Gotta Give 'Em Credit:

State and District Variation in Credit Recovery Participation Rates

By Adam Tyner and
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Foreword by
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Foreword and Executive Summary

By Amber M. Northern and Michael J. Petrilli

Last May, *Slate* ran an eight-part series exploring the rise in online learning for high school students who had failed a course.[1] One of the articles included a screenshot of this tweet with identifying information removed: "If anyone wants to go online and do my chemistry credit recovery, I'd be more than happy to give you my username and password."

Ouch. Teenage bravado, perhaps, but it illustrates our worst fears about credit recovery.

For the uninitiated, that's the practice of enabling high-school students to retrieve credits from courses that they either failed or failed to complete. And it's at the crossroads of two big trends in education.

The first is the desire to move toward "competency based" education. Rather than make all pupils march through a prescribed curriculum on a one-size-fits-all timeline, this approach allows them to move at their own pace, earning a credential by demonstrating what they know and can do, not because they accumulated a fixed number of hours in their classroom seats.

The other trend is the push to dramatically boost graduation rates. That started with a No Child Left Behind regulation under former U.S. Education Secretary Margaret Spellings, mandating that states measure graduation rates in a standardized way, that they strive toward challenging goals for boosting said rates, and that they hold high schools accountable for not attaining those goals.

> **A key question is whether these rising rates indicate real educational progress —or games and chicanery.**

It worked, sort of. On-time high-school graduation rates rose from 79 percent in 2011 to 84 percent in 2016—yet there's little evidence that students are learning more as a result. A key question is whether these rising rates indicate real educational progress—or games and chicanery. Clearly, credit recovery has played a part in the increase, as it was explicitly developed to help credit-deficient high school students complete all their course requirements. What we don't know is whether the credits thus obtained are the fruit of high-quality alternative courses that expect students to demonstrate the same knowledge and skills of the original courses—or are vacuous imitations, a sort of educational fakery.

Anecdotal evidence offers ample cause for concern. The high-profile 2017 investigation into Washington, D.C.,'s Ballou High School is perhaps the most vivid example. Investigators found that most students graduated despite sky-high absenteeism rates and widespread use of credit-recovery courses. But the problem is not restricted to one school in the nation's capital. Similar concerns about credit recovery have been raised in multiple states, including California, North Carolina, New York, and Virginia.

Under the Every Student Succeeds Act, states must still factor graduation rates into their high school accountability plans. So the federal incentive to game the statistic remains, which underscores the need to keep it from turning into a total end run around actual learning.

Unfortunately, reliable data are non-existent when it comes to how states and districts define credit recovery programs, much less when it comes to gauging their quality. That data drought received a welcome sprinkle of rain when, for the first time, the Office for Civil Rights released data in 2018 on whether individual schools offered credit-recovery programs and how many students were enrolled in them.

These new data, though humble in scope, allow us to report credit recovery participation rates at the national, state, and local levels—and provide a baseline by which future participation can be compared. Fordham's Associate Director of Research Adam Tyner and Research Associate Nicholas Munyan-Penney were keen to delve into the new data and are the co-authors of our study.

They sought to answer three questions:

1. How many high schools have active credit recovery programs, and are some types of schools more likely than others to have them?

2. How many students are enrolled in credit recovery?

3. To what extent do schools enroll *large shares* of their students in credit recovery, and is that more common in certain types of schools?

For each school, Tyner and Munyan-Penney merged the OCR program and student participation data from 2015–2016 with same-year enrollment and demographic data from the National Center for Education Statistics (NCES). They included traditional district-operated schools as well as charters and magnet schools.[2]

Their analysis yielded five key findings.

Finding 1: Most high schools have credit recovery programs, although these are far less common in charter schools.

A large majority (72.4 percent) of U.S. public high schools report having credit recovery programs. Of these, almost all (94.6 percent) report enrolling at least one student in such a program, meaning that 68.6 percent of high schools have an "active" CR program.

Yet charter schools are much less likely to have the programs: 69.7 percent of traditional public schools, 69.7 percent of Title I schools, and 69.0 percent of magnet schools have active CR programs, but that's true of less than half (47.4 percent) of charter schools.

Finding 2: While the presence of credit recovery programs is generally not related to school poverty levels, schools with many minority students are slightly more likely to have active programs.

Schools with more of their students in poverty (as measured by free-and-reduced-price-lunch (FRL) eligibility) are generally no more likely to have active CR programs than schools with fewer students in poverty.

However, schools with large shares of minority students are *slightly* more likely to have CR programs. Specifically, schools with 75 percent minority students are 2 percentage points likelier to have an active CR program than those with 25 percent minority students.

Finding 3: Credit recovery programs are less common in smaller schools.

Smaller high schools—those with fewer than 1,250 students—are much less likely to have CR programs than larger ones. In fact, the likelihood of having an active program climbs steadily as enrollment rises to 1,250 students.

Finding 4: In high schools with active credit recovery programs, an average of 8 percent of students participate. However, nearly one in ten schools enrolls 20 percent or more of its students.

In the 8,573 high schools with active programs, 8.1 percent of students are enrolled in at least one CR course. But nearly one in ten (9.1 percent) of the schools with an active CR program enrolls at least 20 percent of its students. Fewer schools (1.6 percent) enroll at least 40 percent of their students in CR, and just 0.7 percent of schools enroll at least 60 percent.

Finding 5: Higher enrollment in credit recovery is more common in large and urban schools, as well as in charter schools and schools with higher proportions of poor and minority students.

Although urbanicity, poverty level, and the racial makeup of schools are not strongly associated with having a CR program, that's not the case when we look at location.

Specifically, schools located in cities are much more likely to enroll high percentages of their students in CR than schools located in other areas. Among high schools in cities, 16.9 percent enroll at least 20 percent of their students in CR, which is more than double that of schools in towns (7.7 percent), suburbs (7.3 percent), and rural areas (6.2 percent).

As indicated, charter schools are less likely than other schools to have CR programs in the first place, perhaps because they tend to be smaller. But when they do offer CR, they are much more likely to enroll greater shares of their students than are traditional public or magnet schools. In addition, larger schools as well as schools with higher shares of students in poverty and higher shares of minority students enroll more of their students in CR.

At the state level, the greatest shares of students enrolled in CR are found in Rhode Island, Nevada, New Mexico, District of Columbia, and California, while the smallest shares are found in Florida, North Carolina, Mississippi, and Arkansas. Thirteen of the forty-five largest districts enroll more than 8.1 percent of their students in such schools, which is the national school-wide average.[3]

We derive four takeaways from these findings.

First, adopt the old adage of trust but verify. Credit recovery programs are so varied and uneven that it's wise to view them with skepticism. Until we have better data than are presently available, we shouldn't assume that they're of high quality, absent closer inspection. Frankly it's suspicious that higher enrollment in CR is more common in urban schools and in schools with higher proportions of poor and minority students, given that these are often the same schools where graduation rates have risen the fastest.

That said, don't assume that all forms of CR are fraudulent. It's premature to make sweeping generalizations about the value and efficacy of these programs. Like most educational interventions, we can find places that are experiencing genuine success as a result of the intervention, but we can also find places that manifest dismal failure.

On that note, **the second takeaway is target the outliers**. Districts and schools (both traditional and charter) with higher rates of students participating in credit recovery warrant scrutiny. We name some of those districts in this report. When they have nearly half or more of their students enrolled in credit recovery, it is past time to wave a cautionary flag. Automatic audits should be triggered by such rates because the potential to abuse this kind of programs is high—and highest when there's no external evidence.

As American Enterprise Institute's Nat Malkus observes in a recent report on credit recovery, "the unbridled access and high participation rates found in some schools are the circumstances in which these programs can become a second *track* to graduation, not just a second chance."[4] We need to do more to prevent that from happening.

Third, adopt the recommendations put forth by this report's authors. That includes collecting additional data about credit recovery programs at the federal and state levels, such as whether courses are taken in person or online and the name of the curriculum or software program used; adopting formal state guidelines for credit recovery programs, especially as they pertain to eligibility and vetting of courses; and using external assessments to hold students and schools accountable. We're particularly enthusiastic about the latter, which would go a long way toward making credit recovery a form of competency-based education; it's hard to say that about it today.

Fourth, in the absence of an external check on quality, adopt the ounce of prevention rule. Stipulate, as some states already do, that students must have previously failed the course to be eligible for credit recovery. Or do as Alabama and Tennessee have done and demand that students achieve a minimum score in the original course so that they aren't starting from scratch with new material. If they don't reach that minimum, require them to retake the traditional course to earn credit.

