Using ESSER funds for supportive, targeted, & flexible credit recovery.
The impact of COVID-19 on high school students and their families has led to high rates of absenteeism and course failure. Districts must rethink the way they approach credit recovery models to account for these acute and widespread needs. Research and case studies indicate that students can succeed in a credit recovery program that provides sufficient support, target needed competencies and offer flexibility.

We’re offering guidance for districts looking to fund targeted academic supports sustainably, using ESSER funds to get programs off the ground and to lay the groundwork for long-term change. We also offer concrete examples of staffing examples and scheduling models that you can implement today and adjust along the way to enable continuous improvement over time.

See the other ESSER guides
District and school leaders can best navigate ESSER investment decisions by choosing doable starting points for the upcoming school year, while designing changes with a long-term sustainable vision in mind.

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- Funding Credit Recovery Sustainably
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- Common Challenges with Credit Recovery
Credit Recovery: Context & Research
Credit recovery is part of a set of related initiatives.

**Credit Recovery**
- When students fail a course required for graduation, they can re-take the class to recover credit.
- Credit recovery can take place during or outside of the school day.
- Unit recovery is when students re-take only the unit they have failed, instead of an entire course.

**Support and Intervention**
- Intervention is distinct from credit recovery but includes the ways districts can reduce failure rates (and thus the need for credit recovery) by improving just-in-time supports and offering more flexible pathways.

**Innovative Credit Accumulation**
- Flexible approaches to credit accumulation provide alternative pathways to graduation for students.
- Competency-based courses can ensure students are progressing from one course to the next at the appropriate time.
- Enabling students' out-of-classroom experiences to count towards credit accumulation (such as native language mastery) allows them to use school time to accumulate different credits.
Credit Recovery: Examples

DC Public Schools
- Students in credit recovery participate in distinct individualized competency-based courses that are aligned to DCPS curriculum and feature face-to-face support.
- Teachers are empowered to reteach students until they gain proficiency, and students work at their own pace with multiple opportunities for revisions with meaningful feedback.
- A credit recovery coordinator supports implementation at each school.

San Antonio ISD
- The Evening FLEX High School at SAISD offers evening virtual courses concurrent with daytime school to students looking to graduate in three years or who need to recover designated credits.
- Classes meet twice per week from 5 PM – 9 PM over an eight-week period.
- Learning is self-paced so students may work as quickly through course material as they wish, and teachers provide differentiated support and instruction.
Innovative Credit Accumulation: Examples

- Competency based learning: All courses throughout the year are competency-based and students demonstrate what they have learned when they feel ready to do so. Once they demonstrate mastery of all the benchmarks related to that class, they are rated “competent” and move on to the next class in that subject area. This holistic competency-based credit accumulation renders traditional credit recovery moot. (Example: Boston Day and Evening Academy)

- Explore community partnerships to provide alternative credit options for students (for example, dual enrollment programs with local universities or work-based credit programs).

- Pilot virtual academy courses to offer additional course flexibilities for students with jobs or family responsibilities.

- Allow students to demonstrate mastery of subject material through out-of-school experience. For example, some districts allow EL students to earn credit for foreign language classes by testing out.
Support and Intervention: Examples

- Pilot pre-grade summer acceleration, such as Chicago Public Schools’ Freshman and Sophomore Connection.

- Invest in early warning systems (EWS) to anticipate and connect students to necessary targeted supports at the right time. For more, see the Early Warning Systems guide.

- Improve and expand academic supports such as high-dosage tutoring and embedded intervention blocks. Develop co-requisite courses (for example, Foundations in Math) for students who would benefit from additional support in mastering current course competencies. For more, see the Tutoring and Academic Supports guides.

“A key way to reduce the need for credit recovery is a broader rethinking of how we approach supporting students and moving from reactive approaches, like waiting until they fail, to proactively working to figure out what needs to change to have a positive outcome.”

Dr. Robert Balfanz, Director of the Everyone Graduates Center
Johns Hopkins University School of Education
Rethink common practices within current credit recovery models

- Prior to the pandemic, roughly 89% of high schools offered some form of credit recovery, and as many as 15% of students participated.
- Credit recovery programs studied so far:
  - ✔ Have succeeded in raising graduation rates
  - ✗ Have not succeeded in increasing measures of student achievement.
- Reported increases in course failures due to pandemic-interrupted schooling likely mean increased demand for credit recovery.

