

## District Wide Online Credit Recovery

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## District Wide Online Credit Recovery - today's session


- Overview of CR and comparison of district approaches
- School-centered CR
- A coordinated district approach to CR
- Questions and discussion

## Overview

- Why Do Credit Recovery and Why Online?
- The Benefits of District-wide
- 5-district Comparison
- Components of a Successful Program
- Choices You Will Need to Make
- Results You Can Expect, IF . . .

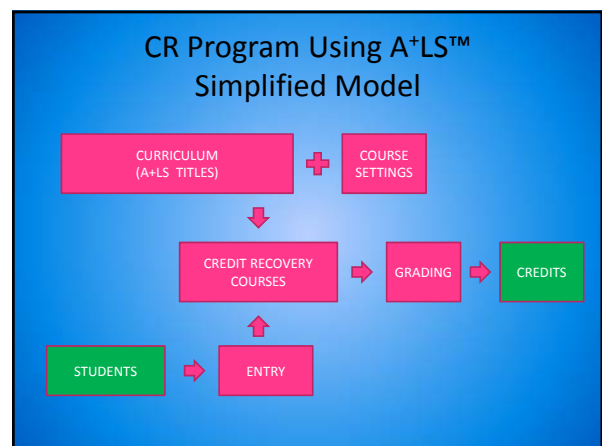
## Why Do Credit Recovery?

- Students Need Diplomas!
- Schools Need Results
- America Needs Graduates



## Why Online?

- Flexibility of Delivery
  - Location(s), Time
- Different Learning Modality for Students
- Wide Range of Courses
- Efficient Use of Staff Time – Save Money!!
- Common Standards
- Fidelity of Instruction



### Benefits of District-wide

- Common Standards
- Fidelity of Instruction
- Efficient Use of Staff & Administration
- Easy Transition Between Sites
- Ease of Maintenance
- Economies of Scale

### 5 Districts in Southern CA

	HS	Alt HS	Total Students
• Chino Valley USD	4	3	32,428
• Rialto USD	3	2	27,452
• Delano, JUHSD	3	2	4,634
• Perris UHSD	3	2	10,115
• Brawley UHSD	1	1	1,952

### 5-District Comparison

District	Brawley UHSD	Chino Valley USD	Delano JUHSD	Perris UHSD	Rialto USD
Results	API growth +10 ADA recovery	API growth +18	API growth +21 Grad rate up 5%	API growth +61 Grad rate up 5%	API growth +46
Programs	CR	CR	CR 30 courses CAHSEE	CR 39 courses, CAHSEE	CR 34 courses
Methods	After school, Sat	After school	After School	Before/after sch, During sch + Summer	Before/after sch, 2 sch periods, Sat + Summer
Locations	1 HS, 1 Cont HS	4 HS, 2 Alt Ed	3 HS, 1 Cont HS, Ad Ed	3 HS, 1 Cont HS, 1 Comm. Day, Ad Ed	3 HS, 1 Cont HS, Ad Ed
Management	District WAN, common courses	Each school separate	District WAN, common courses	District WAN common courses CR Coordinator	Same approach, separate schools
Future Plans		Adding Ad Ed	Adding OL for Ind Study	Continue as now, consolidate	Increase from 2 to 8 periods in sch, adding 9/10 grades, extra lab

### Delano JUHSD



### Components of a Successful Online CR Program

- **\*\* People\*\***
- Infrastructure
  - Computers
  - Network, Internet
- Software
- Policies & Procedures "POP Guide"
- Students

### Choices You Will Need to Make

- Which Courses?
- Which Students?
- Which Locations, and When?
- Course and Lesson Settings
- Operational Policies
- Course Grading/Completion

### Typical CR Courses

- Algebra 1A, 1B
- Algebra 2A, 2B
- Pre Algebra
- Geometry
- Consumer Math
- Diploma Math A, B
- English 9A, 9B
- English 10A, 10B
- English 11A, 11B
- English 12A, 12B
- Diploma English A, B
- Biology A, B
- Chemistry A, B
- Physics
- Earth & Space Science
- Physical Science
- US History A, B
- World History A, B
- US Geography
- World Geography
- Economics
- Government

### Typical CR Courses - Electives

- Anthropology
- Art Appreciation
- Career Essentials
- Health
- Humanities A, B
- Lifetime Fitness
- Personal Finance
- Psychology
- Sociology
- Spanish 1A, 1B

### Typical A+LS™ CR Course Structure

Lesson 1 Expressions & Equations  
 Lesson 2 Exponents & Factors  
 Lesson 3 Properties  
 Lesson 4 Order of Operations  
 Lesson 5 Number & Sets  
 Review Test 1  
 Lesson 7 Absolute Values  
 |  
 Lesson 11 Distributive Property  
 Review Test 2  
 |  
 Lesson 53 Factoring Word Problems  
 Course Exam

EXAMPLE: Graph the equation  $3x + y = 9$

Step 5:  
 Plot the three solutions shown on your T-table. The solutions we found are (0, 9), (1, 6), and (-1, 12).

x	y
0	9
1	6
-1	12

No, try this.