* * * * * * * * * * *

Having more than one way to demonstrate mastery of content in high school is laudable, especially because students' distinctive needs require greater personalization. But these promising methods must be executed with more than good intentions. That means making certain that credit recovery meets our expectations for quality, including using external assessments to ensure comparability and rigor, and cracking down on schools that appear to be over-relying on it. In other words, erect sufficient safeguards to protect students from misuse.

Otherwise, the incentives to propel unprepared adolescents towards graduation will outweigh those that advance the challenging but noble work of sufficiently educating them.

Introduction

Since the No Child Left Behind Act of 2002 began holding schools accountable for high school graduation rates, multiple strategies have emerged to help more students receive their diplomas. Among the most popular and widely deployed are credit recovery programs, which allow students to "recover credits" from one or more courses that they have either failed or failed to complete. But heretofore there's been no systematic way to know how widely credit recovery is being used. This report uses new data to gauge the extent of credit recovery (CR) in U.S. high schools today.

These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of "seat time."[5]

Retaking an entire conventional course (much less several of them) or attending summer school can hinder students in fulfilling graduation requirements on time, so CR can be a speedy and often less expensive shortcut. In theory, CR provides an ideal solution for students who are not on track for graduation.

Yet the emerging market for CR services has been almost entirely unregulated in most states, and often accountability for student performance is outsourced to private vendors or state-run consortia.[6] This means that, in practice, these courses often lack the requisite quality controls to ensure that rigor, content, and skills are not sacrificed in the pursuit of quick credits. The prevalence of low-quality CR programs is so well known that one large for-profit credit recovery vendor maintains a webpage explaining how its products and services differ from credit recovery "mills" that "[churn] out graduates but [fail] to prepare students for what's next."[7] With pressure on school and district administrators to boost graduation rates while keeping costs low, the potential for educational chicanery is obvious.

> **In theory,** credit recovery provides an ideal solution for students who are not on track for graduation.

Sadly, there's mounting evidence that this is a widespread occurrence. A 2017 *Slate* investigative series found many online courses were easy to game, with answers found in a simple Google search, and students often allowed unlimited assessment retakes.[8] And who could forget the scandal at Ballou High School in Washington, DC, where more than 60 percent of students given diplomas in 2017 did not meet the district's official graduation requirements? Abuse of credit recovery was a major factor at Ballou: 40 percent of graduates earned credit from CR courses taken at the same time as the original course or

without having taken the original course at all (in violation of district policy), and 7 percent of students earned at least 20 percent of their required credits through CR.[9]

Although that was just one high school in one year, the prevalence of concurrent enrollment in CR programs in DC suggests that these courses may often prove less rigorous than traditional courses, and concerns about them are not confined to the nation's capital. Journalists and commentators have questioned CR policies that boost high school graduation rates in places as far-flung as North Carolina, New York City, and Los Angeles.[10]

Students relying on CR courses of questionable quality to graduate are being deprived of access to rigorous coursework while schools claim success in graduating students they didn't educate. Given that 22 percent of students entering college must take remedial courses,[11] the proliferation of CR courses may only increase the number of high school graduates ill-prepared for college and good jobs. And if low-income and minority students are disproportionately using low-quality CR programs to earn credits, these programs could exacerbate existing inequities.

> **In practice,** these courses often lack the requisite quality controls to ensure that rigor, content, and skills are not sacrificed in the quest for quick credits.

Because there is little rigorous evidence on the efficacy of CR programs or the frequency with which they're used, fully understanding the credit recovery landscape has proved difficult (see *What do we know about credit recovery enrollment and quality?*). The present study, released in 2018, uses 2015–2016 data from the Office for Civil Rights at the U.S. Department of Education to answer three key questions:

1. How many schools have active credit recovery programs, and are some types of schools more likely than others to have them?

2. How many students are enrolled in credit recovery?

3. To what extent do schools enroll *large shares* of their students in credit recovery, and if they do, is it more common in particular schools?

We analyze credit recovery prevalence and enrollments at the national and state levels, as well as for the fifty largest school districts in the country. After briefly describing our data and methods, we focus on those schools that report having an "active" program (at least one student enrolled), examining their urbanicity; type (e.g., traditional public schools (TPS), charter, magnet, and Title I); size; and proportion of poor and minority students. Next, we turn to student participation in credit recovery, analyzing overall enrollment as well as the schools that enroll large shares of their students in CR, with an eye toward determining which types of schools are making heaviest use of this option. After presenting national trends, we examine CR programs and enrollment rates at the state and district levels. Finally, we profile the CR landscape in every state, including a snapshot of the largest district with an active CR program in each state.

What do we know about credit recovery enrollment and quality?

Studies on CR have generally been focused at the state or district level. A notable exception, published in the final stages of the current study, is an analysis by AEI that addresses some of the same questions herein.[12] Although both studies investigate CR participation, the AEI study examines CR relative to other outcomes, like high school graduation and suspension rates, while the present study examines it by school type and in the nation's largest districts, along with customized profiles for each state.

Other previous studies have aimed to assess CR's effectiveness and provided some evidence about what types of students enroll in the programs. Some found evidence that traditionally disadvantaged students are more likely to enroll in CR. A U.S. Department of Education survey of principals, for instance, found that the programs are more common in high-poverty schools,[13] and a study based in North Carolina found that a disproportionate number of black students were enrolled in online CR courses.[14]

Studies comparing online and in-person CR found that online students performed generally worse than those in traditional (i.e., teacher-led) CR courses.[15] When students in CR programs were compared to similar students who did not take CR courses, the former were more likely to graduate but less likely to enroll in college and performed worse on state tests.[16] Similarly, another study found that students in online CR are more likely to gain credit and graduate than students who retake the course during the year or over the summer.[17]

Still, rigorous research on CR's effectiveness remains limited. A 2015 What Works Clearinghouse report, for instance, found that no studies on the effectiveness of CR programs met their standards.[18]

Data and Methods

We conducted national, state, and district analyses of CR programs for almost all high schools in the United States using data from the U.S. Department of Education's Office for Civil Rights (OCR) and the National Center for Educational Statistics (NCES).

Data Sources

The 2015–2016 OCR data were released in April 2018 and included two simple school-level variables about credit recovery: whether a school offers CR and, if so, how many students are enrolled in it. Unfortunately, the OCR data include no information on the CR programs' quality or structure, what courses they comprise, how many such courses students take, or who provides them.

Other federal data from NCES's Common Core of Data include the enrollment for each school, its population by race, the number of students who qualify for free and reduced-price lunch, the school's urbanicity status, and whether it is a magnet or charter school and/or has school-wide Title I status.[19]

We merged the 2015–2016 OCR data with the 2015–2016 NCES data using the unique codes identifying each school or, in some cases, a combination of school names and partial school codes. We excluded schools that did not have data in both data sets.[20]

Sample

NCES includes information about school type, and we generally restrict our analysis to typical high schools, defined as schools serving students in grades 9–12 that are *not* any of the following: an alternative school, a juvenile justice facility, a full-time online (virtual) school, a vocational school, a school that serves only students with special needs, or a school listed as "other" than a high school in the NCES data, even if it serves students in grades 9–12. Our sample therefore includes all typical high schools, including charter, magnet, and school-wide Title I schools, as well as other high schools not excluded based on the criteria above. (For an analysis of excluded schools, see *Credit Recovery in Atypical Schools* on page 22.)

Unfortunately, while NCES data includes variables identifying schools that are alternative, virtual, vocational, or magnet, a scan of school names makes clear that some are misclassified.[21] We flagged and manually reviewed 436 schools whose names suggested they were misclassified or whose classifications in previous years differed from their classification in 2016. Where appropriate and possible, we altered their classifications based on examining school websites and using our best judgment.[22]

For analyses involving percentages of schools, we excluded schools with fewer than 20 students enrolled; analyses involving percentages of students use school-level data that are weighted by enrollment, with schools of all sizes included.

Credit Recovery Data

Three notes regarding credit recovery data warrant mention.

First, we define schools that have "active" CR programs as those that have at least one student enrolled. (No school reports enrolling students in CR but not having a program.) Unless otherwise noted, the data herein refer to these *active* programs (see Table 1).

