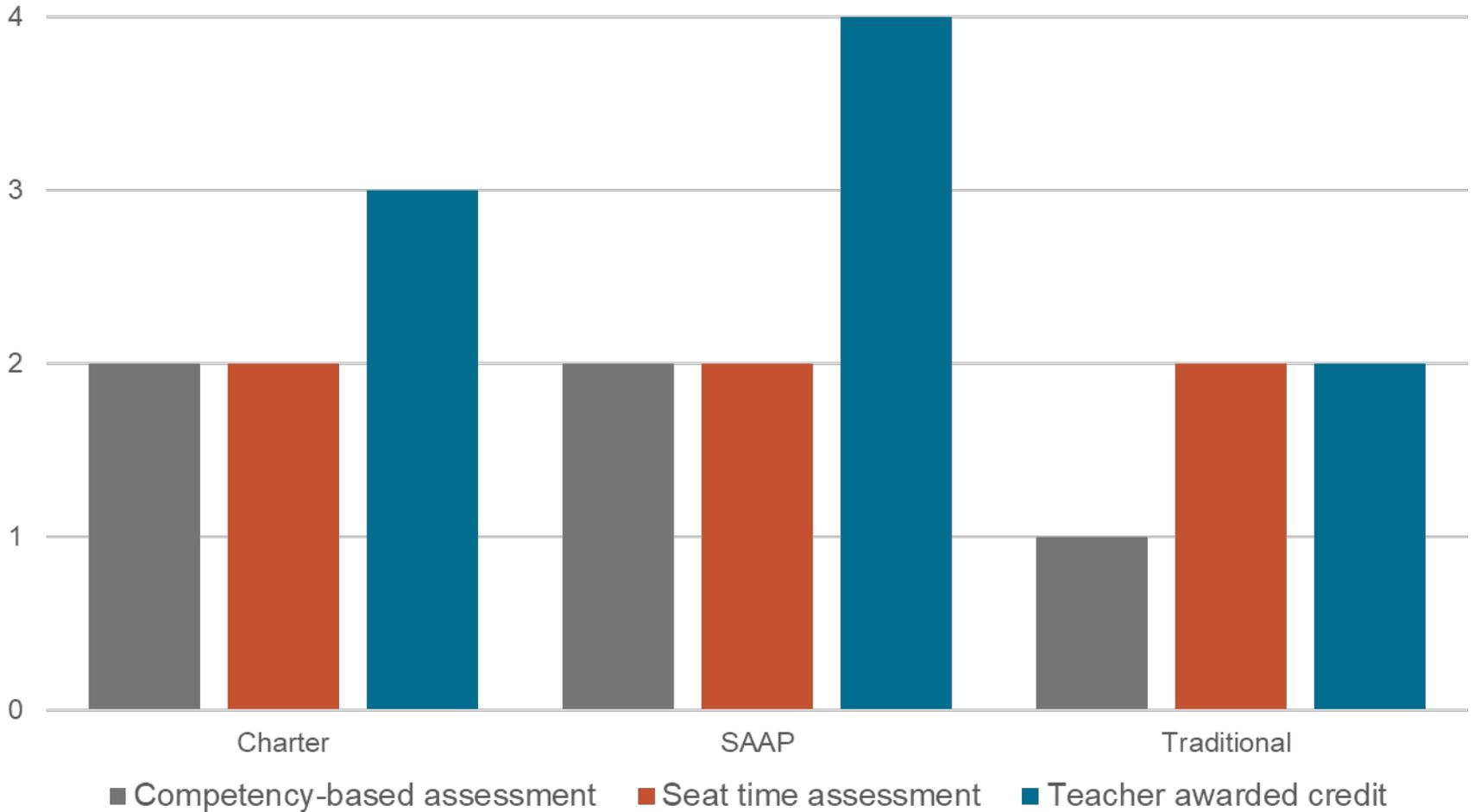
—Reese ALC Administrator

How is credit awarded: Survey



How credit is awarded

Qualitative count of responses



Data walk activity (Part 1)

