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## Algebra 2 Credit Recovery

Algebra 1 credit recovery classes.1 Study overview The study compares an online learning model for credit recovery to the more typical teacher-directed credit recovery model. The online learning model implemented for the study included an online curriculum provided by a vendor and credentialed in-class teachers provided by the participating ...

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## MTH306: Algebra II - K12

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Credit Recovery Electives. Spanish I; Skills for Health\* Physical Education\* PLEASE NOTE: Course list varies by school and is subject to change. \*1-semester course. Summer versions of credit recovery courses are typically 4 weeks for one-semester courses, and 8 weeks for two-semester courses.

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A Section Includes: B Section Includes • Inferences and Conclusions from Data • Polynomial Functions • Rational and Radical Relationships • Exponential and Logarithms • Trigonometric Functions

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The Struggle to Pass Algebra: Online vs. Face-to-Face Credit Recovery for At-Risk Urban Students Jessica B. Heppen a, Nicholas Sorensen , Elaine Allensworthb, Kirk Walters , Jordan Rickles a, Suzanne Stachel Taylor , and Valerie Michelmanb  
ABSTRACT Students who fail algebra are significantly less likely to graduate on

### The Struggle to Pass Algebra: Online vs. Face-to-Face ...

GSE Algebra 2. Course Number: 27.3992001 (1/2 Unit A Section) 27.3992002 (1/2 Unit B Section) 27.3992000 (1 Unit Course) Course Content. A Section Includes: B Section Includes • Quadratics Revisited • Operations with Polynomials • Polynomial Functions • Rational and Radical Relationships

### GSE Algebra 2 - Georgia Credit Recovery > Home

Credit Recovery Program Overview Acellus Academy courses may be taken for credit recovery by students who didn't pass a course on their first attempt. Since each course is flexible and self-paced, coursework may be completed in the evening, during weekends, or during summer.

### Online Credit Recovery | Acellus Academy

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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 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

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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 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). Most recently, 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: more than half of respondents from a national survey of administrators from 2,500 school districts reported using online learning in their schools for credit recovery, with just over a fifth (22%) reporting "wide use" of online learning for this purpose (Greaves & Hayes, 2008). Despite the growing use of online courses for credit recovery, the evidence base is thin. This paper describes the design and initial implementation of a randomized control trial that was designed to strengthen the evidence base surrounding online courses used for credit recovery. This study is testing: (1) the impact of online Algebra I for credit recovery against the standard face-to-face (f2f) version of the course and (2) the effects of offering expanded credit recovery options with online algebra, relative to business as usual (i.e., the summer programming that schools would offer in the absence of efforts to expand credit recovery). The setting will be Chicago Public Schools (CPS) high schools with freshman Algebra I failure rates of 20% or higher. The target students for this study are first-time freshmen who failed Algebra IB but passed the first semester. The study is first being implemented in summer 2011, and the authors will describe the study design and report on the implementation of the first summer cohort, including challenges and lesson learned from expanding access to credit recovery courses for at-risk students and conducting random assignment "on the spot" as students show up to take summer classes. The paper will also describe methods for measuring student participation and engagement in online courses, including interactions with online teachers, online students and in-class mentors.

This paper describes the content, organization and rigor of the f2f and online summer

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algebra courses that were delivered in summers 2011 and 2012. Examining the content of both types of courses is important because research suggests that algebra courses with certain features may be better than others in promoting success for struggling students. One key finding from the literature is that algebra students should have ongoing opportunities to develop procedural fluency and conceptual understanding and engage in meaningful problem solving opportunities, rather than focusing exclusively on skill development and symbolic manipulation. Another reason it is important to examine the content of summer credit recovery courses, in particular, is due to the perception that these courses may get "watered down," rewarding students who show up for summer school but who may not have mastered the material. More specifically, the paper will address the following research questions: (1) How did the online and f2f Algebra IB courses compare in terms of the difficulty of the content? (e.g. what proportion of time in each type of course was devoted to second semester algebra, first semester algebra and pre-algebra topics?); (2) How did the online and f2f Algebra IB courses compare in terms of the nature of the content? (e.g. developing procedural skills, conceptual understanding and problem solving); (3) How did the online and f2f Algebra IB courses compare in terms of the coherence and sequencing of topics?; and (4) How did the online and f2f Algebra IB courses compare in terms of grading expectations? [What proportion of online and f2f students' grades were based on assessments (quizzes, tests) and other criteria (effort, participation, behavior, etc.)]? The authors will draw from several different sources of data that were collected in both conditions in both summers to answer the paper's research questions. These include archival data generated from the online course, course materials (syllabi, annotated tables of contents), and teacher surveys. The initial results suggest that the online course (in both summers), in comparison to the f2f courses, was more rigorous in terms of the algebra content that students were expected to learn, more coherent in terms of how topics were sequenced, and more demanding in terms of the criteria used to calculate grades. More specifically, the online course content was considered typical of second semester algebra and included a fixed set of topics that were organized sequentially within and across 5 units.