Second, to examine the prevalence of schools enrolling high proportions of students in CR, we classify schools using three enrollment thresholds: at least 20 percent of students enrolled, at least 40 percent, and at least 60 percent.

Finally, 283 schools report to OCR more students enrolled in CR than they report total enrollment to NCES (see *Limitations*). Since we otherwise use NCES enrollment data to describe the enrollment composition of the schools, we limit the percentage of CR enrollment to 100 percent of total student enrollment.

Table 1: Credit Recovery by the Numbers	
Number of Typical High Schools with Active CR Programs:	8,573
Percentage of Typical High Schools with Active CR Programs:	68.6%
Number of Students Participating in CR:	816,491
Percentage of Students Participating in CR (Overall):	6.0%
Percentage of Students Participating in CR (in Schools with Active Programs):	8.1%
Number of Typical High Schools Enrolling More than 20% of Students in CR:	783
Percentage of Typical High Schools Enrolling More than 20% of Students in CR (All Typical High Schools):	6.3%
Percentage of Typical High Schools Enrolling More than 20% of Students in CR (Typical High Schools with Active Programs):	9.1%

Note: Calculations of the percentages of schools exclude those serving fewer than 20 students.

Limitations

Several key limitations apply to this report. First, the definition of CR is broad, which could lead to inconsistent reporting across jurisdictions. The OCR defines credit recovery as "any program, course, or other instruction that allows a student to earn missed credit in order to graduate from high school." It also notes that schools can use "a multitude of strategies," including allowing students to complete CR "over the summer, on school breaks, after school, on weekends, at home on their own, at night, in school computer labs, or even during the school day."[23] This ambiguity means that schools likely have very different CR programs, including some that may fall beyond the scope of OCR's definition. It is also possible that some schools report a CR program when all they do is allow students to repeat the full course in its entirety.[24] If states or districts vary in the way that they define and report CR participation or other related data, it will affect comparisons across states and localities.

Second, like all OCR data, this information is self-reported by schools and the data are not validated independently, so they may be incomplete or incorrect. It is also a new data collection, so schools have had less time to ask questions and clarify what to include and not include (though, as stated above, the written guidance also lacks clarity). Indeed, researchers and reporters have noted recent inaccuracies in various OCR data.[25]

Third, CR may be disproportionately used by students nearing graduation (i.e., juniors and seniors), but the OCR data do not disaggregate participation by grade level. It is possible, then, that average participation rates underestimate CR participation by the oldest students.

Finally, because of the nature of the data, we use binary classifications of CR program participation for students. Unfortunately, we do not have data on these programs' quality or characteristics, though this is sure to vary across schools. Thus, we cannot say whether typical CR programs exhibit the same problems that media reports have noted in recent years, which have often focused exclusively on online CR.[26] Neither do we know the positive or negative impacts of CR in a given school, what subjects it targets, or the nature of the credentials and training of those who teach it. Moreover, CR participation may to some extent be driven by course failure rates, data which are also unavailable.

National Findings

Finding 1: Most high schools have credit recovery programs, although they are considerably less common in charter schools.[27]

A large majority (72.4 percent) of American public high schools report having credit recovery programs. Per Figure 1, of these, almost all (94.6 percent) report enrolling at least one student in the program, meaning 68.6 percent of high schools have an "active" CR program.

We find large differences among the types of high schools that offer credit recovery. Specifically, Title I and magnet schools are very near the national average, but charter schools are much less likely to have the programs. While 69.7 percent of traditional public schools (TPS), 69.7 percent of Title I schools, and 69.0 percent of magnet schools have these programs, less than half (47.4 percent) of charter schools offer them (Figure 2).

Figure 1: Most typical high schools have active credit recovery programs.
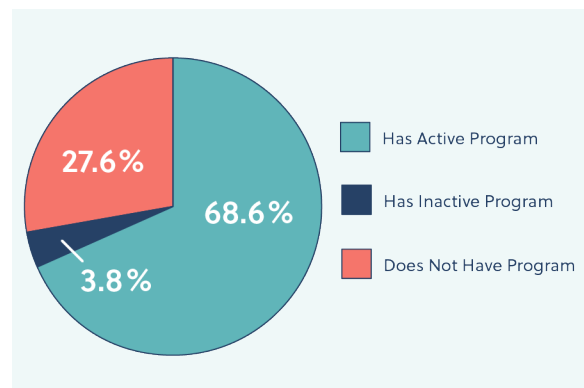
Note: This figure represents 12,481 typical high schools with more than twenty students.

Figure 2: Charter schools are much less likely to have credit recovery programs than other schools.
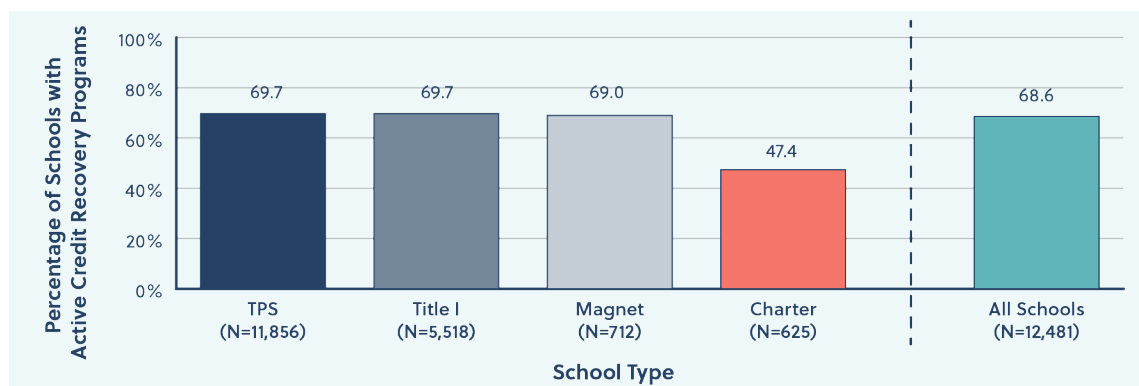
Finding 2: While the presence of credit recovery programs is generally not related to school poverty levels, schools with many minority students are slightly more likely to have active programs.

As shown in Figure 3, schools with more of their students in poverty (as measured by free and reduced-price lunch (FRL) eligibility) are generally as likely to have active CR programs as schools with fewer students in poverty. However, schools with extremely low poverty rates are slightly less likely to have the programs.

Schools with small shares of non-white students are slightly less likely to have CR programs. Specifically, schools with 25 percent non-white students are two percentage points less likely to have an active CR program than those with 75 percent non-white students (Figure 4). Still, most high schools have programs regardless of their school's racial/ethnic makeup.

Figure 3: School poverty levels are not associated with the prevalence of credit recovery programs, except for high schools with extremely low poverty.
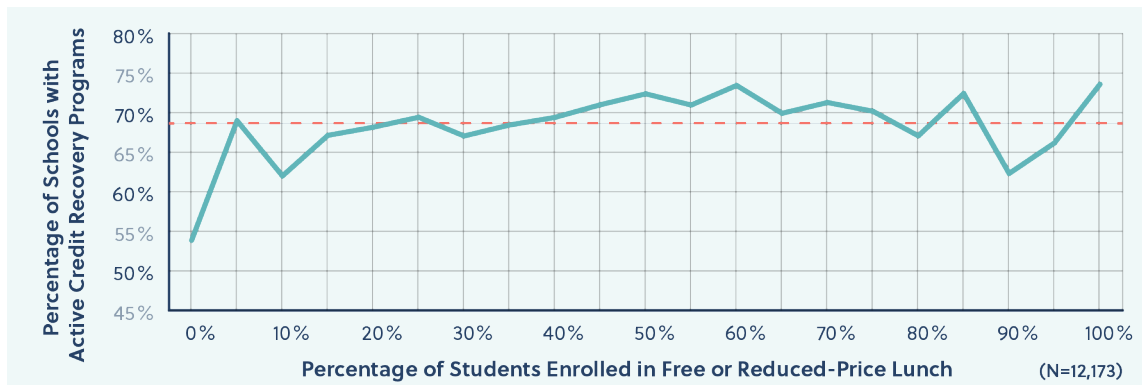
Note: The broken red line indicates 68.6 percent, the mean percentage of high schools with active CR programs.

