

Answers To Ga Credit Recovery For Chemistry

Efficacy of Online Algebra I for Credit Recovery for At-Risk Ninth Graders
An Evaluation of an Online High School Summer Credit Recovery Program to Maintain Virginia On-time Graduation
An Answer to Disenfranchised Students
The Impact of an Online Credit Recovery Program on Students in Grades Nine and Ten
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Academic Outcomes for North Carolina Virtual Public School Credit Recovery Students. REL 2017-177
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Comparing Success Rates for General and Credit Recovery Courses Online and Face to Face
A Second Chance to Graduate on Time
A Case Study of the Impact of an Online Credit Recovery Program on Hispanic Males who Successfully Completed an Online Credit Recovery Program in a Select Urban High School District in the Midwest
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High School District in the Midwest *Jessica Heppen Melissa Luanne Bentley Sharon D. Jones Deloach Andrew P. Capone Sherry Janine Ashe Jessica Heppen Nina Brashears Adrienne Harrison-Surgeon Elaine Allensworth Kelly D. Durr Allison Powell April Lyman Williams Kellie Ruth Coennen D. T. Stallings Amber Stitzel Pareja What Works Clearinghouse (ED) Sharon D. Jones Deloach John Hughes Eric L. Jones Jason Hlavacs*

the consequences of failing core academic courses during the first year of high school are dire in the chicago public schools cps only about one fifth of off track freshmen students who fail more than one semester of a core academic course and or fail to earn enough credits to be promoted to 10th grade graduate high school compared with over 80 of on track freshmen allensworth easton 2005 2007 failure of algebra i is particularly problematic in cps only 13 of students who fail both semesters of algebra i in 9th grade graduate in 4 years and the largest share of 9th grade algebra failures occur in the second semester of the course elucidating the ways that students can get back on track is of the utmost policy importance credit recovery is one strategy to deal with high failure rates the primary goal of credit recovery programs is to give students an opportunity to retake classes that they failed in an effort to get them back on track and keep them in school watson gemin 2008 as schools across the nation struggle to keep students on track and re engage students who are off track online learning has emerged as a promising and increasingly popular strategy for credit recovery despite the growing use of online courses for credit recovery the evidence base is thin this paper describes the design implementation and results of a randomized control trial that was designed to address this gap the primary intent of the proposed paper is to share findings to date for the two cohorts of students who participated in two algebra i credit recovery courses one online and one face to face as part of this trial first time freshmen in 2010 11 at 15 cps high schools and first time freshmen at 13 cps high schools in 2011 12 tables and figures are appended

in an attempt to maintain on time graduation rates and reduce dropout rates school districts such as the one in this study implement credit recovery programs in an effort to improve student graduation rates and address graduation disparities the virginia school district in this study implements a summer credit recovery program that utilizes accelerated online learning as opposed to traditional direct instruction this study sought to evaluate the effectiveness of the summer program as it relates to the success of student credit recovery and verified credit achievement to determine if there is a correlation to program participation and remaining on track for on time graduation the program evaluation focused on the short term outcomes of the summer online credit recovery program for high school students the study analyzed four years of post ex facto data the findings show a relatively high rate of participation of economically disadvantaged special education and black students the results of this study show that the online credit recovery program is an overall effective instructional method for students in need of recovering failed credits results show significant success for students enrolled in english and math courses a moderate level of success for social studies courses and a marginal level of success for science courses there is no correlation between final course grade and accompanying sol test and the sol pass rate was 23 ultimately participation in the summer online credit recovery program proved likely to keep students on track for on time graduation

many school districts across this great nation are facing serious patterns of underachievement of students who do not fit well in a mainstream educational environment the purpose of this qualitative phenomenological research study was to explore the perceptions and experiences of graduates from a credit recovery nontraditional alternative high school that influenced his or her graduation nationally many high school students are not earning sufficient credits to remain on grade level with their freshman level cohort these at risk students need options with stronger incentives to obtain high school credits and meet graduation requirements credit recovery nontraditional alternative high schools involve an at risk student population who are at a greater risk of academic social and emotional struggles these students benefit from additional support that a nontraditional setting offers this study involved interviewing 12 high school graduates who attended and graduated from a credit recovery nontraditional alternative high school there was a diversified group by age and other demographics representing five graduating classes with this research study the investigator determined graduates perceptions of credit recovery in their nontraditional alternative high school were overwhelmingly positive the lived experiences explored in this study may help school leaders policy makers teachers staff parents and community partners understand the unique needs of this population