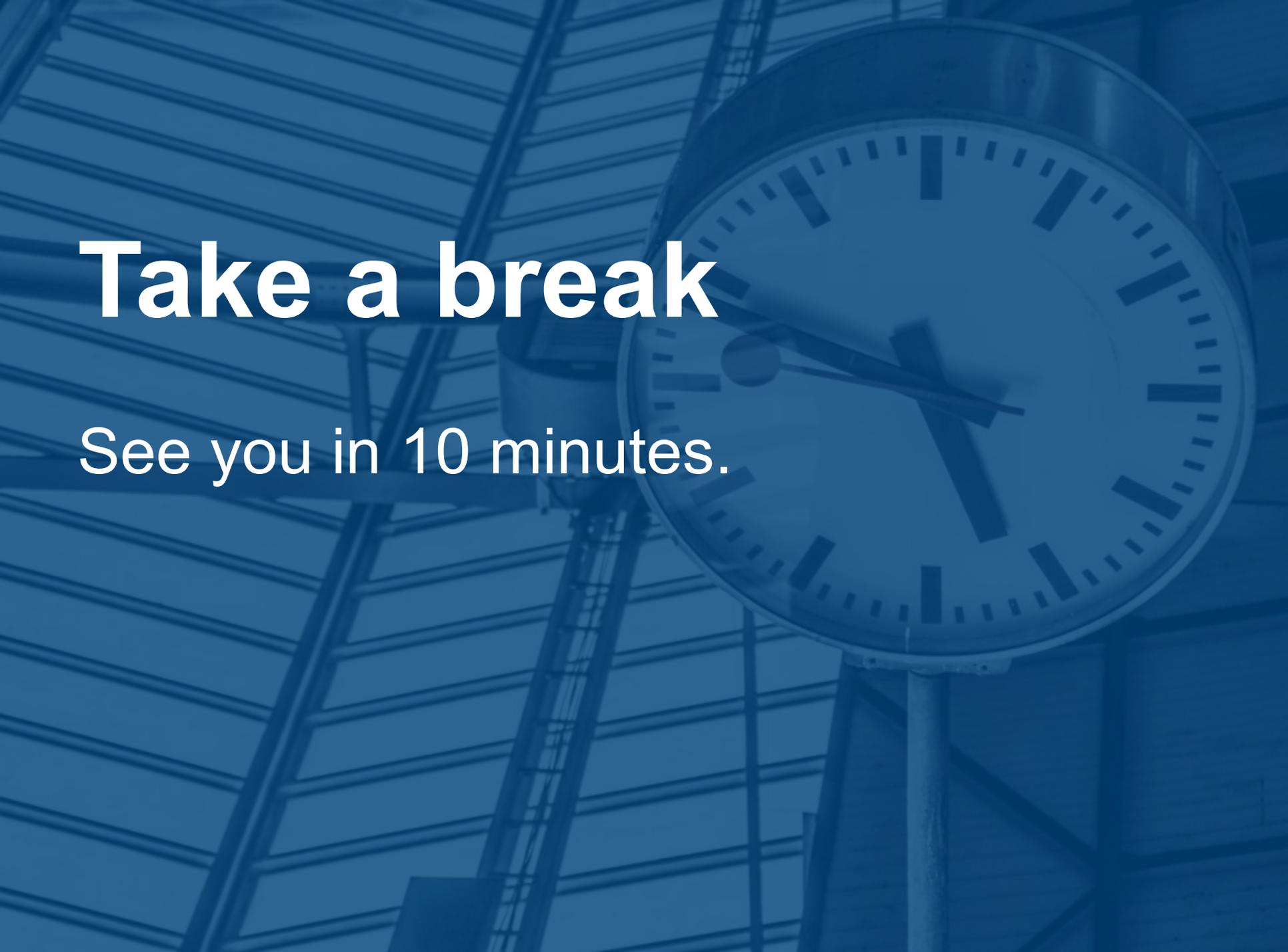
1. Choose a station to start.
2. Use the notetaking tool to jot down reactions (*2 minutes*).
3. Write your major takeaways on sticky notes and post next to the figure.
4. Rotate right and repeat.

Brainstorm and action plan: Program elements

1. Identify the core issues that apply to your team or department.
2. Brainstorm action items—*think big!*
3. From your action items, identify two or three that seem the most feasible—*think practical!*
4. Lay out your action plan for these items.



Share out

The background is a solid blue color with a faint, light-colored grid pattern. On the right side, there is a large, semi-transparent image of an analog clock. The clock face is white with black hour markers and hands. The time shown is approximately 10:10. The clock is mounted on a post.