Figure 4: Schools with larger shares of non-white students are slightly more likely to have credit recovery programs.
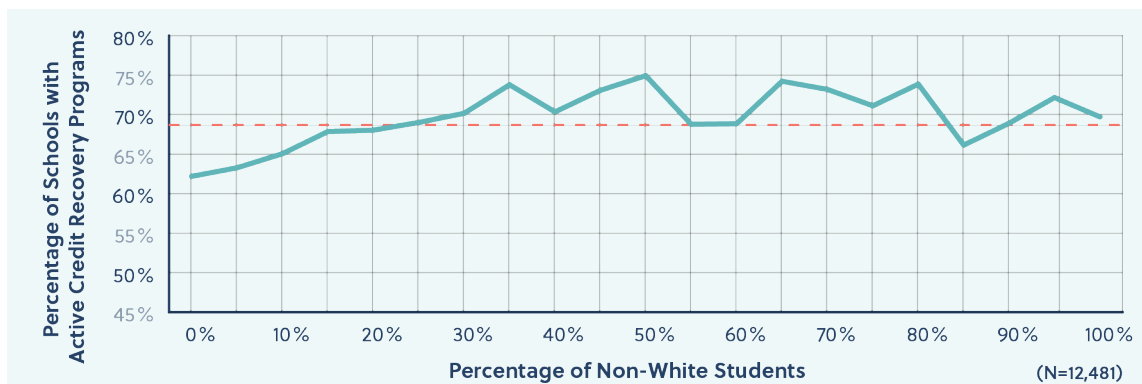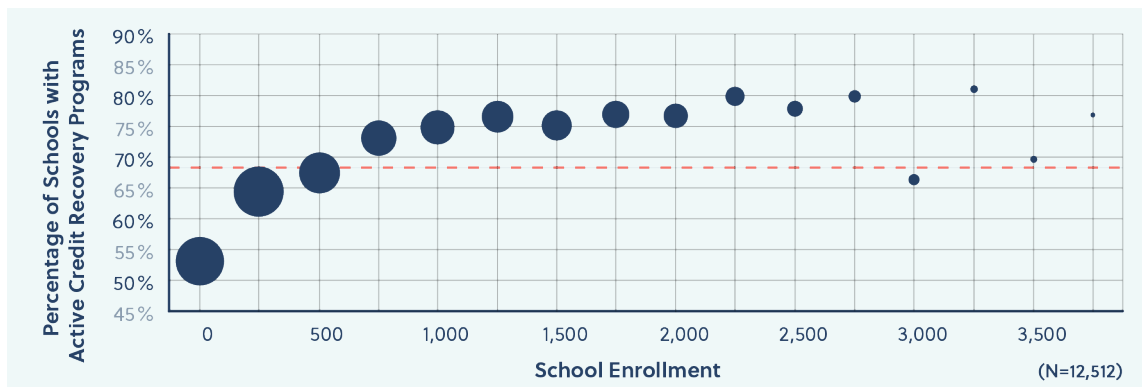

Note: The broken red line indicates 68.6 percent, the mean percentage of high schools with active CR programs. All racial and ethnic categories besides "white" are summed and divided by the total number of students to generate the share of non-white students—although some of these students, particularly Hispanic students, may identify as white.

Finding 3: Credit recovery programs are less likely in smaller schools.

As shown in Figure 5, smaller high schools—those with fewer than 1,250 students—are much less likely to have CR programs than larger ones. In fact, the likelihood of having an active program climbs steadily as enrollment rises up to 1,250 students. We see variation in schools with enrollments over 2,500, although there are few of these very large schools.

Figure 5: Smaller schools are substantially less likely to have credit recovery programs.

Note: The size of each dot indicates the relative number of observations. Schools with very large enrollments are less common, so the dots representing those groups are smaller. The broken red line indicates 68.6 percent, the mean percentage of high schools with active CR programs.

Note, too, that the prevalence of credit recovery varies only slightly by school urbanicity. The programs are more common in schools located in towns (72.2 percent) and suburbs (70.7 percent) and less common in schools located in cities (67.3 percent) and rural areas (65.3 percent) (not shown).

Finding 4: In high schools with active credit recovery programs, an average of 8 percent of students participate. However, nearly one in ten schools enrolls 20 percent or more of its students.

In the 8,573 typical high schools with active programs, 8.1 percent of students are enrolled in at least one CR course (Figure 6).[28]

In all typical high schools in our sample (12,541 schools), 6.0 percent of students are enrolled in at least one CR course. When including all schools serving high school students (15,245 typical high schools and others), 6.5 percent of students participate. This means that, of 12,658,585 American high school students represented in our dataset, 8,982,552 of whom attend schools with active CR programs, 816,491 students took at least one CR class in 2015–2016.
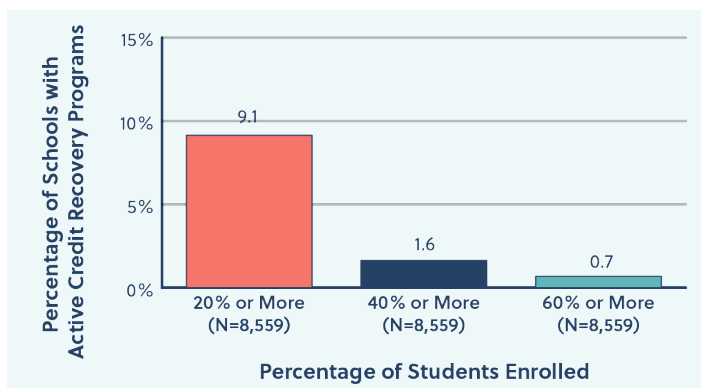
Figure 6: Over 8 percent of students at high schools with active credit recovery programs participate in them.

All Typical High Schools

— 6.0%

94.0%

- Percentage who participate in credit recovery
- Percentage who do not participate in credit recovery

Typical High Schools with Active Programs

— 8.1%

91.9%

- Percentage who participate in credit recovery
- Percentage who do not participate in credit recovery
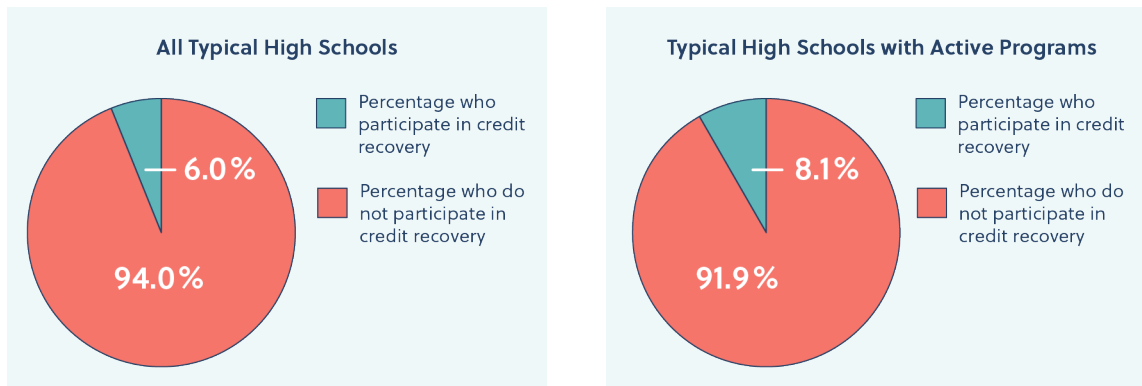
Note: Number of typical high schools in sample: 12,541. Number of students attending typical high schools in sample: 12,082,137. Number of typical high schools with active programs in sample: 8,573. Number of students attending typical high schools with active programs in sample: 8,946,830.

To understand the extent to which schools may be over-relying on CR programs to remediate students, we examine the proportion of high schools that enroll at least 20, 40, and 60 percent of their students. Nearly one in ten (9.1 percent) of the schools with an active CR program enrolls at least 20 percent of its students (Figure 7). Significantly fewer schools (1.6 percent) enroll at least 40 percent of their students in CR, and just 0.7 percent of schools enroll at least 60 percent.

Figure 7: Nearly one in ten high schools with an active credit recovery program enrolls at least 20 percent of students in it.

Percentage of Schools with Active Credit Recovery Programs

| | 9.1 | 1.6 | 0.7 |
| 20% or More (N=8,559) | 40% or More (N=8,559) | 60% or More (N=8,559) |

Percentage of Students Enrolled

Finding 5: Higher enrollment in credit recovery is more common in large and urban schools, as well as in charter schools and schools with higher proportions of poor and minority students.

While urbanicity, poverty level, and racial makeup of schools is not strongly related to having a CR program, that's not the case when we consider the number of students reported to be enrolled in the programs.