students who fall behind in credits in their first years of high school are at risk of not graduating william penn high school wphs offers students who fail courses the opportunity to make up lost credits by using an online option called the wphs credit recovery program the wphs credit recovery program is designed to keep students on the path toward graduation it has been assisting students since 2012 but has never been evaluated currently the courses in the program consist of video lessons followed by multiple choice assessments common core state standards ccss require a level of rigor that the current program may not provide this is an evaluation of the wphs credit recovery program using quantitative and qualitative measures colonial school district curriculum and instruction experts evaluated the following credit recovery courses english i english ii integrated math i and integrated math ii on a custom rubric created by the investigator for this study students in the wphs credit recovery program completed a likert type survey about their perceptions of online learning and traditional classroom learning a focus group interview was conducted with students who failed either english or integrated math during their first two years of high school teachers of english i english ii integrated math i and integrated math ii participated in a separate focus group interview student records from 2013 2014 and 2014 2015 were reviewed to see if students benefited from the program results of the evaluation revealed a program that is lacking in quality with low rigor courses that do not align to ccss perceptions of the wphs credit recovery program differed between wphs students and teachers the program is not without merit more students who participated in the online wphs credit recovery program graduated compared to students who did not participate in the online credit recovery program retention of the wphs credit recovery program is proposed since the program helps students meet graduation requirements recommendations are offered for program improvement including the formation of a credit recovery team to guide a major redesign of the wphs credit recovery program

the purpose of this study was to determine the success rate of students who take computerized credit recovery courses and whether they struggle or succeed more with math courses science courses or other than math and science this casual comparative research design utilized pre existing data to

analyze success rates among students who participated in a learning computer based credit recovery courses the final credit recovery course scores of high school students from one rural school system in alabama were divided into three groups mathematics science and other which included courses pertaining to english history government economics and fitness for life both of the two high schools under study serve students in grades 9 through 12 the first school serves approximately 895 students and is comprised of 460 males and 435 females in addition the student body consists of 365 black students 519 white students 1 mixed student 2 asian student and 8 non specified students the second school serves approximately 292 students and is comprised of 141 males and 151 females the student body at the second school consists of 275 black students 16 white students and 1 non specified student a chi square statistic was used to analyze the data to determine the pass fail rates of the three credit recovery groups in order to determine if students experienced greater success failure in particular area results showed that there is no statistically significant difference among the three groups the results suggest that students are equally successful in each of the three credit recovery groups

this study is an efficacy trial funded by a grant from the institute of education sciences ies national center for education research ncer fifteen cps high schools are receiving funding to implement two algebra i credit recovery courses during the summer sessions of 2011 and 2012 one online and one face to face f2f these courses allow students to recover a 1 2 credit of algebra i the study is designed to address a set of research questions that address the following specific aims 1 to test the efficacy of online algebra i for credit recovery compared with standard f2f algebra i for credit recovery 2 to determine the supporting classroom conditions under which online algebra i for credit recovery yields higher efficacy 3 to gauge the extent to which credit recovery can help at risk students get back on track relative to students who passed algebra i in 9th grade and 4 to gauge the effects of expanding summer credit recovery options through online courses in this paper the authors will focus on the impact of taking online algebra i for credit recovery on shortterm outcomes for the first cohort of ninth graders these include credit attainment in the course and scores on an end of course algebra test and on the plan assessment a standardized pre act taken in fall of grade 10 over the course of this 4 year study we will continue to follow the first cohort of students as well as a second cohort through high school to examine long term effects on future test scores course taking and likelihood of dropout contains 1 table

this study assessed online credit recovery programs effectiveness in addressing the dropout problem in the united states providing 1 a profile of school culture behaviors associated with successful online credit recovery programs 2 a basis for needed student support and teacher training improvements the effectiveness of online credit recovery programs and student contribution to society beyond high school graduation will be examined using a post positivist quantitative approach schools that offer online credit recovery and the relationship with school culture and school retention is explored by following postsecondary school students to discern their contributions to society three years beyond their expected high school graduation date these relationships are investigated through the analysis of data collected by the united states department of education high school longitudinal study hsls 09 results provide a profile of school culture behaviors associated with successful online credit recovery programs providing a basis for needed student support and teacher training improvements the findings from this study indicate that students who attended schools that offered online credit recovery programs were higher

