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Credit Recovery In PPS

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Tonight's Learning

- **Definition, Purpose, Delivery, and Impact of Credit Recovery**
- **Proposed Improvements to Credit Recovery**
- **Strategies to Support Student Academic Success to Limit Student Entry into Credit Recovery**



Learning Goals

- **Provide an overview of the PPS Credit Recovery/Period 10 program**
- **Review relevant data related to pass/fail rates for students in grades 9-12, disaggregated by race, IEP, 504**
- **Share information about number of credits recovered, by race, IEP, 504**
- **Outline next steps that will ensure appropriate supports and progress monitoring for students moving forward**

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Definition, Purpose, Delivery, and Impact of Credit Recovery



Credit Recovery Definition (What)

According to a 2018 U. S. Department of Education issue brief on credit recovery, it is “a strategy that encourages at-risk students to re-take a previously failed course required for high school graduation and earn credit if the student successfully completes the course requirements. The strategy was designed to provide a pathway for high school students who have a history of course failure and help them avoid falling further behind in school (U.S. Department of Education 2015b). Credit recovery courses may be available online or in alternative settings and can be scheduled at different times to suit the needs of the student.”

<https://www2.ed.gov/rschstat/eval/high-school/credit-recovery.pdf>



Credit Recovery Purpose (Why)

- Ensures that our students who have not been successful have an opportunity to recover lost learning and demonstrate their progress
- Provides a safety net for our students who have failed a credit bearing course(s) that counts toward graduation
- Gives our students a viable path toward getting back on track toward graduation
- Assists in elevating graduation outcomes for our students through improved graduation rates in our high schools



Credit Recovery Delivery (How)

- Virtual learning opportunity for all students who have failed a course, including:
 - courses that were taken outside of PPS (students who transfer into the district)
 - any credit-bearing course that appears on the student's transcripts (all courses in their High School Career)
- NOTE: courses recovered in credit recovery are not required to be aligned to the year of failure, they can be completed any time during a student's high school years
- 10-12 week asynchronous learning – Edgenuity
 - Teachers available to students Monday – Thursday 3:00PM-5:00PM, and upon request as needed
 - Teachers assigned to students by content, provide support and unlock sections after students pass assessments
 - Fall/Winter – 27 teachers, (including 3 PSE and 1 ELL), and 1 coordinator
 - Summer/Special 12 – 18 teachers (including 3 PSE and 1 ELL), and 1 coordinator
 - Students have one full year to complete the course



EDGENUITY - AN EVIDENCE-BASED PROGRAM

Edgenuity draws upon decades of pedagogical and instructional research and insights from industry experts and educators to deliver effective and engaging instructional content that empowers each student to take an active role in their learning



Accommodations for Students

- Animations and simulations provide explanation and modeling of key concepts
- Digital highlighters and sticky notes help students organize information, ask questions, and record observations
- Read-aloud and translation tools help English language learners and students with special needs
- eNotes is a point of use digital notebook that allows students to record, synthesize, and organize their thinking
- Dynamic glossary and a word look-up tool help students build their academic vocabulary, while transcripts and video captions enable students to follow along with the on-screen teacher
- Point-of-use tools like a calculator, graphic organizers, and other tools help students complete assignments and promote the deep transfer of knowledge and skills
- CloseReader™ supports the active reading of complex texts with embedded comprehension questions, text and audio prompts, translation tools, and contextual definitions of new vocabulary words.



Credit Recovery/Period 10

Courses include:

Subject Areas	Courses	
English	English 1 A/B, 2 A/B	English 3 A/B, 4 A/B
Social Studies	Civics A/B World History A/B	US History A/B Psychology A/B Sociology A/B
Math	Algebra 1 A/B Algebra 2 A/B Geometry A/B	Advanced Algebra A/B Pre-Calculus A/B Calculus A/B
Science	Grade 9 Science A/B Biology 1 A/B Chemistry 1 A/B	Physics A/B Earth Science A/B Tech Environment A/B
Physical Education/Health	PE Health 1 & 2	
Electives	Intro to Art A/B	



Course Grades in 9th-12th Grade

- In 2021-22 there were 92,780 grades assigned to credit-bearing courses (most are semester-long .5 credit courses)
- When we examine the 5,736 students who completed those courses we see that 98.8% passed at least 1 course. (this means that of the 5,736 students 67 students did not pass at least one course)
- 68.74% of the students received a passing grade in every course they took (3,943)
- 31.26% (1793) did not pass all of their courses.