Schools located in cities are much more likely to enroll high percentages of their students in CR than schools located in other areas. Specifically, among high schools in cities, 16.9 percent enroll at least 20 percent of their students in CR (Figure 8). This rate is more than double that of schools in towns (7.7 percent), suburbs (7.3 percent), and rural areas (6.2 percent).

Likewise, the proportion of urban schools that enroll 40 and 60 percent of students in CR is also at least double that of schools in other areas. At least 40 percent of students are enrolled in CR programs at 3.2 percent of schools in cities, but that percentage dips to 1.6 percent of schools in towns, 1.5 percent in the suburbs, and 0.8 percent in rural areas. Finally, 1.4 percent of city schools enroll 60 percent of their students in CR courses, while the comparable figure is only 0.7 percent in town schools, 0.6 percent in suburban schools, and 0.3 percent in rural schools.

Figure 8: Urban schools with active credit recovery programs are much more likely to enroll large shares of students in them.
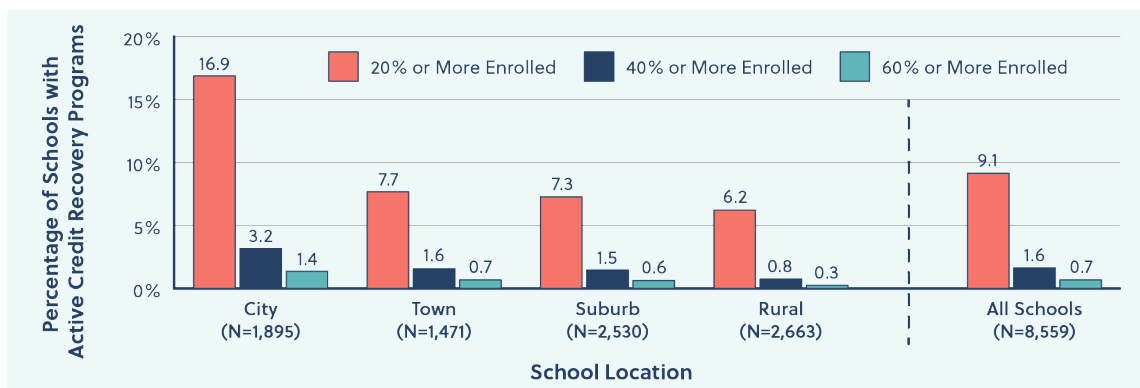
As indicated in Figure 2 on page 15, charter schools are less likely than other schools to have CR programs in the first place, perhaps because they tend to be smaller than other high schools. But when they do offer CR, they are much more likely to enroll larger shares of students than traditional public schools, magnet schools (charter or TPS), or Title I schools (charter or TPS). As shown in Figure 9, the proportion of charter schools that enroll at least 20 percent of students in credit recovery (32.4 percent) is more than double that of Title I schools (12.6 percent) and more than quadruple that of magnet schools (7.5 percent), although it is important to keep in mind that these categories are not mutually exclusive.[29]

The difference between charter schools and other high schools is even more pronounced as we look at schools enrolling even higher shares of students in CR.[30] While only 2.4 percent of Title I schools and 1.8 percent of magnet schools enroll 40 percent or more of their students in CR, 16.9 percent of charter schools do so. The disparity is even starker among schools enrolling 60 percent of students, with one in ten (9.8 percent) of charter high schools doing so, but with much smaller shares in Title I schools (1.0 percent), TPS (0.4 percent), and magnet schools (0.2 percent).

Figure 9: Charter schools with active credit recovery programs are much more likely to enroll large shares of students than are other high schools.
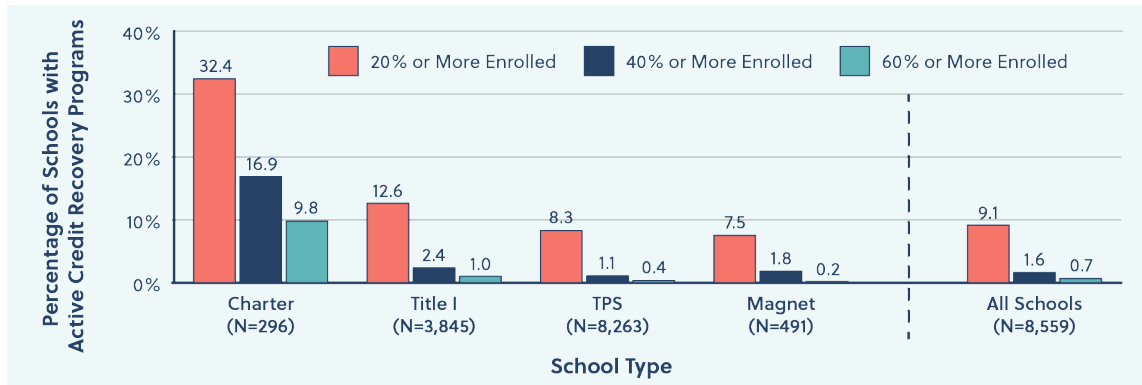
To see whether relatively high CR enrollment in charter schools may be a byproduct of their concentration in urban areas, where enrollment in CR is generally higher (see Figure 8), we compare the full charter school sample to the Title I TPS located in areas considered "urban" by the Census Bureau (not shown). These urban, Title I TPS still enroll substantially smaller shares of students than high schools in the charter sector, with 17.1 percent enrolling at least 20 percent of students in CR courses (compared with 32.4 percent for charters), 2.5 percent enrolling 40 percent (compared with 16.9 percent for charters), and 0.8 percent enrolling 60 percent of students (compared with 9.8 percent for charters).

As shown in Figure 10, schools with higher shares of students in poverty enroll more of their students in CR. This trend is most obvious for schools enrolling at least 20 percent of students in CR, but the correlation also holds for schools enrolling higher shares. Although school-level data do not shed light on which students are enrolled in CR, our results suggest that students in poverty may be more likely to participate.

Figure 10: High schools with a greater share of students qualifying for free and reduced-priced lunch enroll more students in credit recovery programs than those with smaller shares of poor students.
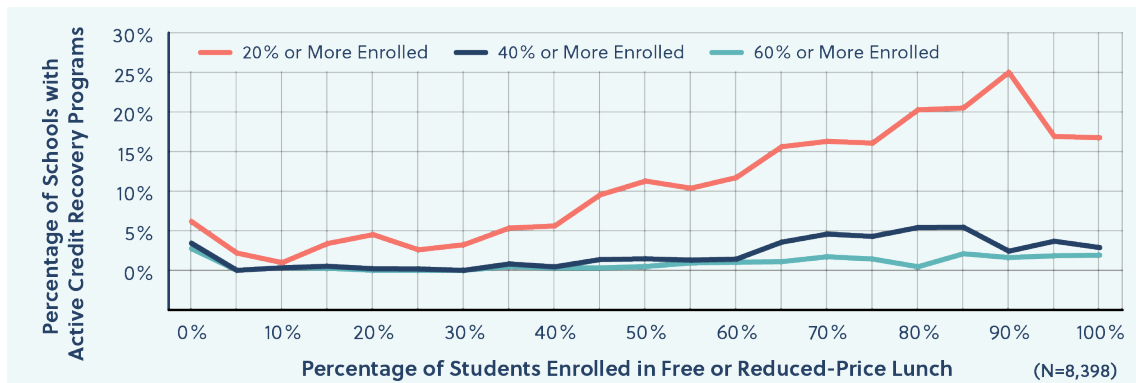
Note: Each line represents the percentage of schools with at least 20 (red), 40 (navy), and 60 (teal) percent of students enrolled in credit recovery.

Schools with higher shares of non-white students are also more likely to have higher levels of participation in CR. As shown in Figure 11, there is a strong positive correlation between the percent of non-white students and the proportion of schools with 20, 40, and 60 percent of students enrolled in CR. Notably, schools with very large non-white populations have high levels of CR (note the spike in enrollment for schools with more than 75 percent non-white students). Given that high CR enrollment may indicate potential abuse of these programs, the concentration among schools with more poor and minority students warrants further scrutiny (see *Policy Implications*).