Take a break

See you in 10 minutes.

Findings highlights (continued)

Student experience and implementation
successes and challenges

Student experience

Student pathways: Qualitative



Created by Adrien Coquet
from Noun Project

Student pathways: Student entry

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



Created by Adrien Coquet
from Noun Project

Student pathway: 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.”

—H. Patton Charter School Administrator

*“One of the strategies that we use is making sure that the school is **a warm, welcoming, safe environment, where the students want to be here, and want to come here.** A lot of these—most of these students all have some sort of barrier, or a lot of stuff going on in their life, and so it's more important that they feel comfortable and want to come to school, that really helps the attendance.”*

—H. Patton Charter Administrator

Barriers to student success in credit recovery

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

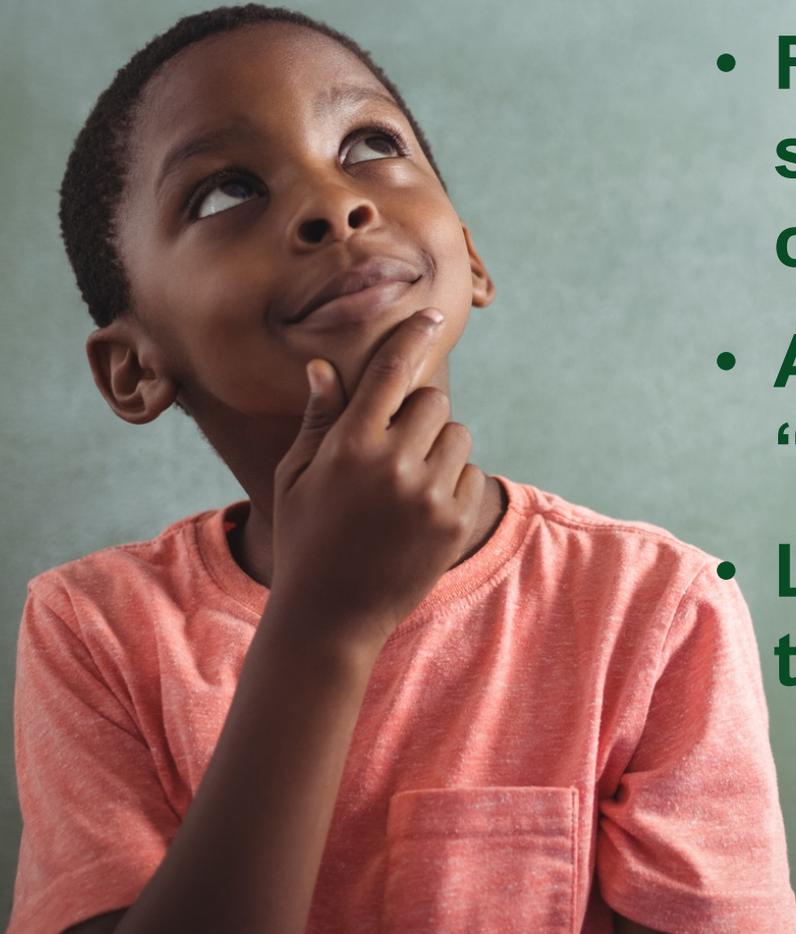


“There’s still a segment of our kids who they’re at home taking care of three brothers and sisters. They don’t have a car. Their only way here is to and from is the school bus, those different things.”