Credit Recovery Totals

	Unique Students	Courses Completed
2017-2018	687	4304
2018-2019	640	4672
2019-2020	567	4397
2020-2021	784	4870
2021-2022	668	3579
		Total 21822

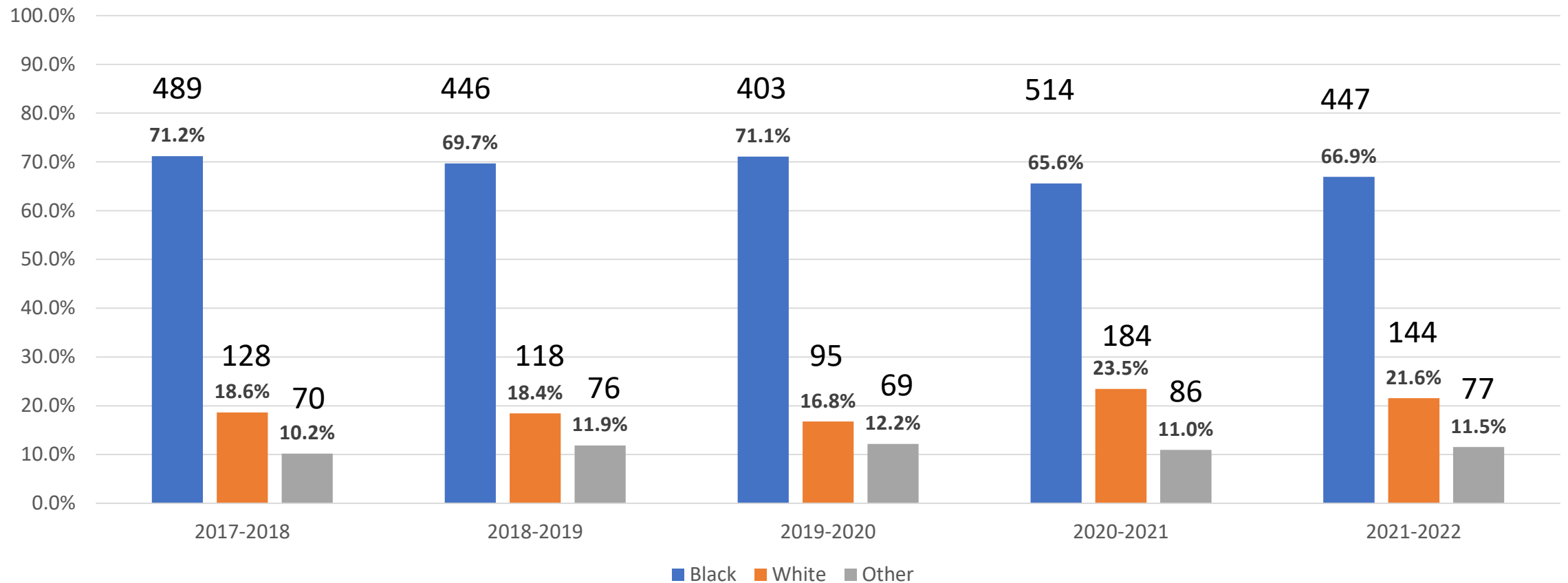


Courses Completed by Students 2017-2022

Courses taken	Count of Students
Completed courses in one year	1769
Completed courses over 2 years	568
Completed courses over 3 years	123
Completed courses over 4 years	18
Grand Total	2,478