Figure 11: High schools with a greater share of minority students enroll more students in credit recovery than those with a greater share of white students.
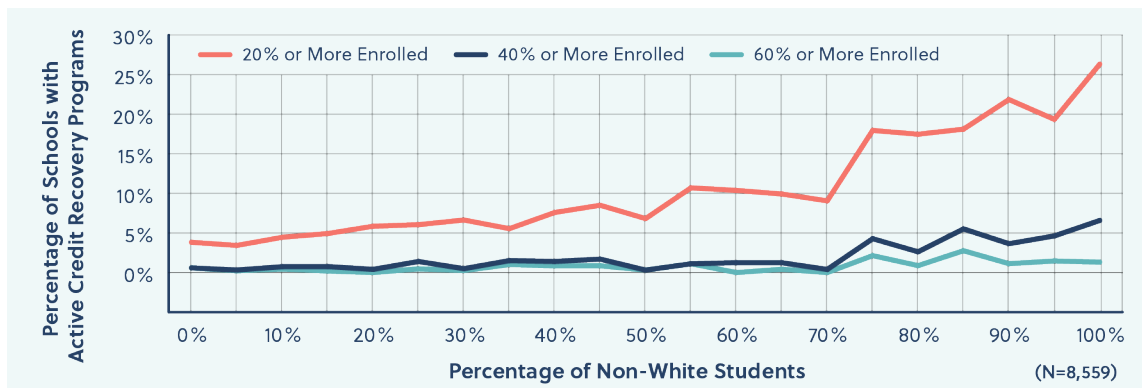
Note: Each line represents the percentage of schools with at least 20 (red), 40 (navy), and 60 (teal) percent of students enrolled in CR. All racial and ethnic categories besides "white" are summed and divided by the total number of students to generate the share of non-white students—although some of these students, particularly Hispanic students, may identify as white.

Finally, larger schools are more likely to enroll larger shares of students in CR. The relationship is strongest for schools that enroll at least 20 percent of students in CR, while the percentage of schools enrolling 40 and 60 percent is similar across school-wide enrollment levels (not shown).[31]

Credit Recovery in Atypical Schools

Although this report targets typical high schools (including charter schools, magnet schools, Title I schools, and others), other types of schools serving high school students also have CR programs. They include full-time online, vocational, and alternative schools; juvenile justice facilities; schools serving only students with special needs; and schools coded "other" rather than "high school" in the NCES dataset (but still serving students of high school age). Note that these are not mutually exclusive categories and include both charter schools and TPS. Since there are a substantial number of charter alternative schools, we break this category into charter and non-charter.

Among these atypical schools, 58.2 percent report having CR programs, with 52.4 percent having active programs—meaning they had at least one student enrolled in 2015–2016 (Figure 12). Vocational and alternative schools are more likely to have CR programs than other types of schools. Conversely, schools serving only students with special needs are significantly less likely to have CR, with just 23.9 percent reporting having an active program.

Figure 12: Atypical schools serving high school students are less likely than typical high schools to have active credit recovery programs.
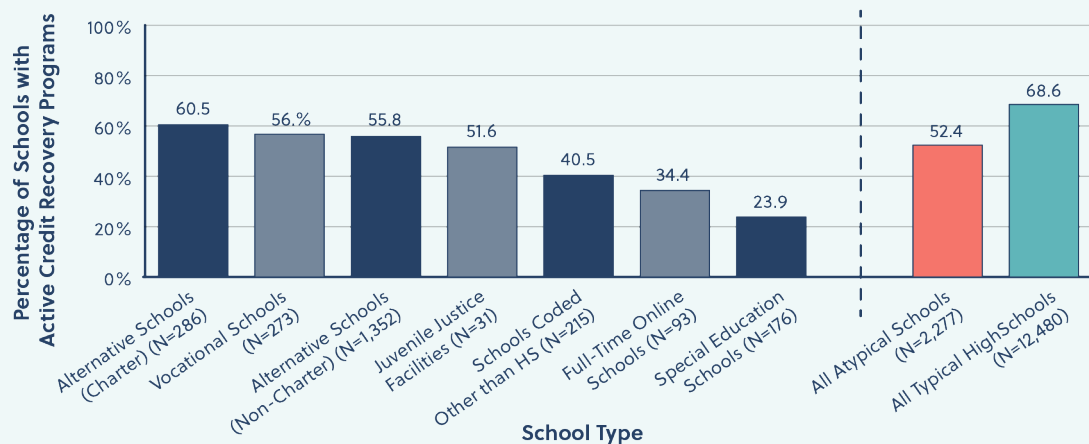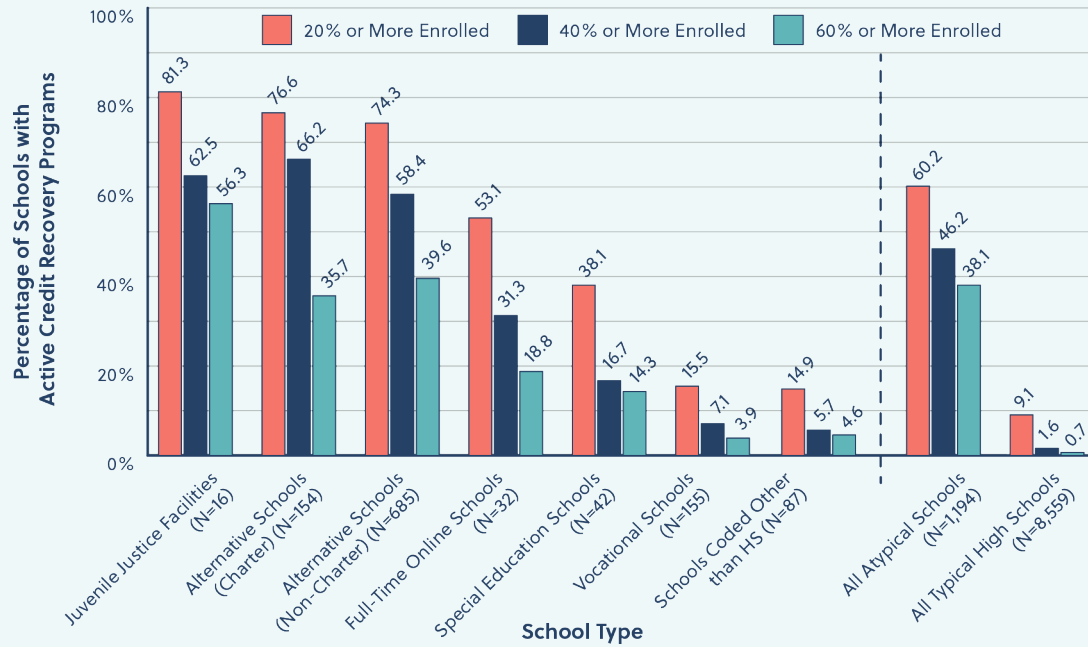

Note: Because a substantial number of alternative schools are charters, we disaggregate that category by sector. Very few charter schools exist in the other categories.

Though these atypical schools are less likely to have active CR programs, they nonetheless enroll students in them at much higher rates than typical high schools.[32] At atypical high schools, 27.1 percent of students are enrolled in CR versus 8.1 percent at typical high schools (not shown).

Specifically, a large majority of these high schools (60.2 percent) enroll at least 20 percent of their students in CR, though there is significant variation by school type (Figure 13). Over three-quarters of charter alternative schools (76.6 percent) and nearly as many non-charter alternative schools (74.3 percent) enroll at least 20 percent of students in CR, while the comparable figure is only 15.5 percent in vocational schools. Large shares of juvenile justice facilities, full-time online (virtual) schools, and schools serving students with special needs also have high CR enrollment rates, but because so few of them have active programs, these results should be interpreted with caution.

Figure 13: Atypical high schools are much more likely to enroll large shares of students in credit recovery programs than typical schools.


Legend:
- 20% or More Enrolled
- 40% or More Enrolled
- 60% or More Enrolled

Y-axis: Percentage of Schools with Active Credit Recovery Programs (0% to 100%)

X-axis: School Type

School Type	20% or More Enrolled	40% or More Enrolled	60% or More Enrolled
Juvenile Justice Facilities (N=16)	81.3	62.5	56.3
Alternative Schools (Charter) (N=154)	76.6	66.2	35.7
Alternative Schools (Non-Charter) (N=685)	74.3	58.4	39.6
Full-Time Online Schools (N=32)	53.1	31.3	18.8
Special Education Schools (N=42)	38.1	16.7	14.3
Vocational Schools (N=155)	15.5	7.1	3.9
Schools Coded Other than HS (N=87)	14.9	5.7	4.6
All Atypical Schools (N=1,194)	60.2	46.2	38.1
All Typical High Schools (N=8,559)	9.1	1.6	0.7

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Cross-State Findings

In this section, we compare the prevalence of credit recovery (CR) programs and enrollment in them across states.