—Holland High School Administrator

Successes and challenges

Preemptive strategies to avoid credit recovery



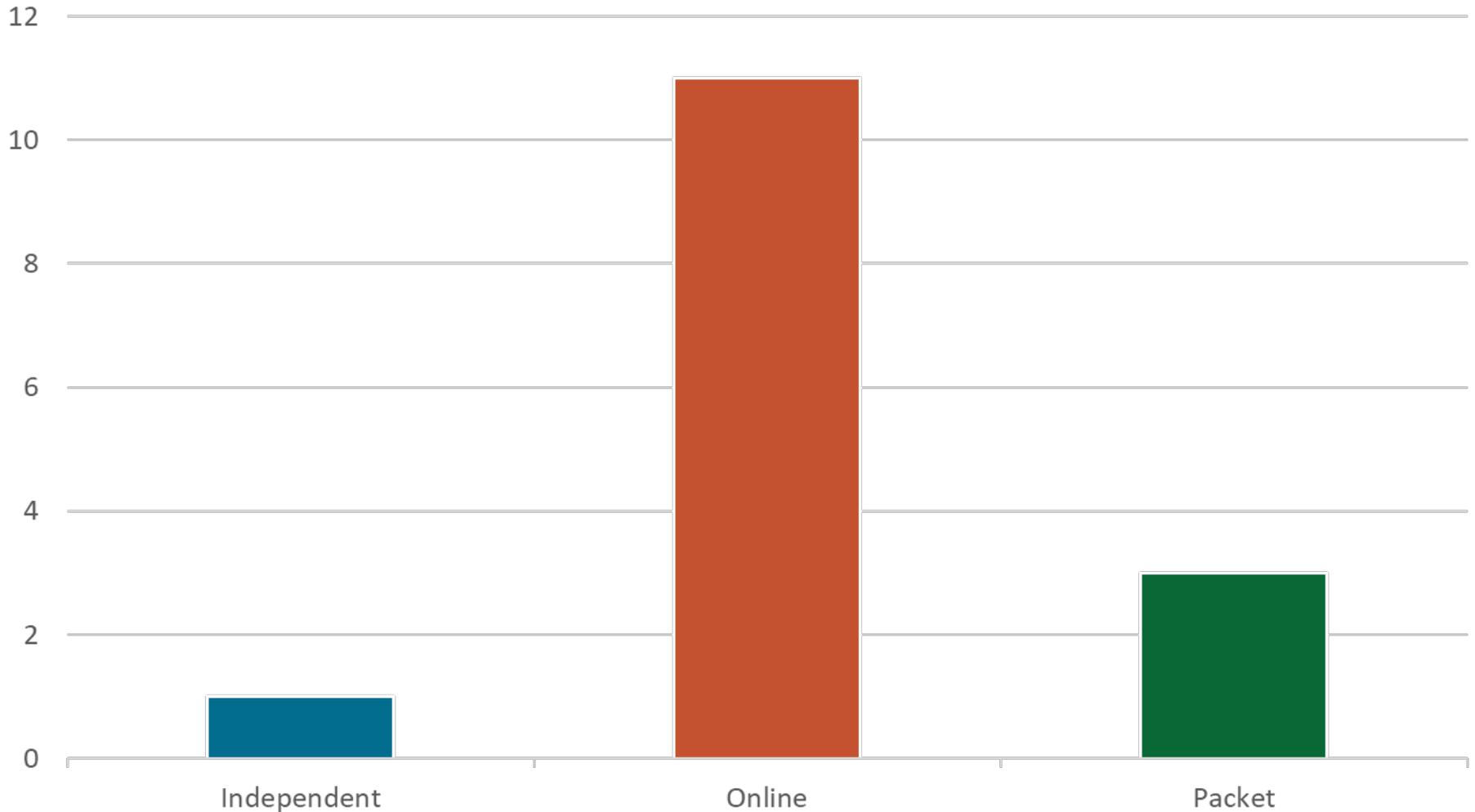
- **Early identification of struggling students.**
- **Frequent reassessment of student success in all courses.**
- **Additional supports in “high-fail” courses.**
- **Lowering the bar to raise the pass rate.**

“When you are tracking what standards students have met or not met yet, you are able to see and address the needs of students in more ‘real time’. Thus the idea of what credit recovery has been, where students are having to redo the whole course, could look more like extended time where students can work with their teacher on just the standards...they...need to provide evidence of learning on. Ideally...students would get support when it appears that they are struggling with learning any of the standards and hence could remove the need for a lot of the credit recovery that has been done in the past.”