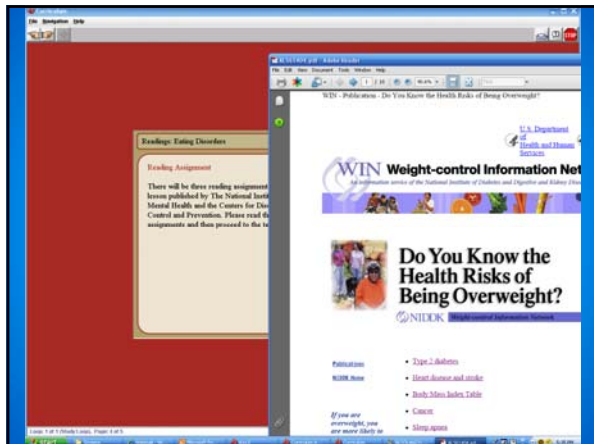
Find the slope and y-intercept of the line. It crosses the y-axis at 5, and from that point goes up 1 unit and to the right (positive slope) 1 unit.  
 $m = 1, b = 5$   
 $y = x + 5$

The shaded area above the line and including the line means "greater than or equal to."

The minority status of a group may also be determined by gender in some cases. The rights of these individuals would be a topic of research for political sociology and the sociology of law.

**Social Changes**  
 The changes to the structure of a society can occur because of economic, social, technological, or revolutionary events. Advances in technology have radically changed how people live and work. These changes in society are important to both sociologists and anthropologists.

Anthropologists and sociologists are also concerned with making generalizations about patterns of human behavior in societies throughout history. These studies could be used to explain the way people act today. In other words, how has culture been passed on from one generation to the next while adapting to environmental, technological, or social change?



## Choices You Will Need to Make

- Which Courses?
- Which Students?
- Which Locations, and When?
- Course and Lesson Settings
- Course Grading/Completion

## Results You Can Expect . . .

- Successful Recovery of Credits
- Funding/ADA Recovery
- Improved Graduation Rate
- Improved API
- Happier Students
- . . . IF . . .

## CR Success Calculator

$$\text{No. of courses completed} = \frac{N \times H \times W}{T}$$

Where

N = number of computers

H = hours available for use per week

W = number of weeks in program

T = average time (hours) for student to complete 1 course

## Results You Can Expect . . .

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- . . . IF . . .

## Happier students . .

“Out of 42 students, there hasn’t been one complaint. They smile when they come in and are smiling when they leave, particularly after seeing a summary of their test scores. Students are now asking for more hours to be made available.”

*Rialto Alt Ed teacher Robert Daughters*

## You Have the Right . .

- **\*\*PEOPLE\*\***
- Administration Commitment
- Project Management, Policies & Procedures
  - POP Guide
- Software
  - A\*nywhere Learning System®

## **\*\*PEOPLE\*\***

- Wendy Bagley
  - Asst. Principal, Perris Lake HS, Perris
- Caroline Pearson
  - English Teacher
  - Program Coordinator, A+ Independent Study/Credit Recovery

## Single-Site Credit Recovery

**Caroline Pearson**  
 English Teacher  
 Internship Site Coordinator  
 A+ Credit Recovery Site Coordinator

## One Teacher's Grass Roots Credit Recovery Implementation

**The Benefits vs. The Inherent Problems  
of a Single-Site Approach  
AND  
Some Best Practices to Institute  
a Legitimate and Respected On-Line Program**

## The Problem: The Pre-Online Credit Recovery

- Individual teachers from any curriculum volunteer as credit recovery teachers
- Any teacher can teach and assist any student from any grade assigned to them with any course curriculum credit recovery
- No recognized independent curriculum offered, only current text book provided
- Each teacher designs their own credit recovery course design (overwhelmingly "packet" work is instituted)
- Students receive credits throughout the year with no minimum course completion and no minimum invested course time
- No fidelity of instruction
- Not aligned to the California State Standards
- Students have been known to receive 5-10 credits within a one week time period
- The school's diploma becomes devalued
- Hard working students become disgruntled with the system that allows other students that did not earn a diploma to receive one