In nearly all states, a majority of typical high schools have active CR programs. Enrollment varies significantly by state, however, with higher enrollment concentrated in western states—which are also more likely to have schools that enroll large shares of students in CR.

Prevalence of Credit Recovery Programs

As shown in Figure 14, the states with the largest shares of high schools with active CR programs are West Virginia and Maryland, where more than 90 percent of high schools have them. The lowest rates appear in Iowa, Nevada, and Ohio, where less than half of schools have active programs. Twenty-five states and the District of Columbia have active CR programs at higher rates than the national average of 68.6 percent.

Figure 14: In Iowa, Nevada, and Ohio, less than half of high schools have active credit recovery programs, and in Maryland and West Virginia, over 90 percent of high schools do.
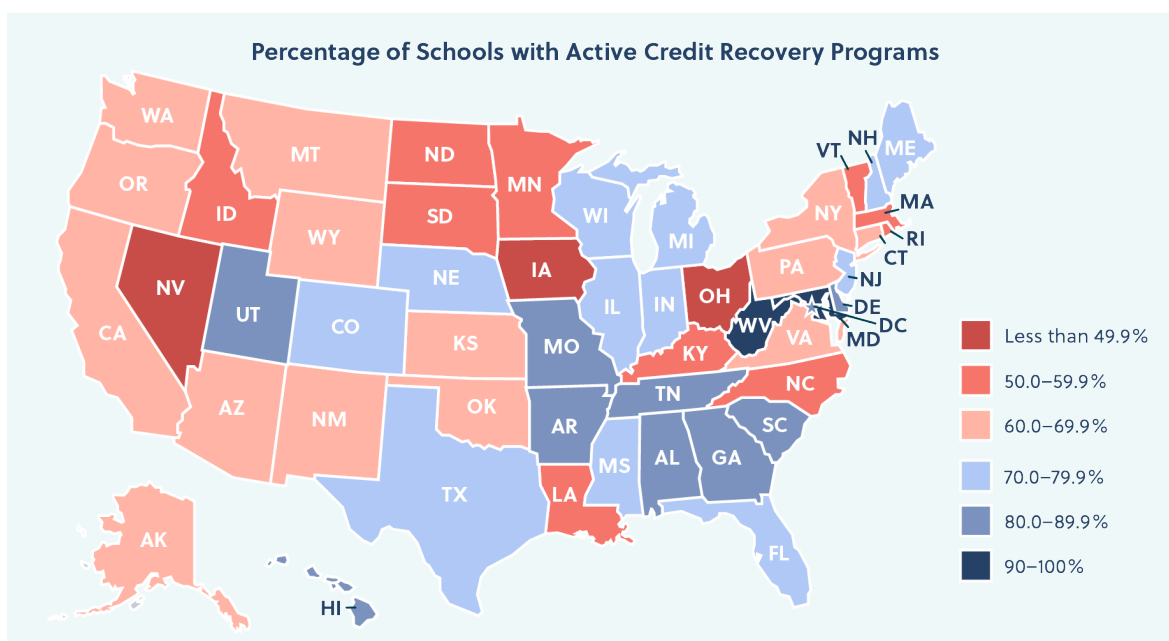
Note: For detailed state data, see Appendix, Table A-1.

Credit Recovery Enrollment by State

In nine states, schools with active programs enroll less than 5 percent of students in CR, while ten states enroll more than 11 percent of students in CR at their schools that have active CR programs. In thirty states, CR enrollment is less than or equal to the national average of 8.1 percent. Twenty states and the District of Columbia enroll more students in CR than that average (see *Appendix*, Table A-2).

The states with the highest shares are Rhode Island (17.7 percent), Nevada (16.5 percent), and New Mexico (14.7 percent). The states with the lowest shares of students enrolled in CR are Florida (2.2 percent), North Carolina (3.6 percent), and Mississippi (4.1 percent). In most cases, limiting the sample of high schools to those with active programs (rather than including all high schools) does not dramatically change relative participation across states.[33]

As shown in Figure 15, the highest levels of CR enrollment are generally found in western states, with lower levels in southeastern and northeastern states. (For a regional breakdown of high enrollment in CR, see *Appendix*, Figure A-1.) As most states do not have formal CR policies, it is unclear what causes these geographic differences in CR enrollment.[34]

Figure 15: High credit recovery enrollment is concentrated in the West and low enrollment in the Northeast and Southeast.

Enrollment of Students in Schools with Active Credit Recovery Programs

Legend:
- Less than 5.0%
- 5.0–8.0%
- 8.0–11.0%
- More than 11.0%

(N=8,559 Schools)
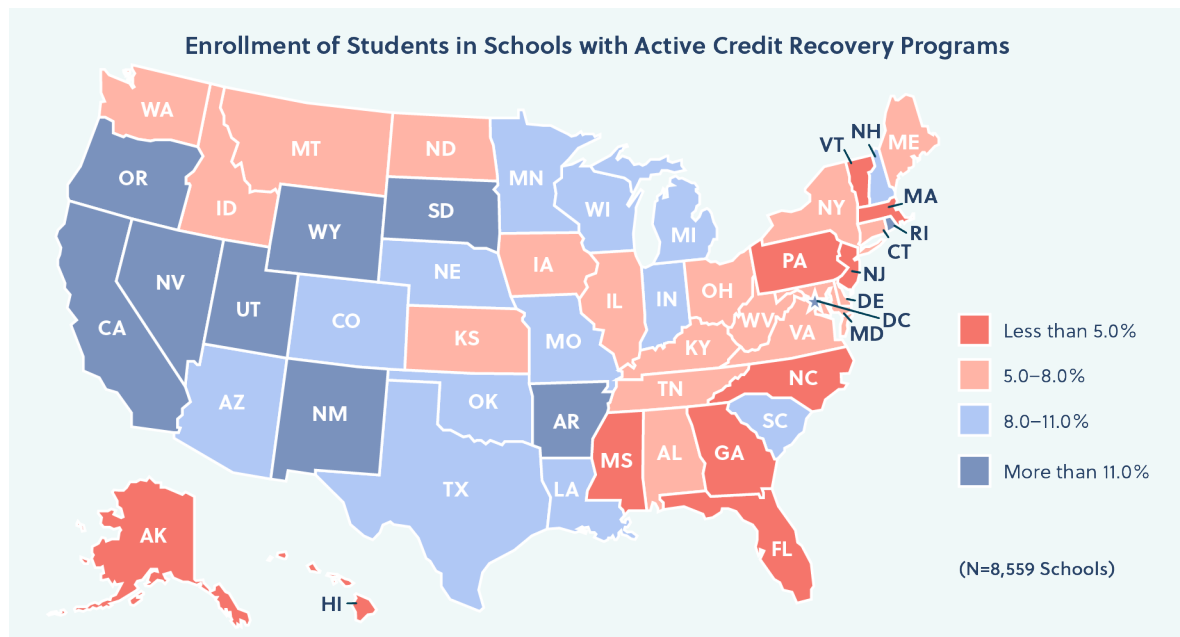
Note: For detailed state data, see Appendix, Table A-2.

Schools with High Enrollment Rates, by State

Six states (Delaware, Florida, Hawaii, North Carolina, North Dakota, and Vermont) contain no high schools that enroll at least 20 percent of their students in CR programs. On the other hand, Rhode Island, New Mexico, Arizona, Oregon, and the District of Columbia have the largest shares of high schools with more than 20 percent of students enrolled. As with overall CR enrollment, schools that enroll many students are concentrated in western states. Schools in the West are up to twice as likely as schools in other areas to enroll 40 and 60 percent of students in CR (Table 2).

Table 2: Rhode Island, New Mexico, Arizona, Oregon, and the District of Columbia have the largest shares of high schools with more than 20 percent of students enrolled in credit recovery.