- Ingles County Schools Administrator

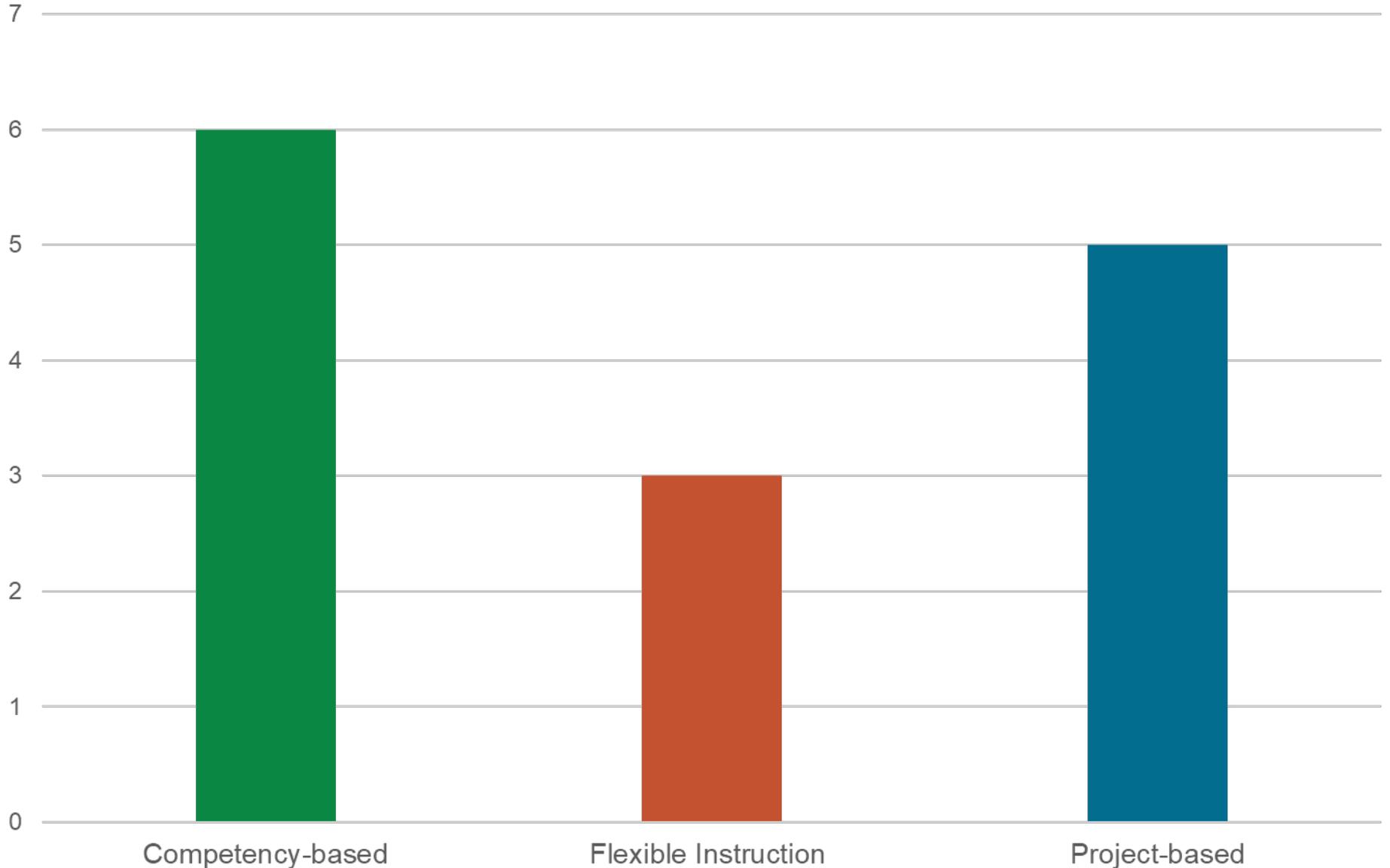
Least effective elements of high-quality credit recovery

