

Keystone Credit Recovery Algebra 1 Answers

Effects of Expanding Summer Credit Recovery in Algebra Pay-Offs from Expanding Summer Credit Recovery in Algebra Efficacy of Online Algebra I for Credit Recovery for At-Risk Ninth Grade Students Efficacy of Online Algebra I for Credit Recovery for At-Risk Ninth Graders Paper 3 Teacher Turnover and Undersupply Targeting Summer Credit Recovery The Heart of a High School General Acts, Resolutions, and Memorials Adopted by the ... Legislature of Florida Under the Constitution as Revised in 1968 The Essential School Board Book Who Attends Summer Credit Recovery Classes, and Who Benefits from Doing So? Trajectories of Success and Failure in a High School Algebra and Geometry Computer-based Credit Recovery Program Learning and Leading with Technology Evaluating Online Learning Implementing Student-Level Random Assignment During Summer School Florida School Laws Graduate Bulletin Annual Report for Illinois State Superintendent Biennial Catalog Courses and Programs Elaine Allensworth Elaine Allensworth Jessica Heppen Jessica Heppen Kirk Walters Venessa Ann Keesler Jared Eno Holly Holland Florida Nancy Walser Amber Stitzel Pareja Sherryl Elaine Robinson-Carlton Arthur T. Weston Jessica Heppen Florida Fort Hays Kansas State College Round Lake Area School District 116 (Ill.). School Finance Authority New Mexico Institute of Mining and Technology Iowa State University

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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 while it seems like a good idea the pay off may not actually be large for a number of reasons few students who failed in the prior year may show up in the summer for credit recovery few students may pass even if they do show up and the gains of attending summer school for learning and for credit accumulation may be very small compared to students initial deficits in skills or the number of total credits they eventually need to recover 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 the study incorporates all regular neighborhood high schools in Chicago 76 and all first time ninth grade students who entered these schools about 4 000 students in each cohort between fall 2009 and fall 2011 who failed second semester algebra algebra I B tables and figures are appended

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 is an efficacy trial funded by a grant from the Institute of Education Sciences IES National Center for Education Research NCRE 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

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

this paper describes the content organization and rigor of the f2f and online summer 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

algebra is considered a key gatekeeper for higher level mathematics course taking in high school and for college enrollment adelman 2006 gamoran hannigan 2000 yet algebra pass rates are consistently low in many places higgins 2008 ham walker 1999 belfand 2006 including chicago public schools cps this is of particular concern because academic performance in core courses during the first year of high school is the strongest predictor of eventual graduation allensworth easton 2005 offering online credit recovery courses is one strategy to deal with high failure rates however no rigorous evidence currently exists about the efficacy of online credit recovery courses understanding patterns of treatment effects may provide clues to the relative strengths and weaknesses of online and standard face to face f2f learning a related policy question is whether district and school administrators should target online learning to certain students this paper investigates these questions by exploring heterogeneity in the treatment effects of online algebra credit recovery using chicago public school students who failed second semester algebra i in the spring of freshman year and attempted credit recovery as part of the study in summer 2011 or 2012 for a related abstract see ed562834

this is a rare inside look at an ambitious urban school reform initiative currently underway in a mid sized american city the reform which was supported by one of the largest private donations ever given to a single high school aims to make high achievement a reality for every student poignant penetrating and uplifting this narrative account of the first years of the reform illuminates the difficult choices and challenges involved in educational change holly holland and kelly mazzoli help readers come to understand the institutional nature of american secondary education where almost nothing has changed in the past fifteen years many public high schools are large impersonal places that are more interested in regimentation than achievement in setting the stage for reform the heart of a high school describes some of the factors high poverty low expectations inadequate teacher training school district bureaucracy and parental neglect that challenge efforts to improve urban high schools this story is important from a national perspective because it encompasses so many perplexing issues in education today how to define and meet higher academic standards how to counteract the

corrosive effects of urban poverty and how to help teachers students and communities embrace the changing educational requirements of the new world economy

the essential school board book highlights effective practices that are common to high functioning boards around the country boards that are working successfully with their superintendents and communities to improve teaching and learning

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

education in this country has evolved dramatically from the days of one teacher in a one room schoolhouse today student learning is no longer confined to a physical space computers and the internet have broken through school walls giving students greater opportunities to personalise their education access distant resources receive extra help or more challenging assignments and engage in learning in new and unique ways this book provides a new look at the relatively new enterprise of online learning in the k 12 arena which is expanding rapidly with increasing numbers of providers offering services and more students choosing to participate as with any education program online learning initiatives must be held accountable for results thus it is critical for students and their parents as well as administrators policymakers and funders to have data informing them about program and student outcomes and if relevant about how well a particular program compares to traditional education models rigorous evaluations are essential to this process and are included in this book they identify whether programs and online resources are performing as promised and equally important they can point to areas for improvement

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

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