How can districts and schools invest in credit recovery in ways that truly serve student needs?

Sources: U.S. Department of Education, The 74 Million

Students in Salem failed 15% of their classes in the fall of SY21-22, compared to 10% during the first semester of SY19-20.

Nearly one in four Washoe County School District high school students were failing two or more core subjects, and 38 percent of students were failing at least one subject in early 2021.

In Houston ISD, 42 percent of students failed one or more classes in the first marking period of SY20-21, up from about 11 percent in a typical year.

Nearly 40 percent of grades for high school students in St. Paul, MN were Fs in the fall of 2020 — double the amount in a typical year.
Research indicates **students can succeed in credit recovery if you...**

- **Provide sufficient support**
  - In one RCT, students who received less instructional support from an in-person teacher were less likely to earn credits and pass unit exams.
  - Research on online credit recovery has been mixed, with some studies showing lower mastery of material and lower likelihood of recovering credit. ➔ Assigned staff should be able to provide *instructional* support.

- **Target needed competencies**
  - In a competency-based model, students progress by **showing mastery of content**, focusing their time engaging on content they haven’t yet mastered, targeting learning over seat time.

- **Offer flexibility**
  - **Evening and summer programs** can allow students to access necessary credits
  - **Virtual evening/weekend** options expand accessibility and can be pooled across schools.
  - **Self-paced modules (with sufficient support)** can offer additional flexibilities

“Do Now” Credit Recovery Investments
Credit recovery will require investment across **multiple cost components.**

- Instructional Staff
- Program Management
- Educator Professional Learning
- High-Quality, Aligned Materials
- Infrastructure & Technology

For more support in estimating the true cost of implementing credit recovery sustainably in your specific context, see our **ESSER Strategy Planner & Funding Calculator.**

- This interactive tool allows you to see a breakdown of potential ESSER spending (SY 2021-22 – SY 2023-24) and the implied spending commitments post-ESSER (from SY 2024-25 and onward).

- For **credit recovery**, select the tab at the bottom labeled “#2 Time and Attention” and scroll left or right within the sheet to view the different strategies.
Invest in a **variety of instructional roles** for effective credit recovery

Estimating staffing costs includes:

- Determining the **models** for credit recovery and whether they include additional staff time (such as after-school or evenings).
- Estimating the FTE needed based on expected demand and course sizes and hours.
- Considering average compensation based on the roles **leading** courses.

See the **“Scheduling & Staffing” section** to explore options.

See our **ESSER Strategy Planner & Funding Calculator** to estimate staffing costs.
Effective credit recovery requires **dedicated program management**

Who will monitor and improve credit recovery?

- **Hire or reassign FTE** to design/support a credit recovery program, such as:
  - District-level credit recovery coordinator to develop policy, lead curriculum adoption, develop training, etc.
  - School-level credit recovery coordinators to run individual school programs, including: recruiting staff members, identifying students to support, communicating with families, tracking data, and monitoring progress.
- **Stipend collaborative time** among credit recovery coordinators, counselors, and credit recovery teachers to monitor student progress.

Consider conversations with key community stakeholders — including teachers, students, and families — throughout the design and implementation process to understand students’ experiences before, during, and after credit recovery.
Additional professional learning structures are needed for relevant start-up training and ongoing supports

What investments should be made in professional learning?

- **Start-up trainings** can be provided by a contracted external partner or central office/school staff.

- The cost of these trainings will include stipends for staff attendance and will depend upon the talent strategy. Costs will increase particularly if credit recovery staff are less experienced and/or the instructional materials are new, like if the district is using this as an opportunity to pilot new competency-based credit recovery courses.

- **Hiring new FTE or repurposing current roles** to create site coordinators or coaches who regularly observe and offer growth-oriented feedback to staff is essential for ongoing support.
To be effective, use **high-quality, aligned curricular materials**

**What additional materials do we need for credit recovery?**

- Depending on their specific credit recovery model, districts could invest in different forms of **curriculum development**. Some examples include:
  - Creating curriculum materials at the district level, which could require stipends for collaboration.
  - Sourcing curriculum materials from third-party expert organizations.
- Additional curriculum investments may be needed if shifting to more **flexible calendar model**, like semesters, trimesters, or quarters.
- Curriculum investments will also vary depending on extent of **competency-based curriculum** needed given credit recovery model and district context.
Make additional investments in **infrastructure and technology**

What physical and technological infrastructure do we need to provide flexible credit recovery?