societal contributors over the seven year time span

the consequences of failing core academic courses during the first year are dire in chicago over a quarter of students fail at least one semester of algebra in their ninth grade year and only 13 of students who fail both semesters of algebra i in ninth grade graduate in 4 years offering credit recovery options is one strategy to deal with high failure rates the primary goal of credit recovery programs is to give students an opportunity to retake classes that they failed in an effort to get them back on track and keep them in school watson gemin 2008 it makes theoretical sense to try to get students to recover their algebra credits early in the summer after ninth grade before they take geometry or algebra ii and chemistry and to put them back on track towards graduation but there is little evidence about the extent to which expanding credit recovery leads to substantive improvements in student progression and outcomes using a population of all first time ninth grade students who entered regular neighborhood high schools in chicago between 2008 2012 this study examines the benefits of offering expanded credit recovery options for ninth grade algebra relative to business as usual i e the summer programming schools would offer in the absence of efforts to expand credit recovery some cps high schools in the study received funding to implement at least two algebra i credit recovery courses during the summer sessions of 2011 and 2012 at least one online and one face to face section fifteen schools participated in 2011 in total they offered 18 pairs of sections 36 total thirteen schools participated in 2012 in total they offered 20 pairs of sections 40 total preliminary findings suggest that participation in this study did significantly expand access to credit recovery options it sets the stage for the analyses of the effects of expanding credit recovery on school and student level outcomes that will be reported in full in this paper along with additional forthcoming results of the study all analyses will be completed by january 2013 three figures and two tables are appended

this study investigated student perceptions of their experiences in high school credit recovery programs students enrolled in credit recovery programs in two indiana high schools completed surveys about their perception of their experiences participating in a credit recovery program at their high school for purposes of this study student perceptions were based upon the levels of need as outlined by maslow s hierarchy of needs physiological needs safety and security needs love and belonging needs self esteem needs self actualization needs quantitative analysis was conducted using the survey results survey results were analyzed utilizing manova anova and correlation in order to seek significance of needs or correlation between student demographics and their perceptions based upon need survey respondents also answered two open ended questions regarding their perception of their credit recovery experience the findings indicated that all of the needs are highly correlated with one another findings also indicated that there is statistical significance between some student demographics and their perceptions based upon needs student open ended responses indicated that students felt like the flexibility support of their instructor and atmosphere of the credit recovery program aided them in remaining in high school and ultimately graduating on time these findings supported the research that students need to feel supported emotionally and academically when participating in dropout prevention programs given these results further research needs to be undertaken to identify credit recovery programs which will provide students supportive adults flexibility and social and academic support while participating in credit recovery programs

our country has been trying to address the graduation crisis in many ways we are seeing the impact of the efforts to improve graduation rates over the past twenty years including agreement among states to implement a common cohort based graduation rate research based efforts to improve the transition to 9th grade increased academic and social supports individualized instruction effective use of educational technology and building new capacity of districts to provide multiple pathways to graduation including re engagement centers so young people that had previously disengaged from school can re enroll in school to complete their diplomas initially when students were over age and under credited school districts had to depend on alternative schools designed for students that need more support and or flexibility and used by students that may have disengaged from school seeking a different learning environment or pushed out through disciplinary policies with online and blended learning districts are beginning to develop flexibly paced credit recovery to help students stay on track to graduation instead of finding themselves in senior year with no way to graduate alternative schools like other schools have been integrating online learning to create more options for students today one of the root issues is the older students who are missing a significant number of credits do not have the time to sit in class again thus competency based programs are a better option online learning is inherently modular allowing more time to build mastery and experience smaller successes along the way would also function to prevent huge gaps in their learning that ultimately requires them to retake full courses today at the heart of the issue when students have gaps in learning competency based education approaches can let kids focus in more closely on where there are gaps in learning rather than waiting until students have to catch up by re enrolling in entire credits just focusing on making up credits may not help them strengthen their skills adaptive learning and educational software can really help students strengthen their basic foundational skills and increase fluency on the lower levels of bloom s taxonomy on appropriate learning goals but that is not enough students need to be able to engage in higher order thinking skills and demonstrate deeper learning to build their analytical evaluation synthesis and be able to apply their learning on the higher levels of bloom s taxonomy it is important for students to get to the higher levels of depth of knowledge and an especially critical issue for kids who are having trouble in school it is important that our system begin to transform around the needs of students to ensure success the focus should be on how we help students graduate with the skills to be successful in life credit recovery resources are provided using online learning for credit recovery getting back on track to graduation was originally written by john watson and burch gemin in june 2008

according to the texas public education information and management system peims student data report 2011 a total of 21 813 students in the class of 2011 grade 9 cohort dropped out the focus of this study is to determine the current state of online learning opportunities available to at risk inner city youth in order for them to complete their high school diploma a non experimental descriptive design research study was conducted the study looked at a population of inner city students who completed online credit recovery programs as well as inner city students who completed credit recovery courses through a traditional model focusing on graduation rates this study found that students had a higher graduation rate in online credit recovery courses while fewer students that completed traditional credit recovery graduated results suggest that online learning has the potential to decrease the number of dropouts in urban areas allowing more students to successfully gain a high school diploma