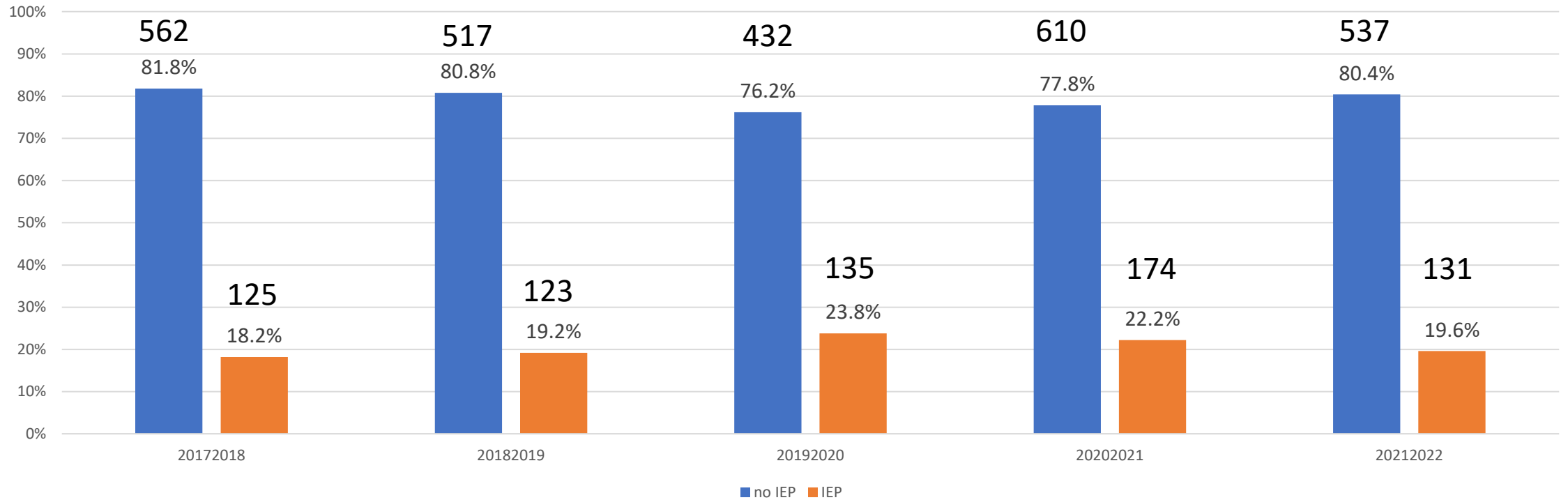


Distribution of race for students who completed Credit Recovery Courses



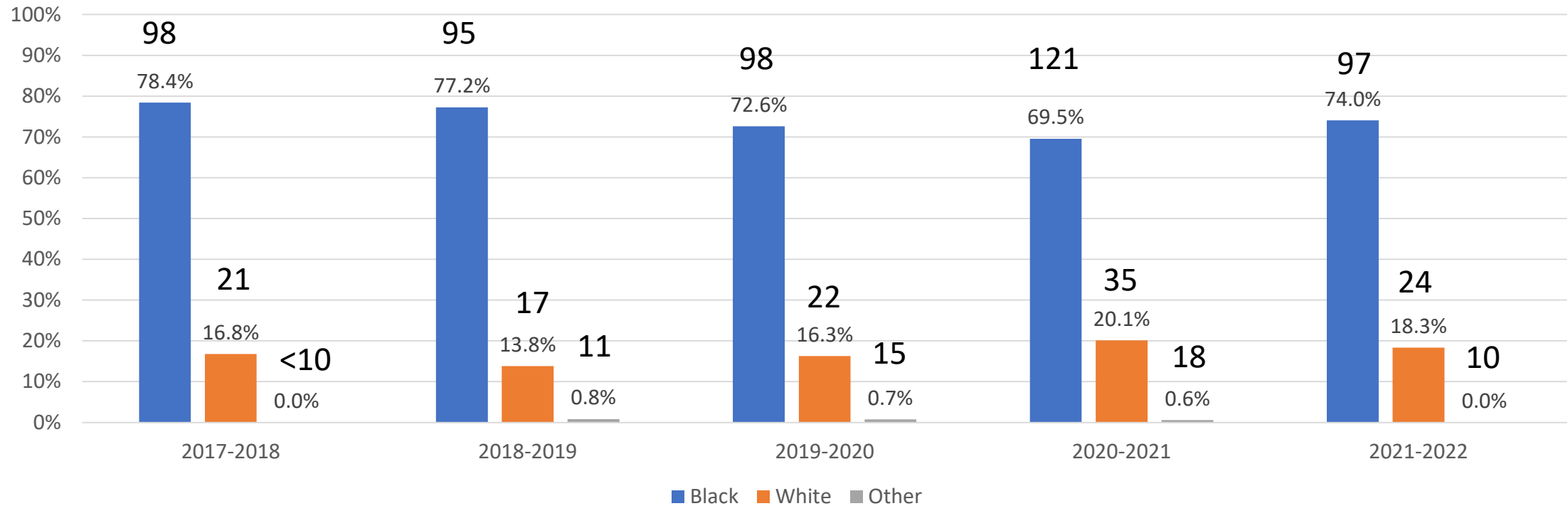


Distribution of students by IEP Category who completed credit recovery courses



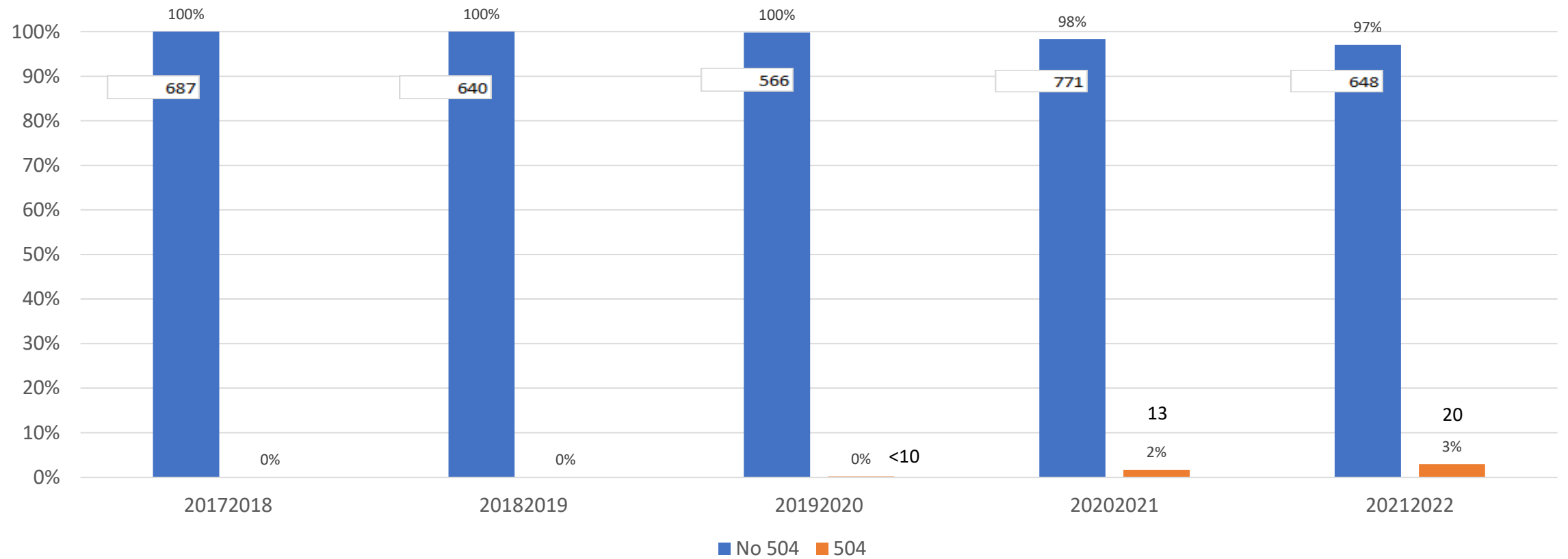


Distribution of Race of the IEP students who completed credit recovery courses





Students who completed credit recovery by 504



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Proposed Improvements to Credit Recovery

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PPS Evening School Program

- Provide an opportunity for 11th and 12th grade students to engage in learning to recover credits in English, mathematics, science, and social studies. All courses are experienced in-person. Teachers provide targeted instruction utilizing District curricular materials.
- This program will be available to students each semester of the 2022-2023 school year. Students will participate 4 evenings per week with the opportunity to recover to courses.





Other Ideas to Explore

- Robust on-site tutoring for students engaged in Credit Recovery Programming
- In-person Summer School Credit Recovery, utilizing district teachers and curricula
- Explicit routines for intentional counselor/student progress monitoring

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Strategies to Support Student Academic Success to Limit Student Entry into Credit Recovery

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Progress Monitoring

Include students in the conversation

Dedicated time and space

Utilization of goal setting techniques

Discuss barriers

Allow students and teachers to reflect and refine

Celebrate

Repeat



Progress Monitoring for IEP's

- IEP goals must be monitored and where applicable to Edgenuity, data around progress should be reviewed by the building case manager
- Most IEP goals are Reading/Math goals