## The Solution: Return to a Program that has Fidelity of Instruction

- Credit Recovery should require the same of each student completing the same course
- Curriculum should be valuable and compliant to all standards
- The diploma received should indicate that the bearer mastered the required curriculum and standards; it should not be a de-valued piece of paper

## Administration vs. Teacher View Point

-requirements for implementing a successful credit recovery program-

Administration	Teacher
More Diplomas	Different Learning Modalities for Students
Increase in Graduation Rates	Fidelity of Instruction
Flexibility of Delivery	Common Standards
Wide Range of Courses	Required Mastery
Efficient use of Staff Time	
Saves Money	
Easy Transition between Sites <small>(district wide model)</small>	
Ease of Maintenance <small>(district wide model)</small>	

## Single-Site Benefits

- **Autonomy in:**
  1. Implementation
  2. Standard Operating Procedures
  3. Course Design
  4. Ease in Program Reforms

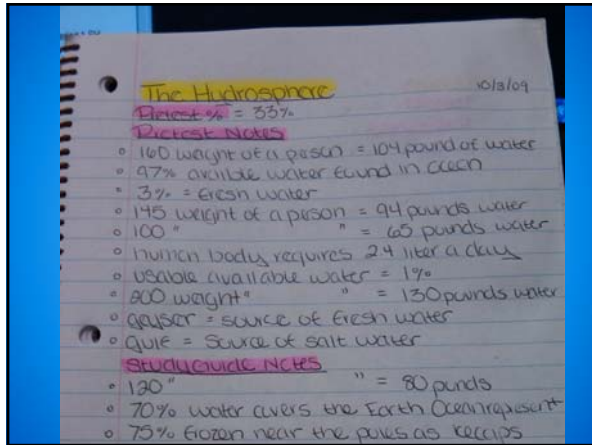
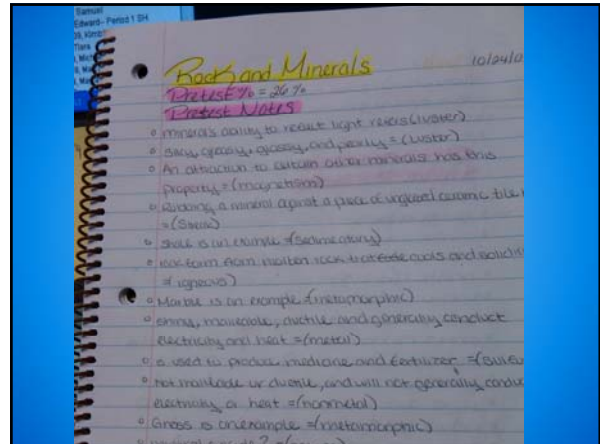
## Single-Site Inherent Problems

- A Small Island in a Turbulent Sea
- Lack of Understanding the Program at the District Level
- Little to no District support
- Easily overlooked for expansion and funding
- Program easy to fold without District SOP's and Support.



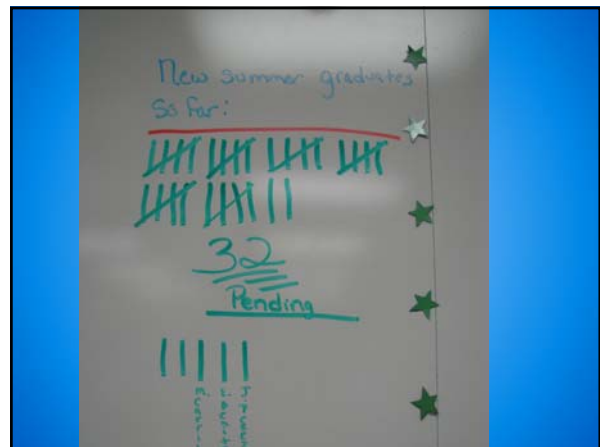
## Best Practices

- Contract between counselor/administrator and student/parent/guardian
- Clean, bright, up to date computer lab with Internet capabilities
- Mandatory training session
- Mandatory student notebooks in a prescribed format
- A Spy-Ware Program to View Student Monitors
- One KEY certificated site coordinator to maintain program fidelity throughout all labs on campus



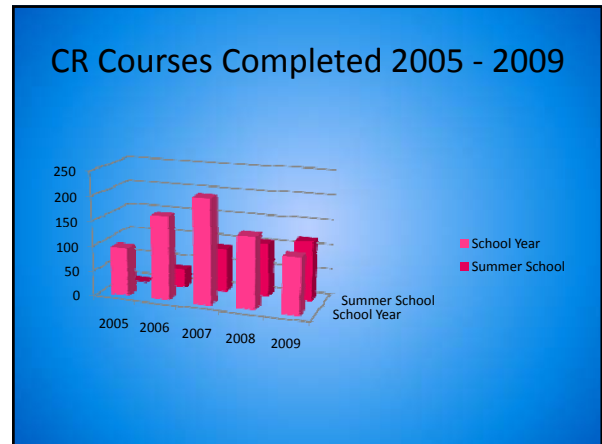
## Encouragement and Follow-Through Keys To a Successful Program!