across the regional educational laboratory southeast region there is growing interest in strengthening the presence of online learning in all public schools to help equalize education opportunities for all students and prepare students for a digital future for instance the north carolina general assembly has required that the state transition to digital learning tools by 2017 and work is under way to meet that goal this study was designed to expand stakeholders understanding of one pre existing aspect of digital learning that helped inspire the state s transition the extent to which online learning is already providing digitally enhanced options for students at risk of dropping out both virtual schools and state education agencies are interested in learning more about the reach of credit recovery programs which allow students to retake required courses to make up graduation credits for courses they failed and how outcome data differ across credit recovery options these questions also are important to district level personnel especially in north carolina though north carolina dropout rates have decreased and graduation rates have risen in recent years considerable public pressure remains for school districts to continue to improve these rates and interest in using online credit recovery to address the issue is growing this study examined the north carolina virtual public school s ncvps credit recovery program which was added to ncvps s extensive list of high school course offerings in 2008 and other common credit recovery options available to students in the state such as summer school and traditional school year course repetition as well as online credit recovery provided by third party vendors it also compared short and longer term academic outcome data across the credit recovery options finally the study calculated correlations between the academic outcomes and characteristics of students enrolled in the various credit recovery options to lay the groundwork for future research on the efficacy of credit recovery programs key findings include 1 ncvps credit recovery students were less likely than other credit recovery students to be economically disadvantaged and a greater proportion entered high school proficient in math and reading 2 there was little difference in the short term success rates such as end of course exam scores between ncvps credit recovery students and other credit recovery students 3 on measures of longer term success such as graduation rates ncvps credit recovery students were less likely than other credit recovery students to graduate but those who did graduate were more likely to stay on track to graduate by succeeding in subsequent related coursework and to graduate on time that is within four years and 4 black ncvps credit recovery students were less likely than students of other racial ethnic groups to reach proficiency in the recovered course as measured by test scores but were more likely to succeed in subsequent coursework in the same subject area after completion of the credit recovery course the following are appended 1 data and methodology 2 regression results referenced in the main text 3 detailed results of all regression analyses and 4 interview protocols for third party vendors

this current paper uses data collected as part of an efficacy trial funded by a grant from the institute of education sciences ies national center for education research ncer see symposium justification and paper 1 for a more complete description of the focus of the broader study since participation in the study was voluntary students showing up for summer school likely differed from students who failed the second semester of algebra but who did not show up in many important ways if the idea behind credit recovery is to get kids back on track to recover how likely is that given how far behind they are this paper examines which students attend summer school which students recover the credit during summer school and how classroom contexts impact the likelihood that various types of students recover credits specifically the current paper seeks to address the following questions 1 what are the

characteristics of students who show up for summer credit recovery compared with a students who don t show up but need to recover and b students who succeeded in algebra i in grade 9 2 which types of students who show up for summer school are most likely to recover their credits and score well on the post test in summer school a students that started far behind in math skills benefit less than students who were far behind b students who only needed one credit more successful than students who needed multiple and 3 how does students probability of passing summer school depend on the interaction of their individual characteristics and the characteristics of the classrooms they are in size teacher qualifications peer composition prior academic achievement of students in class a for example do students who have failed more classes prior to summer school benefit more from smaller class sizes than their relatively more successful peers are students with high numbers of prior failures highly likely to not pass summer school regardless of class size the author focuses on which students showed up to summer school and will continue to compare and contrast students who showed up versus those who did not in terms of future test scores course taking and likelihood of dropout the current paper uses data from slightly different groups of students for different sets of analyses for the first of analyses data from all students who attended the study schools and who were first time ninth graders in fall of 2010 or fall of 2011 were examined to compare the background characteristics and previous academic achievement of three groups of students 1 students who failed algebra i and attended one of the study summer school classes 2 students who failed algebra i but did not attend one of the study summer school classes and 3 students who passed algebra i the second set examined data from all chicago public school cps students who were first time ninth graders in fall of 2010 or fall of 2011 and who failed algebra i during their ninth grade year to examine the extent to which students successfully recovered the credit during the summer as well as identify the characteristics of students who did so compared with those who did not recover the credit the third set of analyses examined data from all students who attended the study schools and who were first time ninth graders in fall of 2010 or fall of 2011 and who failed algebra i during their ninth grade year to examine how students probability of passing summer school depends on the interaction of their individual characteristics and the characteristics of the classrooms size teacher qualifications peer composition prior academic achievement of students in class they are in conclusions will be able to provide a detailed picture of who attends summer school algebra credit recovery classes who passes them and how classroom contexts impact the likelihood that various types of students recover credits