- Investments in **facilities** will vary by instructional and scheduling decisions. Some examples include:
  - Repurposing existing facilities (e.g., library) depending on number of students and instructional decisions like competency-based or self-paced learning.
  - Establishing partnerships with working bank of community organizations for access to additional physical spaces.

- Technology investments can include:
  - **Continued investments in technology** (e.g., 1:1 laptops) to facilitate self-paced learning, instruction across schools, and after-hours instruction.
  - **Data/learning management systems** that allow for self-paced learning, track mastery between regular and credit recovery courses and across, for example, summer and school year.
Funding Credit Recovery Sustainably
Federal stimulus funds provide an opportunity to **address** students’ current needs *and* build toward lasting improvement

To plan investments of one-time revenue infusions (such as ESSER) with **long-term sustainability** in mind…

- Size the full cost of implementing strategies over time.
- Plan out how spending and organization will shift to sustain critical investments over time.
- Pilot and evaluate new approaches that redirect resources or lower future costs.
- Define success, measure, and adjust.
Consider ***all the cost components*** associated with implementing your strategy well.

### Instructional Staff
Hire or reassign staff to provide more support in credit recovery and/or create additional time for credit recovery.

### Program Management
Stipend staff or hire as needed for program design, management, and oversight.

### Educator Professional Learning
Develop or outsource professional learning on effective credit recovery.

### High-Quality, Aligned Materials
Purchase or develop high-quality, aligned credit recovery materials.

### Infrastructure & Technology
Purchase any additional technology or facilities improvements.
Investments should balance **immediate student needs** with **building lasting capacity**, while also being mindful of start-up vs. ongoing costs.

Some of the components of a credit recovery program are **start-up costs** that can be funded with one-time revenue. Other components are **ongoing costs** that need to be funded for the duration of the credit recovery program.

One-time funding (e.g., ESSER) enables significantly more and better credit recovery offerings in the near-term to address immediate needs. Districts should monitor results and ongoing needs to plan ongoing investments.

"Even though we have multiple years of ESSER funds to support programs, we have a pending fiscal cliff. We have to use new money or reallocate existing spending for the programs we want to sustain over time."

Matthew Stanski
Director of Financial Operations
Anne Arundel County Public Schools

<table>
<thead>
<tr>
<th></th>
<th>Address intensified needs</th>
<th>Build system capacity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructional Staff</strong></td>
<td>- Ongoing cost</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Program Management</strong></td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Educator Professional Learning</strong></td>
<td>- Ongoing cost</td>
<td>✓</td>
</tr>
<tr>
<td><strong>High-Quality, Aligned Materials</strong></td>
<td>- Start-up cost</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Infrastructure &amp; Technology</strong></td>
<td>- Start-up cost</td>
<td>✓</td>
</tr>
</tbody>
</table>

Investments in these areas increase credit recovery offerings and improve them in the short-term but can also build capacity if done strategically.

**Example:** Piloting using lower-cost roles, such as apprentice teachers, to support credit recovery.

Investments in these areas build the capacity of the system to be able to provide more supportive, targeted, and flexible credit recovery.
Pilot and evaluate new approaches that redirect resources or lower future costs.

Districts and schools can pilot ways to **sustain better credit recovery** than was provided pre-COVID...

...while piloting and evaluating ways to provide better credit recovery, even without stimulus dollars.

For now, schools might...

- Give teachers stipends to provide more credit recovery.
- Give dual-certified teachers stipends to provide specialized support for credit recovery.
- Primarily offer opportunities for students to retake courses.
- Give existing staff stipends or hire staff to monitor the progress of the increased number of students needing credit recovery.

- Pilot using **lower cost roles** (such as teaching assistants and apprentice teachers) to provide credit recovery support.
- Explore **shifts to instruction** (such as competency-based and self-paced approaches) to reduce the time spent in credit recovery.
- Leverage **academic counselors** to monitor students’ progress toward course completion.
- Shift **calendars and schedules** to achieve shorter course cadence (such as trimesters or quarters) to avoid year-long credit recovery.
- Create **districtwide virtual credit recovery opportunities** so students can receive consolidated support, regardless of school.
Define success, measure, and adjust.

Use **continuous improvement cycles** to plan and improve on future investments.