- Meet with each student individually (this will take time and they may have already begun the program but see them as soon as possible)- find out what is important to them-make a connection.
- Encourage competition-make sure everyone knows how many courses are being completed.
- Congratulate and Praise in a public forum when courses are completed.



### CR Courses Completed over 5 years Rialto HS

Courses Completed	2005	2006	2007	2008	2009
School Year	94	165	208	141	110
Summer School	0	35	86	105	117



### District-wide Implementation of OL Credit Recovery

Wendy Bagley  
Perris Union High SD

- ### How did PUHSD get started?
- PUHSD was loathe to continue providing credit for “packet-work.” Students were receiving many credits in short periods of time for little to NO mastery of the material.
  - PUHSD started OL Credit recovery as a pilot program during the summer of 2008 at one alternative school.
  - The district coordinator position was started after the beginning of the 08-09 school year resulting in a more cohesive program district-wide.

- ### How do YOU know you need OL credit recovery?
- What is the percentage of students that do not meet minimum graduation requirements by the end of their middle or high school term?
  - How many FTEs are being taken up by students \*retaking\* courses previously failed?
  - How do students currently get their credits? Are you happy with that program? Do you think you can do better?

- ### What is necessary to start-up a district-wide credit recovery program?
- A flexible credit recovery program that can be modified to suit your districts needs
  - Support from:
    - District Administration
    - I.T. (Technology department)
    - School administration
    - Teachers union
  - A District Coordinator (TOSA or administrator)
  - Computer lab(s) that can be dedicated to the program
  - A computer “spy” program to monitor student activity
  - Teachers who are:
    - Familiar with independent study practices
    - Comfortable with technology
    - Able to motivate students
    - Willing to learn
    - flexible

## Which curriculum is right for us?

There are many different curriculums to choose from which can be confusing.

You must base your decision on the following factors:

- Titles available / Modular set-up
- Flexibility (inter and intranet capable) – important for district-wide implementation
- Ease of use
- Cost (to include ROI)
- Customer service / training / follow-up

A+LS met the above criteria

## Why is administration and union support so crucial?

- Administrators that are against the program may not appropriately guide staff during implementation making it difficult to see good results quickly.
- Instructional Technology cooperation is paramount to ensure that there is a smooth implementation.
- Union contracts that are not friendly to pilot/new programs will stop the introduction in it's tracks until issues are resolved. Be careful when trying to circumvent the system – union leaders look for such tactics and may use them against you.

## Is a district coordinator really necessary?

- A district coordinator will:
  - Provide continuity to the program
  - Be an advocate for the program
  - Provide a central figure for questions
  - Assist in developing policy/procedures
  - Take the pressure off of the individual teachers at the school site by providing district-level support
  - Design and implement curriculum district-wide
  - Provides training and customer-service to all teachers
- A district coordinator can not:
  - Take the place of individual teachers in the labs
  - Finalize and approve policy/curriculum (this is the Board of Ed's job)