The consequences of failing core academic courses during the first year of high school are dire. More students fail courses in ninth grade than in any other grade, and a disproportionate number of these students subsequently drop out (Herlihy, 2007). As shown in Chicago and elsewhere, academic performance in core courses during the first year of high school is the strongest predictor of eventual graduation (Allensworth & Easton, 2005). Credit recovery online courses are a promising and popular strategy to address high failure rates. This paper describes the design and initial implementation of a randomized control trial that was designed to strengthen the evidence base for online credit recovery. Using a sample of Chicago Public School first-time freshman who failed second semester Algebra (Algebra IB), the study tests: (1) the impact of online Algebra I for credit recovery against the standard face-to-face (f2f) version of the course; and (2) the effects of offering expanded credit recovery options with online algebra, relative to business as usual (i.e., summer programming that schools would offer in the absence expanded credit recovery efforts).

Comprehending Content is a series of four videotapes from Chris Tovani's high school classroom at Smoky Hill High in Aurora, Colorado. Cris teaches three classes

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of students at this high school: two sections of struggling readers in her reading workshop classes and one section of college-bound seniors in her college prep class. In the afternoons Cris coaches her colleagues in using reading strategies across the curriculum. Comprehending Content shows Cris at work in both roles: helping students apply strategies in diverse academic disciplines and helping colleagues as they test the use of strategy instruction in content areas. The tapes show a range of student reading abilities -- from struggling to accomplished -- and texts -- from novels to charts and math problems.

This paper describes the implementation of the online and f2f summer algebra courses that were delivered in summers 2011 and 2012. These data will be used to frame the impact results presented in an earlier paper. In particular, the paper will provide a detailed picture of how the online course was structured and the types of supports provided to students; compare the algebra content and course rigor between the online and f2f classes; and examine students' perceptions of the online course between summers 2011 and 2012, which were starkly different in terms of the software glitches that interfered with the delivery of the course in 2012. The paper will be guided by the following research questions: (1) How were the key components of the online algebra credit recovery course implemented during the summers of 2011 and 2012, including specific technology challenges?; (2) How did the online and f2f Algebra IB courses compare in terms of content rigor and grading expectations?; and (3) How did the instructional experience compare for students taking online and f2f summer credit recovery courses, and between students who took the online course in 2011 and 2012? The authors will draw from several different sources of implementation data that were collected in both conditions in both summer 2011 and 2012 to answer the paper's research questions. These include in-person observations of the online and f2f classrooms, archival data generated from the online course, student and teacher surveys, online mentor logs, and course materials (syllabi, annotated tables of contents). The preliminary findings from year 1 (summer 2011) indicated that students were engaged, cooperative and attentive in both the online and f2f algebra classes, with no statistically significant differences between conditions. The online mentors reported spending the majority of their time (62%) on administrative tasks, 28% of their time teaching mathematics; and 9% of their time communicating with the online teacher or Aventa technical support.

This book will be a comprehensive, step-by-step schedule implementation guide for school and district administrators. It will explain the how to reorganize school schedules to facilitate various programs, including RTI, Special Education, small learning communities, concept flexibility, and credit recovery. The authors will also provide research-based teaching strategies to maximize the effectiveness of each scheduling model to ensure student success. The proven schedule models and implementation strategies will be a must-read for school administrators and a useful text for educational leadership courses.

The First Year Of High School Is A Critical Transition Period For Students, Those Who Succeed In Their First Year Are More Likely To Continue To Do well in The Following Years And Eventually Graduate. Because A Successful Transition Into High School Is So Important, In 1999 The Consortium Developed An Indicator To Gauge Whether Students Make Sufficient Progress In Their Freshman Year Of High School

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To Be On-Track To Graduate Within Four Years. The Evidence Presented Here Suggests That the On-Track Indicator Can Be A Valuable Tool For Parents, Schools, And The School System As They Work To Improve Students Likelihood Of Graduating.

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