**Districts and schools should invest in rapid cycles of continuous improvement to answer questions, such as:**

- Where is credit recovery being implemented with fidelity? Where it’s not, what barriers are in place that we can address?

- Which schools are bright spots where credit recovery is successful? What effective practices can we try at other schools?

- What challenges are arising, and how can we address them?

**A whole-system approach to continuous improvement...**

- Emphasizes a clear set of priorities
- Empowers practitioners with evidence-based strategies and logic models
- Assesses the fidelity and equity of implementation across the whole district
- Tracks costs and compares them to the ROI of other potential approaches
- Relies on cross-functional system leadership to dismantle barriers, address inequities, and support schools

ERS, Uncharted Waters
Strategic Scheduling & Staffing for Credit Recovery
Two key decision points for scheduling and staffing for credit recovery

Decision Point #1:
Identify varied times and credit opportunities to provide sufficient flexibility.

Decision Point #2:
Determine staffing approaches to provide sufficient instructional support.
**Decision Point #1**

**Creating time and opportunities for flexible credit recovery**

<table>
<thead>
<tr>
<th>To create time for credit recovery…</th>
<th>Key Considerations</th>
</tr>
</thead>
</table>
| **Embed during the day**            | • Reduces available *electives* for students in credit recovery. Shorter calendar cadence could make this option more flexible.  
• Requires *hiring* new FTE, changing teacher assignment, or contracting with partnerships for added instructional support.  
• Challenging to *scale* and schedule if large number of students need to recover multiple credits. |
| **Offer during extended day (including evenings) and remotely** | • Allows students to continue with *current courses* and elective choices during the day.  
• Can be *offered remotely* (synchronously for support); reducing transportation constraints, adding flexibility, and allowing for courses across multiple schools to better match instructor availability with student need.  
• *Additional costs* include stipends for teachers and increased transportation costs for students.  
• Potential impact on after school *extra-curricular and/or employment* opportunities.  
• Consider *partnerships* to add instructional support at lower cost than teacher stipends. |
| **Include as part of summer learning opportunities** | • *Additional costs* include stipends as well as operations.  
• Increased *flexibility* to support student attendance can include morning, afternoon, and weekend options.  
• Most sustainable and cost-effective if *large number of students* need to recover multiple credits.  
• Can be paired with *summer enrichment or work opportunities* to increase engagement and opportunities.  
• For example, DCPS provides a *summer credit recovery program* and a separate *acceleration program* for enrichment. |

**ESSER Guidance: Credit Recovery**

- **Context & Research**
- **“Do Now” Investments**
- **Funding Sustainably**
- **Scheduling & Staffing**
- **District Examples**
- **Common Challenges**

*Real-world resource: See an example of how one district schedules evening credit recovery.*
### Decision Point #2

**Determine staffing approaches to provide instructional support**

<table>
<thead>
<tr>
<th>To staff effective credit recovery...</th>
<th>Key Considerations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hire new certified instructors</strong></td>
<td>• Likely most <strong>expensive</strong> option, especially if hiring multiple instructors to support all content areas.</td>
</tr>
</tbody>
</table>

| **Stipend expert teachers to provide additional instruction** | • Scheduling credit recovery **before or after school or over the summer** can enable current expert teachers to provide additional instruction.  
• Leveraging the expertise of **special education and EL-certified teachers** across multiple credit recovery courses can cost-effectively improve all instruction and build district capacity. |

| **Leverage teacher residents and support staff to lead or support credit recovery sessions** | • Teacher residents or other support staff can supervise **small groups of credit recovery** which would enable lead teachers to give individualized attention to specific students and offer feedback to residents and support staff.  
• Requires **collaboration** between mentor teacher and teacher resident. See our publication, [Growing Great Teachers](#), for example structures.  
• Can help decrease **group sizes** in especially large credit recovery case loads.  
• If taking place during the school day, leveraging residents allows offering credit recovery **without reassigning teachers** from their courses.  
• Can be temporary or **part-time staff**. |

| **Work with community partners** | • Some community partners could provide **supervision and instructional support** for credit recovery courses.  
• Can provide **additional staff at scale** and can allow teachers to remain assigned to regular courses.  
• Examples to consider include local Boys and Girls Clubs, Citizen Schools, City Year, etc. |

---

**ESSER Guidance: Credit Recovery**
Example #1
Twilight academy staffed by ‘stipended’ expert teachers

KEY DECISION POINTS
- Offer credit recovery during specified afternoon/evening courses.
- Stipend expert teachers to lead credit recovery courses.
- Stipend or hire a program manager to coordinate credit recovery.