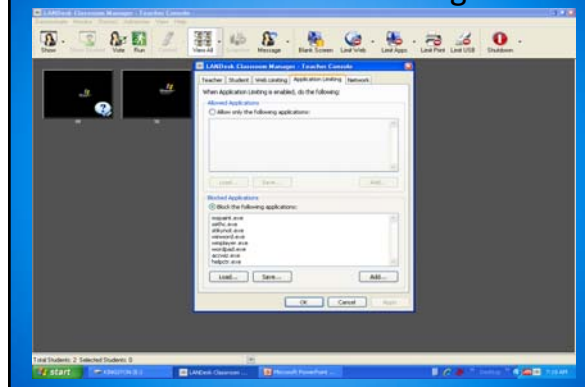
## IntraNet Site

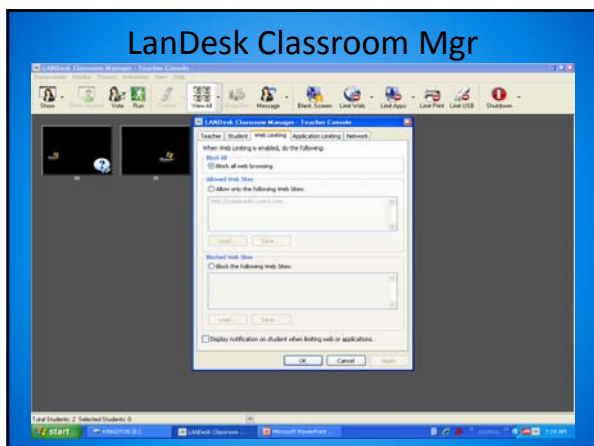
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Personal English Review	Personal English Review	6/15/2009 10:15 AM	Wendy M. Bagley	
Seating Chart	Seating Chart	1/15/2009 3:03 PM	Wendy M. Bagley	
Substancial - 06-13-09	Substancial - 06-13-09	6/3/2009 11:43 AM	Wendy M. Bagley	
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How to - lessons	How to - lessons	4/22/2009 9:02 AM	Wendy M. Bagley	
Progress and Grading	Progress and Grading	6/30/2009 10:39 AM	Wendy M. Bagley	
Spells Start Guide	Spells Start Guide	6/15/2009 3:02 PM	Wendy M. Bagley	

## Why have dedicated Lab(s)?

- Dedicated labs ensure continuity to the program by:
  - Ensuring that the same teachers oversee the same computers and students everyday allows them to become more familiar with the program and computers which cuts down on the amount of computer downtime and "glitches" that can occur
  - Dedicated labs ensure that there will be continuing access to the program; lack of dedication leads to discontinuity in computer availability

## LanDesk Classroom Mgr





### Teacher Choice – the most important aspect.

- When choosing teachers, it is imperative that they have the following qualities:
  - Buy-in: teachers that have buy-in will look for ways to improve the program, lab use, and student motivation
  - Technologically comfortable: teachers that are “afraid” of technology will have problems in the lab – loss of computer time will result
  - Willing to learn: teachers that are willing to learn will look for ways to improve their role in the lab which will result in higher completion rates
  - Flexibility: teachers that are flexible with students and understand the learning curve will have fewer problems with motivation

### How I worked with the teachers... creating success

- It is important to get teacher input when implementing to program to ensure buy-in. This will also help to cut down on union issues as well.
- Utilizing your “curriculum specialists” when creating the various courses will help to encourage buy-in; as well as preventing other teachers from questioning the validity of the program.
- Regular meetings with the teachers will allowing sharing of best practices and encourage camaraderie.

### Modifying curriculum How do you decide to do that?

- Curriculum modification and design is imperative at the start of the program – alignment to your board approved course of study is imperative to start off with a credible program. The A+LS software allows the user to modify individual lessons as well as to design courses by selecting lessons.
- After the initial design phase, modifications should really only occur when there is a new adoption OR if there is a board-approved change to your course of study.
- Any other changes should follow appropriate channels that are set out in your P.O.P. so that there is no question about their validity.

### Results

Summer '08	Sem One '08	Sem Two '09	Summer '09
1 School PILOT	All HS	All HS	All HS
62 Courses (1 teacher)	366 Courses* (13 teachers)	1008 Courses* (13 teachers) 50% from PLHS	431 Courses* (9 teachers)

\*Results not 100% complete due to lack of information from some sources

### Testimonials & Feedback

“Students can work at their own pace and achieve success on a daily basis through the visuals such as apples for completed lessons and exams along with instant test results.”

“In previous years, credit recovery consisted of students carrying home stacks of the oldest books and a non-interactive approach with a long list of required written work. Now, students can interact with their lessons via maps, graphics, and web pages and get instant feedback on their testing.”

“Most 11th and 12th grade students have been exposed to computers in schools from the time of elementary school and working on these educational tools for credit recovery comes very naturally.”

“Students can monitor their own progress through the Progress Feature of A+ which allows students to begin the self-evaluative process that all teachers look for in their classrooms.”

## Testimonials & Feedback

"The rigor of the material is appropriate to the coursework that students navigated through in the regular classroom setting."

"I have really gained a lot of confidence in working with computers through access to the A+ program. I am the type of teacher that hardly knows how to send email, much less work with online materials. This has been a great learning experience for me."

"I love the program. Although there are many reasons why students end up in a program like A+, the benefits of it are enormous. Some of these students struggle in class, have failed the same class more than once. On the computer they can study at their own rate. They can use their notes on the test. If they need more help, the instructor is there to assist. What I notice with the adults is that they readily admit that they allowed the "drama" of high school or their personal problems to keep them from graduating and they are now determined to get the diploma. They are faced with the reality of not being able to get employment, join the military, because they lack the high school diploma. The end results are what matter, and we are providing a means to improve their "end results." :)

## Questions and Discussion

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