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Credit Recovery Policy Review

DEPARTMENT of EDUCATION

Webinar Norms

- Please leave yourself on mute and leave your camera off.

- Participants may submit questions via the online chat feature.

- Submitting questions via the chat allows CCR the opportunity to not only answer your question while on the call but to also add your question and the answer to our publicly disseminated FAQ document(s) and/or guidance.

Agenda

- Credit Recovery Overview
- Historical Issues with Credit Recovery
- Current Bulletin 741 Policy
- Program Design
- Identifying Students
- Program Implementation
- Credibility Issues
- Reporting Overages Per Policy

Credit Recovery Overview

- Graduation rates are at all-time highs due to programs that help students get back on track, and credit recovery is top among these programs.
- Credit recovery describes a wide variety of educational strategies and programs that give high school students who have failed a class the opportunity to redo coursework or retake a course through alternate means and thereby avoid failure and earn academic credit.
- The vast majority of credit recovery in Louisiana is done online.
- The overarching themes in research are that the quality of credit recovery programs and appropriate delivery and monitoring of student learning are the keys to programs being implemented with fidelity.

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Historical Issues with Credit Recovery

Studies and data show there have been some consistent issues with credit recovery programs across the nation.

- Some earn the majority or a great number of high school credits in credit recovery.
- There is often a lowering of rigor and standards.
- Students participate in credit recovery for courses they have never taken and failed.
- Credit recovery courses are not labeled on transcripts.
- There is no access to certified/qualified teachers.
- There are no tests to assess prior knowledge or final learning.
- Students finish in unrealistically short periods of time.

Current Bulletin 741 Policy

§2324. Credit Recovery

Credit recovery refers to instructional programs for students who have failed courses taken previously.

- LEAs may implement credit recovery programs.
    - Beginning in 2020-2021, LEA credit recovery program and policy will be included in the local pupil progression plan submitted to LDE.
    - Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
        - receiving more than two credit recovery credits annually; and/or
        - applying more than seven total credit recovery Carnegie units towards graduation requirements.

Current Bulletin 741 Policy

- *Continued…*
    - Students earning Carnegie credit in a credit recovery course must have previously taken and failed the course. Previously-attempted coursework is considered an academic record and must be recorded on the official transcript.
    - Completed credit recovery courses must be recorded and clearly labeled on the official transcript.
    - Students enrolled in credit recovery courses are not required to meet the instructional minute requirements found in §333.A of this Part.
    - Credit recovery courses must be aligned with state content standards and include a standards-aligned pre-assessment to identify unfinished learning and a standards-aligned post-assessment to demonstrate course proficiency for content identified as non-proficient.

Current Bulletin 741 Policy

- *Continued…*
  - Credit recovery courses taught in a classroom setting using online courses designed for credit recovery must have an assigned certified Louisiana teacher of record or certified teacher of record recognized through a state reciprocity agreement facilitating the instruction.
  - The end-of-course exam weight in a student's final grade determined by the LEA must be the same for a traditional course and a credit recovery course. Students who have previously passed the end-of-course exam, but have failed the course, may choose to retain the previous end-of-course exam score in lieu of participating in an additional administration of the exam.

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Program Design

- The overarching themes in research are that the quality of credit recovery programs and appropriate delivery and monitoring of student learning are the keys to programs being implemented with fidelity.
- Decide if instruction will be face-to-face, online or blended.
- Assure all programs are facilitated by a certified instructor on campus.
- If using online programs, use reputable providers and have certified instructors facilitating student learning.
- Programs should be inclusive of all Louisiana state standards in rigor and include a variety of activities and taxonomies to engage and assess students.
- All programs should have a written program policy present in the local Pupil Progression Plan submitted to the Louisiana Department of Education.
- Programs should have written program policy and procedures that may include, but not be limited to, admission and removal, instruction, attendance, content and curriculum and grading policies that are signed off on by students and parents/guardians.

Identifying Students

- Identify students who have failed courses and have the academic record on their transcripts.
- Give a comprehensive pretest created by the school system or content provider to identify unfinished learning.
- Determine student ability/need to retake the course vs. benefitting from credit recovery which works best for students who have some foundation and content mastery.
- Note the NCAA does <u>not</u> recognize the credit recovery model for course credit and requires students to retake courses by completing all lessons and activities regardless of the ability to demonstrate prior knowledge. NCAA approved online courses must have ongoing teacher initiated interaction, a defined period for completion and must have successfully obtained NCAA approval.

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Program Implementation

- Certified instructors may opt to customize content prescriptively to allow students to test out of mastered content and engage students in learning areas identified as unfinished learning.
- Certified instructors should identify realistic timeframes for students to learn, practice and show mastery of unfinished learning.
- Participating students should have regularly designated time for work and/or required hours of engagement and realistic timeframes for engaging in learning and completing courses.
- A certified facilitator should regularly monitor progress and offer assistance and feedback to students.
- Assessments should be proctored.
- Students must have a posttest created by the school system or content provider to demonstrate proficiency in areas identified as unfinished learning from the pretest.

Program Implementation

- Final grades are assigned that include adequate and varied demonstration of learning and follow all school system and state guidelines for awarding grades and credit.
- The courses are labeled as credit recovery on transcripts.
- Initial failing grades should never be removed from student transcripts as they are academic records.
- It is a local decision as to how the passing grade factors into the local GPA.

Credibility Issues

- Students earn credit in very short unrealistic time frames which could imply non-mastery of content, over customization of coursework, lack of integrity in course rigor and/or academic honor code violations.
- Students are allowed to skip graded and non-graded tasks in areas identified as unfinished learning which could imply non-mastery of content, over customization of coursework, lack of integrity in course rigor and/or academic honor code violations.
- Students are allowed to take the same assessments multiple times to show mastery without any additional instruction or learning activities required which could result in non-mastery of content or indicate academic honor code violations.
- Assessments are not proctored and student grades are inflated which could imply academic honor code violations.

Reporting Overages Per Policy

- Students may earn a maximum of seven credit recovery units that may be applied towards diploma graduation requirements and no more than two Carnegie units annually. The school system must annually report to LDE the rationale for any student:
    - receiving more than two credit recovery credits annually; and/or
    - applying more than seven total credit recovery Carnegie units towards graduation requirements.

If a student falls out of line with the policy, earning more than 2 credit recovery units annually or over 7 credit recovery units in total during high school, the overage is reported to LDOE with a rationale. Please complete the Credit Recovery Overage Form at the end of each semester.

Questions: contact stephanie.marcum@la.gov