- Specially Designed Instruction (SDI) must be provided if applicable
- Students not making adequate progress at the interim and quarterly checkpoints, require a reconvening of the IEP team to review goals, SDI to determine if additional supports are required



Monitoring 504 Plan Implementation

- Confirm that parents/guardians are directly involved in the creation of 504 plans and all progress monitoring activities
- Verify that all teachers (anyone with an educational interest in the student) are aware of the agreements documented in all 504 plans and have the knowledge and capacity to provide the accommodations agreed upon
- When appropriate, positive behavior support plans should be included with 504 Plans
- Ensure that 504 Plans move with student from school to school and are revisited when needed
- Reconvene the 504 team, with parents as a critical team member, to make adjustments as needed and upon parent/guardian request



Accommodations for Students

- **Animations** and **simulations** provide explanation and modeling of key concepts
- **Digital highlighters** and **sticky notes** help students organize information, ask questions, and record observations
- **Read-aloud** and **translation tools** help **English language learners** and students with **special needs**
- eNotes is a point of use **digital notebook** that allows students to **record, synthesize, and organize** their thinking
- **Dynamic glossary** and a **word look-up tool** help students build their academic vocabulary, while **transcripts** and **video captions** enable students to follow along with the on-screen teacher
- Point-of-use tools like a **calculator, graphic organizers, and other tools** help students complete assignments and promote the deep transfer of knowledge and skills
- CloseReader™ supports the **active reading of complex texts** with **embedded comprehension questions, text and audio prompts, translation tools, and contextual definitions** of new vocabulary words.