credit recovery programs allow high school students to recover course credit through in school online or mixed modes for classes they previously failed the wwc reviewed the research on these programs and their impacts on middle school junior high school or high school students at risk of dropping out or who have already dropped out the review finds that none of the existing research meets wwc design standards more research is needed to determine the effectiveness of credit recovery programs for dropout prevention a glossary of terms is provided

credit recovery nontraditional alternative high schools involve an at risk student population who are at a greater risk of academic social and emotional struggles the study explores the perceptions and experiences of graduates from a credit recovery nontraditional alternative high school that influenced his or her graduation

this report describes the results of a rel southeast study comparing student success in online credit recovery and general courses taken online compared to traditional face to face courses credit recovery occurs when a student fails a course and then retakes the same course to earn high school credit this research question was motivated by the high use of online learning in the southeast particularly as a method to help students engage in credit recovery the data for this study covered all high school courses taken between 2007 08 and 2010 11 in florida excluding driver s and physical education the study compares the likelihood of a student earning a c or better in an online course as compared to a face to face course comparisons for both general and online courses include those courses taken for the first time and credit recovery courses the results show that the likelihood of a student earning a grade of c or better was higher when a course was taken online than when taken face to face both for general courses and credit recovery courses most subgroups of students also had higher likelihood of success in online courses compared to face to face courses except that english language learners showed no difference in outcomes when taking credit recovery courses online however it is not possible to determine whether these consistent differences in course outcomes are attributable to greater student learning other factors such as differences in student characteristics or differences in grading standards the following are appended 1 data and methodology and 2 detailed results

high schools in the united states are facing increased scrutiny to increase the number of students graduating with a diploma in four years this pressure comes from many sources first the no child left behind act instituted graduation as a measure of a high school s success at the federal level states soon followed by increasing accountability in this area differences in how graduation rates were measured and advancements in data tracking technology led to many states measuring cohort groups of students who enter high school in the ninth grade and tracking them to see how many graduate in four years this measure became known as an on time graduation rate and in many states became a measure used to determine high school s accreditation school districts responded to these changes in accountability by instituting new programs designed to increase graduation rates and decrease the number of students dropping out one type of program that has increased in popularity across the country is the online credit recovery program online credit recovery programs utilize an asynchronous online learning platform that is designed for students who are repeating a course they failed in a traditional classroom setting features of an online credit recovery program include a one to one learning environment where students interact with digital curriculum that includes text audio video and graphic information online credit recovery courses are designed so that students can demonstrate mastery of known content quickly and focus on material they did not master the first time they took the course this instructional approach along with the asynchronous design that allows students to work through course content at their own pace enables students to earn a course credit in a reduced period of time the purpose of the current study was to capture the perceptions of students who are enrolled in an online credit recovery program the goal of the study to document what factors they believed contributed to their success the study was driven by research questions which sought to analyze the 1 factors students attributed to their success in the online credit recovery program 2 perceived chances of graduating from high school on time after successfully completing the course 3 relationship between the credit recovery course and the one to one laptop computing initiative supported by the school district and 4 online learning environment of the credit recovery program as compared to a traditional classroom setting a qualitative phenomenological design was used to explore the

research questions twenty retained ninth grade students were interviewed ten came from each of the two schools that first implemented the online credit recovery program in the school district the researcher inductively coded these interviews which allowed themes to emerge through the voices of these students these themes included a sense of control of the learning environment in the online credit recovery program that students did not feel in a regular classroom this control was manifested by the self paced distraction free learning environment that was enhanced by the district's one to one laptop computing initiative also increased and varied opportunities to demonstrate mastery fostered this sense of control another major theme that emerged is that students believed that their chances to graduate on time were improved because they were able to earn a credit in a course quickly that they had previously failed the ability to recover this credit allowed students to avoid traditional credit recovery options in which they felt they would not be successful students also perceived that they would continue to experience success if they were allowed to take other courses through the online credit recovery program

the purpose of this case study was to understand the experiences of male latino students in education and their perceived factors leading to their success in an online credit recovery program field base data were collected and analyzed to study the impact of selected male latino students who found success in an online credit recovery program and further analysis revealed what contributed to their failures in the traditional classroom abstract

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