KEYS TO SUCCESS
- Shared-discipline credit recovery teachers should collaborate with each other to co-create and implement feedback on instructional materials and practices.

TRADEOFFS
- Offering stipends to certified teachers is an expensive staffing option.

ALSO CONSIDER
- A district-wide twilight academy with expert teachers from multiple schools and opportunities for students to learn with and from peers from other schools.
- Leveraging Special Education teachers, EL teachers, teacher residents, or TAs/support staff to reduce group size in larger classes to decrease FTE costs.
- Using technology for online classes with synchronous and asynchronous time.
- Offering Saturday option for students with other responsibilities in the evenings.

TERM LENGTH: 8 weeks

2 evenings per week students attend 4 hour-long courses.

Students meet with a teacher and use class time to work through material, take exams, conduct labs, etc. Teachers work with students to ensure comprehension and provide live, just-in-time support. Students move through the curriculum at their own pace and may finish before the term is complete.

1 evening per week teachers collaborate for 90 min.

Credit recovery teachers meet in departments to plan for next term and debrief observations. Also share updates with general education teachers.
Example #2
Self-paced ‘Credit Recovery Lab’ led by dedicated staff

KEY DECISION POINTS
- Assign students to the lab for one period during the standard academic day.
- Increase class sizes to free teacher residents to push-in and support the lab.
- Hire new FTE or repurpose instructional coach to serve as pedagogical expert and coordinator for lab.
- Purchase or implement self-paced credit recovery curriculum.

KEYS TO SUCCESS
- Ensure the schedule allows for consistent teacher-resident groupings so students have access to the same support over time.
- Ensure every period has instructional support in each content area so all students have access to content-specific support.

TRADEOFFS
- Students have fewer elective opportunities and core class sizes are larger.

ALSO CONSIDER
- Staffing TAs, other support staff, or even community partners to push-in to credit recovery lab instead of resident teachers (though costs vary with these staffing models).
- Scheduling electives on a quarterly basis so that students can take a new course when they've recovered necessary credits.

Mr. Byrd is a teacher resident. He spends half of his day co-teaching biology with an expert teacher and the other half in the credit recovery lab, supported by Ms. Hardy. While students engage in a self-paced online course, Mr. Byrd checks-in and answers any science questions.

Ms. Hardy is dual certified in special education and general education and was hired to coordinate the credit recovery lab. She meets individually with students and gives feedback to teacher residents like Mr. Byrd.

<table>
<thead>
<tr>
<th></th>
<th>Mr. Byrd</th>
<th>Ms. Hardy</th>
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<tbody>
<tr>
<td>1</td>
<td>Co-Teach Biology</td>
<td>Credit Recovery Lab</td>
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<td>2</td>
<td>Co-Teach Biology</td>
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<td>Credit Recovery Lab</td>
<td>Credit Recovery Lab</td>
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<tr>
<td>7</td>
<td>Collaborative Planning</td>
<td>Credit Recovery Lab</td>
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</tbody>
</table>
Example #3:
Summer recovery staffed by ‘stipended’ expert teachers

KEY DECISION POINTS
- Credit recovery courses are offered in a summer academy, with two potential course sessions (morning and afternoon) for which students sign up to accommodate their other responsibilities.
- Stipend expert teachers to lead credit recovery courses.
- Stipend or hire a program manager (who may be another instructional expert) to coordinate credit recovery.

KEYS TO SUCCESS
- Shared-discipline teachers should collaborate with each other to co-create and implement feedback on instructional materials and practices.
- Shared-student teachers should collaborate to share experiences, data, and leverage relationships to motivate students’ success in multiple courses.

TRADEOFFS
- In this example, offering stipends to certified teachers is among the more expensive staffing options and the summer offering includes additional operating costs.