The Power of The Master Schedule

- Drives Instructional Vision
- Identifies Instructional Foci
- Develops Instructional Capacity
- Maximizes Professional Learning Opportunities by Grouping Teachers
- Directly Connects Teacher Pedagogical Growth to Student Academic Growth
- Capacity to Increase Student Outcomes



Sample Master Schedule

<u>Period</u> Teacher And Content	1	2	3	4	5	6	7	8	9
Ms. A English	English 1	English 1	Duty	English 3	PLC	Lunch	English 3	Prep	English 1
Mr. B English	Duty	English 2	Prep	Lunch	PLC	English 2	English 2	English 2	English 3
Ms. C English	Prep	English 1	English 4	Lunch	PLC	English 4	Duty	English 2	English 4
Mr. D Math	Algebra 1	Algebra1	Prep	Algebra 1	PLC	Lunch	Geometry	Duty	Algebra 1
Ms. E Math	Geometry	Duty	Geometry	Geometry	PLC	Lunch	Calc	Calc	Prep
Mr. F Math	Prep	Trig	Trig	Lunch	PLC	Trig	Calc	Calc	Duty



Equitable and Restorative Grading Practices

Why is there a need for changes in grading practices?

1. In order to create more equitable learning outcomes, school leadership teams must take an aggressive and systematic approach to design and implement a system that produces learning leaps beyond acceleration. Learning leaps require the **removal of barriers** and **providing students with increased opportunities to learn** to create a responsive **System** to support school improvement and student success.
2. A negative learning identity is reinforced through non-equitable practices and policies that make students feel dismissed, marginalized or mistreated. An example of systemic non-equitable practices is found in traditional grading.



Essential Features of Equitable and Restorative Grading Practices

Accuracy

- Our grading must use calculations that are mathematically sound, easy to understand, and correctly describe a student's level of academic performance.
 - The 50% rule is used in order to correct the 100-point scale's disproportionality toward failure even when a student doesn't complete an assignment.
 - Student achievement is described according to a student's most recent performance

Bias-Resistant

- Grades should be based on valid evidence of a student's content knowledge, and not based on evidence that is likely to be corrupted by a teacher's implicit bias or that reflects a student's environment. Practices that allow our bias to operate include:
 - Penalizing for lateness (submitting work after a deadline)
 - Including formative assessments such as homework within the grade
 - Evaluating student behavior (participation/effort) with a grade

Motivation

- The way we grade should motivate students to achieve academic success, support a growth mindset, and give students opportunities for redemption.
 - Retakes and re-dos are available for all students in order for students to have additional opportunities to demonstrate their understanding.



Implementation of Advisory Programs

What is an advisory program?

An advisory program systematically provides all students with consistently scheduled time to receive structured academic guidance, social-emotional learning and future planning support from a teacher who serves as their advisor during their entire high school experience. The advisory class, which serves as the method for delivery of this system designed to support school improvement and student success, occurs at least once per week. The responsibilities of the advisor include helping students track their individual academic progress, assisting students with monitoring their high school, college and career goals, serving as a consistent point of contact for families of their advisees, and sharing important school-wide initiatives with their advisees.



Implementation of Advisory Programs

Why are advisory programs needed across all high schools?

1. There is an urgent and increased need to establish and maintain supportive relationships between adults and students within our schools, and to help our students make responsible and caring decisions. When explored through a lens of equity, advisory programs include an emphasis on the process whereby students and teachers build strong, respectful relationships founded on an appreciation of similarities and differences, which leads to increased collaborative examination of root causes of inequity, and co-development of solutions to school and community challenges.
2. Advisory programs provide teachers with a unique opportunity to foster deeper connections and form meaningful relationships with students in order to help create a sense of belonging and more inclusive learning environment.



Additional Recommendations

- Evaluate Board Policies: 115 – Homework, 204 – Attendance, 209 – Grading and Reporting, and 1013 – District/School Report Cards.
- Provide Coaching Support to Principals on Accountability Constructs.
- Consider changes to the District Calendar to Provide Additional Targeted Professional Development.
- Ensure Investments in Tutoring Supports through ESSER III are aligned to support struggling students, including those with IEPs and 504 Plans.
- Seek Partnerships with Colleges and Universities to Support In-person Tutoring.
- Seek Partnerships with Other School Districts to Explore Best Practices.

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Questions