Qualitative response frequency



Most effective elements of credit recovery

Qualitative Response frequency

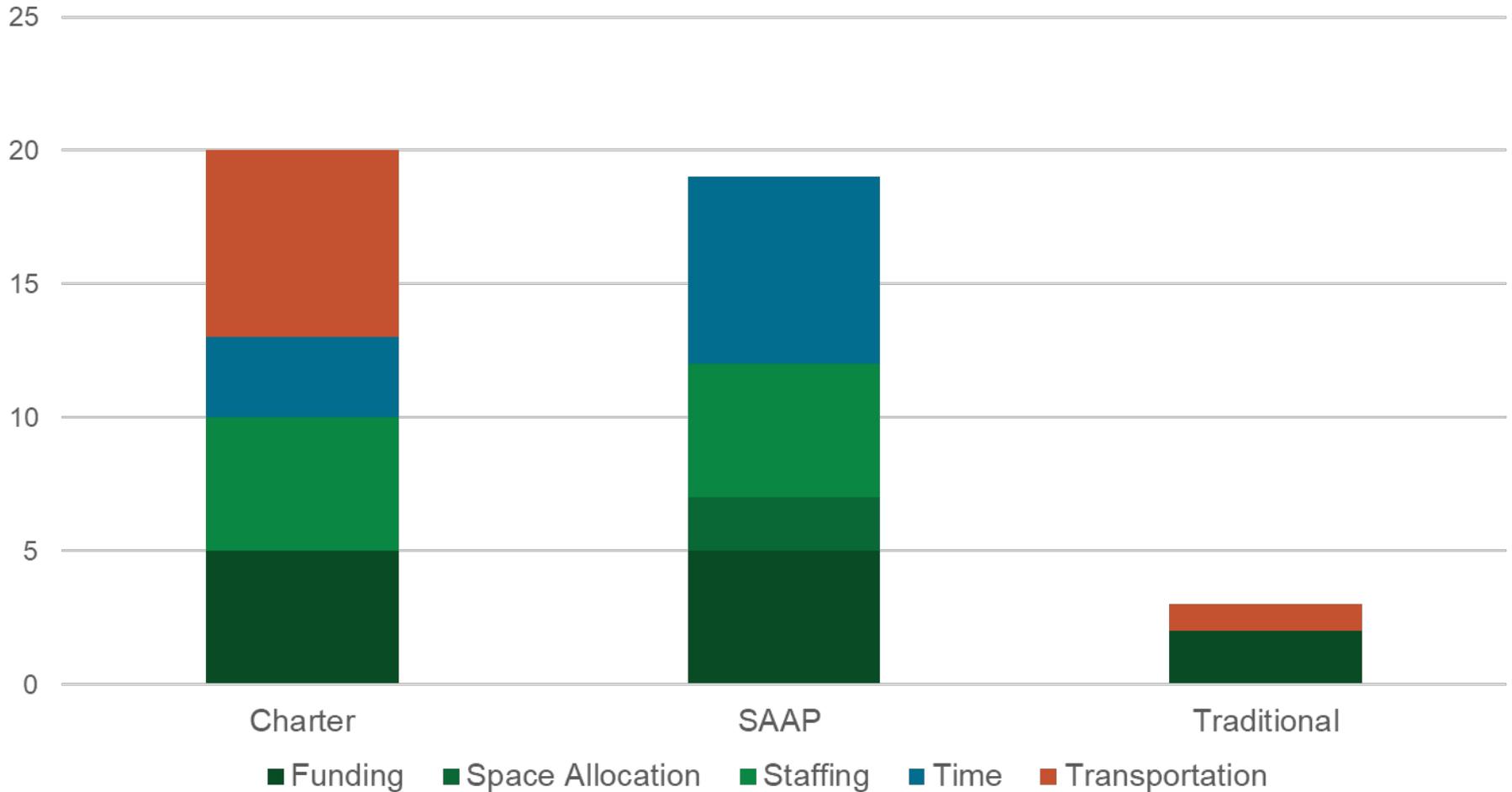


“We need to be able to offer a variety of options, not just 100 percent online. We need to go back to either smaller supports, smaller one-on-one supports for students to get through the online curriculum or go back to something that’s not 100 percent online... I don’t want to say packets because that makes me about want to [be sick]. But something that’s not 100 percent online.”