ALSO CONSIDER
- A district-wide summer accelerator with expert teachers from multiple schools and opportunities for students to learn with and from peers from other schools.
- Leveraging teacher residents or TAs/support staff to reduce group size in larger classes to decrease costs.
- Pilot competency-based learning in summer credit recovery courses, or target accelerating for specific grades. For example, a 9th-grade transition-to-high school academy, or a 12th-grade college success academy.
- Pair half-day credit recovery with enrichment/internship/work experiences for more engagement and diverse experiences.
Credit Recovery in Action:

TWILIGHT ACADEMY
• **San Antonio ISD:** Evening FLEX High School offers district-wide synchronous credit recovery courses 2 evenings/week over 8-week terms led by San Antonio ISD teachers.
• **Austin ISD:** Twilight Evening School offers schoolwide teacher-led or self-paced credit recovery each semester.
• **DC Public Schools:** The district offers self-paced competency-based credit recovery before and after school.

SELF-PACED CREDIT RECOVERY LAB
• **Metro Nashville Public Schools:** The credit recovery lab offers courses monitored by certified, licensed teachers.
• **Boston Public Schools:** Partnership with YMCA enables the district to offer a credit recovery lab throughout the day.

SUMMER RECOVERY
• **DC Public Schools:** Offers a district-wide 4-week competency-based credit recovery program, supplemented by a summer accelerator for students who would benefit from additional support to kick-start their upcoming school year.
• **Cleveland Metropolitan School District:** Summer Learning Experience is an 8-week program that combines academics with extracurricular activities to enrich and engage students over the summer.
Common Challenges with Credit Recovery
# Common challenges with credit recovery and how to address them

<table>
<thead>
<tr>
<th>Common Challenges</th>
<th>Pitfalls to Avoid</th>
<th>Examples of What to Do Instead</th>
</tr>
</thead>
<tbody>
<tr>
<td>“We have more students who need to recover credits than ever.”</td>
<td>Lowering standards for what good credit recovery looks like (e.g., fully online model or staffing novice teachers without support).</td>
<td>• Use one-time funds to provide an abundance of short-term solutions, like providing credit recovery in the evenings, over the summer, and in the school day.&lt;br&gt;• Consider district context to prioritize students for credit recovery (e.g. those with more credits to recover, those with more urgency to achieve expected graduation date).</td>
</tr>
<tr>
<td>“Scheduling students in credit recovery during the day slows their progress towards ‘on-track’ graduation.”</td>
<td>Requiring students to <strong>retake a full course</strong> regardless of mastered and unmastered competencies and skills.</td>
<td>• Reduce time in credit recovery by focusing only on unmastered competencies or units. Transitioning completely to competency-based model further eliminates the concept of “on-track” or being “behind” course for graduation.</td>
</tr>
<tr>
<td>“It’s really difficult to hire/staff credit recovery with content experts”</td>
<td>Requiring students to <strong>pass a course before progressing in a sequence</strong>, regardless of content knowledge dependencies.</td>
<td>• Concurrent scheduling can be an effective way to keep students ‘on-track’ for graduation while also recovering needed credits. For example, students can recover a failed U.S. history credit while also taking world history.</td>
</tr>
<tr>
<td>“Student engagement is low during out-of-school time like summer school.”</td>
<td>Scheduling credit recovery only during the day for the full school year.</td>
<td>• Provide credit recovery outside the school day for additional flexibility.&lt;br&gt;• Consider alternative ways for students to get graduation required credits (e.g., testing out of language credits).</td>
</tr>
<tr>
<td>“Relying on online asynchronous self-paced credit recovery that is logistically easier and cheaper to staff.”</td>
<td>Scheduling students in credit recovery during the day in ways that <strong>detract from their progression towards graduation</strong> or ability to explore academic areas of interest.</td>
<td>• Partner with community-based organizations to decrease the need for full-time staff.&lt;br&gt;• Partner with postsecondary institutions to offer credit recovery as an opportunity for dual enrollment, decreasing the need for full time staff.&lt;br&gt;• Build or leverage apprenticeships where novice teachers are supported by mentor teachers in credit recovery.&lt;br&gt;• Scale options across schools within the district, rather than school-by-school credit recovery, to mitigate costs.</td>
</tr>
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**Examples of What to Do Instead:**
- **Examples of What to Do Instead:**
  - Provide incentives for students to attend and engage in out-of-school credit recovery.
  - For example, DCPS is **paying students to attend a summer program**. Cleveland’s [Summer Learning Experience](#) pairs academic recovery with enrichment and engagement activities such as internships, music, and sports.
  - Invest in curriculum development and explore experiential learning partnerships to increase engagement.
ACKNOWLEDGEMENTS

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To share your work or get help, contact us.

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