- Hardin ALC Administrator

Implementation challenges

Qualitative Response frequency

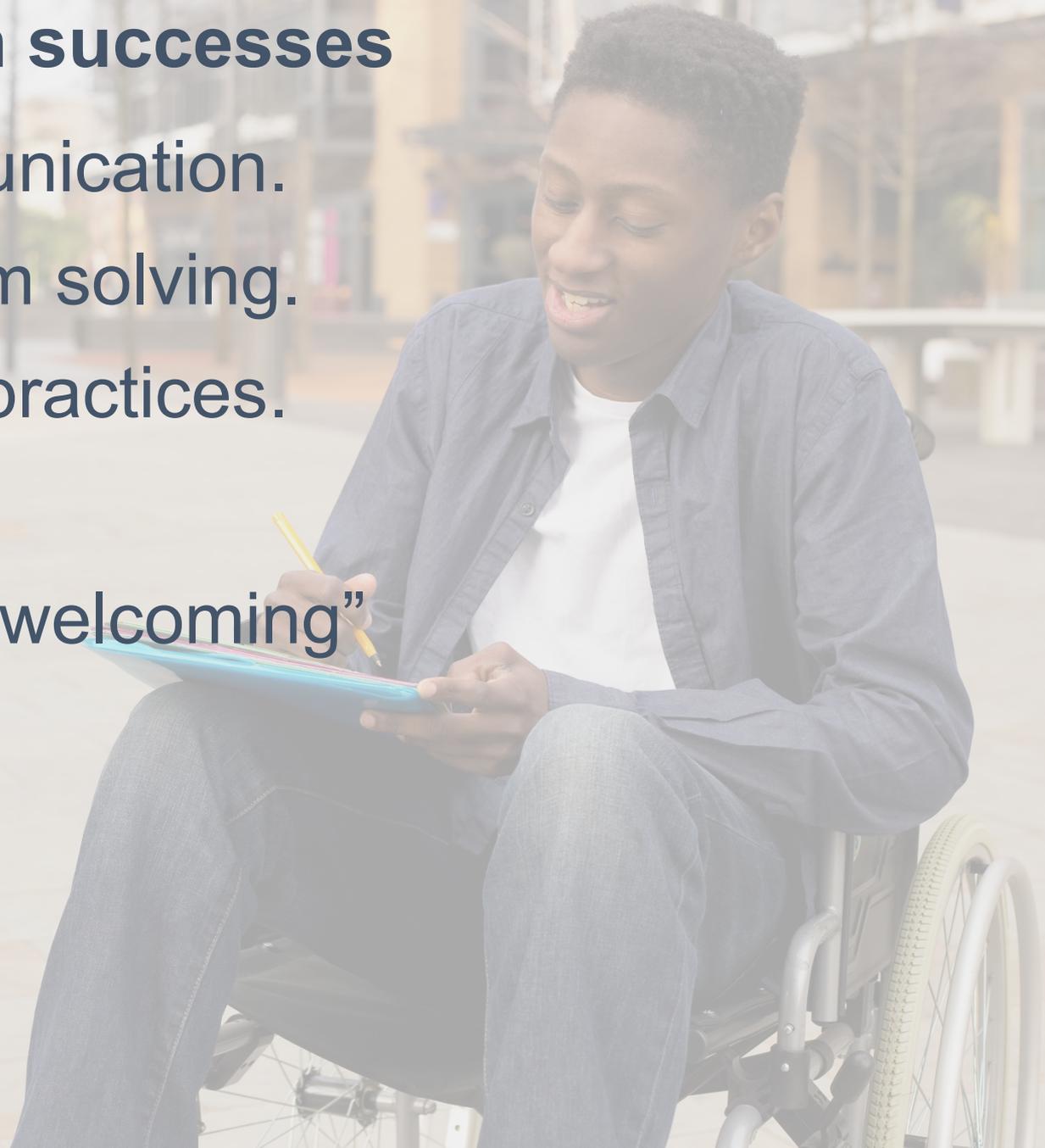


“To better identify students using the online platform, especially independent study because it’s not a good fit for every student, especially our at-risk learners...I’m not seeing it work great for those kids...we’re asking them to spend hours outside of the school day...on their own at home working through coursework independently. So that’s something else we’re still trying to problem-solve because we have students that need to have an option to earn credits outside the school day because they are behind.”

—Briggs Public Schools Administrator

Implementation successes

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



“This year we started to send out messages on Fridays as well. And we’ve noticed a remarkable drop in students that haven’t turned in work. And so I would say probably where before...and our...[absentee] numbers have dropped to about 30 percent of where they were before.”

—Boyd Online ALC

“I put a lot into the front end and made sure I hired a very good teacher, and the other thing is just allowing teachers time to be creative, and explore, and create their own work, and take ownership into it, and letting them have time to collaborate with each other.”

—Sauceda ALC Administrator

Identifying and addressing challenges

“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?”

—Brampton ALC Administrator

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Closing



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References

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