State	Percentage of Schools with…			Number of Schools with Active CR Programs	Number of Schools
	20% or More Enrolled in CR	40% or More Enrolled in CR	60% or More Enrolled in CR		
DE	0.0%	0.0%	0.0%	18	21
FL	0.0%	0.0%	0.0%	319	434
HI	0.0%	0.0%	0.0%	28	33
NC	0.0%	0.0%	0.0%	238	455
ND	0.0%	0.0%	0.0%	36	63
VT	0.0%	0.0%	0.0%	15	27
MS	1.7%	0.0%	0.0%	117	157
KY	1.8%	0.0%	0.0%	111	190
AL	3.0%	0.0%	0.0%	164	199
PA	3.1%	1.6%	0.4%	255	415
GA	3.5%	0.0%	0.0%	313	378
MA	4.5%	0.0%	0.0%	112	224
WV	4.8%	0.0%	0.0%	84	87
MD	4.8%	0.0%	0.0%	166	178
IA	5.0%	1.3%	0.0%	80	220
WA	5.1%	1.3%	0.0%	158	256
NJ	5.2%	0.0%	0.0%	233	313
MT	5.3%	0.0%	0.0%	95	152
CT	5.6%	2.8%	0.9%	107	161
ME	5.9%	0.0%	0.0%	68	93
KS	6.2%	1.5%	0.0%	130	198
SD	6.9%	0.0%	0.0%	87	150
NE	7.3%	2.4%	0.0%	82	104
OK	7.4%	1.1%	0.7%	284	444
TN	7.4%	3.5%	3.1%	229	280

Table 2 (cont'd): Rhode Island, New Mexico, Arizona, Oregon, and the District of Columbia have the largest shares of high schools with more than 20 percent of students enrolled in credit recovery.

State	Percentage of Schools with...			Number of Schools with Active CR Programs	Number of Schools
	20% or More Enrolled in CR	40% or More Enrolled in CR	60% or More Enrolled in CR		
NY	8.0%	1.0%	0.0%	411	673
SC	8.2%	0.6%	0.6%	171	197
MO	8.2%	0.8%	0.0%	256	305
ID	8.5%	0.0%	0.0%	47	81
VA	8.9%	0.5%	0.0%	190	275
MN	9.1%	0.0%	0.0%	121	210
IL	9.2%	2.1%	0.2%	433	589
AK	9.5%	0.0%	0.0%	21	33
OH	9.9%	2.3%	2.3%	262	539
CO	10.1%	1.7%	0.6%	179	232
TX	10.1%	0.6%	0.4%	829	1,087
NH	11.1%	1.6%	0.0%	63	90
WI	11.4%	2.6%	1.5%	273	376
LA	11.5%	1.9%	0.0%	52	92
UT	12.5%	2.5%	1.3%	80	100
WY	13.9%	5.6%	2.8%	36	55
MI	14.4%	3.4%	0.8%	118	167
IN	14.8%	2.0%	1.0%	196	259
AR	15.6%	1.6%	1.6%	122	140
CA	18.6%	4.2%	1.4%	733	1,048
NV	19.4%	0.0%	0.0%	36	84
DC	22.2%	0.0%	0.0%	18	22
OR	22.2%	0.0%	0.0%	117	175
AZ	25.5%	12.4%	6.8%	161	258
NM	29.5%	5.1%	2.6%	78	116
RI	37.0%	22.2%	7.4%	27	46
Total	9.1%	1.6%	0.7%	8,559	12,481

District Findings

In this section, we describe credit recovery programs in the 50 school districts that enroll the most high school students. In most of these districts, a large majority of high schools have active CR programs. Among these schools, however, a majority enroll fewer students in CR than the national average, and few schools in these districts enroll large shares of their students in CR. Note that many of these large districts are largely or entirely suburban.

Prevalence of Credit Recovery Programs

Forty-five of the 50 largest districts have at least one high school with an active CR program (Table 3). In 12 of these districts, every high school has an active program.

Table 3: Five of the largest districts have no high schools with active CR programs, while 12 districts have them in every high school.

State	District	Percentage of High Schools with Active CR Programs	Number of High Schools with Active CR Programs	Overall Number of High Schools
CA	Kern High School District	0.0%	0	19
CA	Long Beach Unified	0.0%	0	9
NM	Albuquerque Public Schools	0.0%	0	13
TX	Cypress-Fairbanks ISD	0.0%	0	10
TX	North East ISD	0.0%	0	8
NV	Clark County	2.3%	1	43
TN	Shelby County	34.2%	13	38
TX	Northside ISD	36.4%	4	11
GA	Cobb County	43.8%	7	16
NC	Charlotte-Mecklenburg Schools	44.0%	11	25
CA	Grossmont Union	45.5%	5	11
NY	New York City	47.6%	109	229
FL	Dade County	50.0%	33	66
CA	Los Angeles USD	56.7%	59	104
FL	Lee County	60.0%	9	15

Table 3 (cont'd): Five of the largest districts have no high schools with active CR programs, while 12 districts have them in every high school.

State	District	Percentage of High Schools with Active CR Programs	Number of High Schools with Active CR Programs	Overall Number of High Schools
KY	Jefferson County	64.7%	11	17
NC	Wake County	66.7%	16	24
FL	Broward County	74.3%	26	35
PA	Philadelphia	75.0%	27	36
NC	Guilford County	76.9%	20	26
FL	Duval County	80.0%	16	20
FL	Polk County	81.3%	13	16
MD	Prince George's County	82.6%	19	23
FL	Pinellas County	83.3%	15	18
TX	Houston ISD	84.2%	32	38
HI	Hawaii Department of Education	84.8%	28	33
FL	Orange County	85.7%	18	21
VA	Fairfax County	86.4%	19	22
FL	Palm Beach County	89.3%	25	28
GA	Dekalb County	89.5%	17	19
CA	San Diego USD	92.6%	25	27
GA	Fulton County	93.8%	15	16
CO	Jefferson County	94.1%	16	17
SC	Greenville County	94.1%	16	17
TX	Dallas ISD	94.3%	33	35
GA	Gwinnett County	95.0%	19	20
FL	Hillsborough County	96.6%	28	29
IL	City of Chicago	98.9%	92	93
AZ	Phoenix Union	100.0%	12	12
CA	Antelope Valley Union	100.0%	8	8
CA	Chaffey Joint Union	100.0%	8	8
CA	East Side Union	100.0%	11	11
CA	Sweetwater USD	100.0%	12	12
FL	Seminole County	100.0%	9	9
MD	Anne Arundel County	100.0%	12	12
MD	Baltimore County	100.0%	20	20
MD	Montgomery County	100.0%	25	25
TX	Fort Bend ISD	100.0%	11	11
TX	Katy ISD	100.0%	7	7
VA	Prince William County	100.0%	11	11
Total		67.7%	943	1,393

Credit Recovery Enrollment

In high schools with active programs, three of the 45 largest districts (also with active programs) enroll less than one percent of their students in CR, and 32 enroll less than the national school-wide average of 8.1 percent (Table 4). Thirteen districts enroll more than 8.1 percent of their students in such schools. In one district, Grossmont Union High School District (CA), schools with active programs report enrolling nearly all students (99.7 percent) in CR.[35]

Table 4: Most large districts enroll a smaller share of students in credit recovery than the national average.

State	District	Enrollment in CR in High Schools with Active Programs			Enrollment in CR in all High Schools		
		Percent	Student N	School N	Percent	Student N	School N
FL	Lee County	0.2%	15,981	9	0.1%	23,361	15
FL	Orange County	0.2%	48,945	18	0.2%	52,134	21
TX	Fort Bend ISD	0.4%	23,211	11	0.4%	23,211	11
FL	Polk County	1.0%	23,702	13	0.9%	25,783	16
VA	Fairfax County	1.1%	42,992	19	1.0%	49,060	22
FL	Dade County	1.3%	62,383	33	1.0%	82,521	67
NC	Charlotte-Mecklenburg Schools	1.6%	22,088	11	0.9%	40,974	25
VA	Prince William County	1.8%	26,560	11	1.8%	26,560	11
FL	Palm Beach County	1.8%	52,525	25	1.8%	53,741	28
FL	Broward County	1.9%	61,632	26	1.7%	68,331	35
KY	Jefferson County	2.3%	14,515	11	1.4%	24,310	17
GA	Dekalb County	2.6%	23,414	17	2.3%	26,355	19
FL	Pinellas County	3.1%	26,827	15	2.9%	29,354	18
MD	Prince George's County	3.3%	27,160	19	2.7%	34,111	23
NC	Wake County	3.5%	33,026	16	2.5%	46,048	24
GA	Cobb County	3.6%	15,326	7	1.6%	35,011	16
NY	New York City	3.7%	67,666	109	1.8%	140,128	229
GA	Fulton County	4.2%	27,236	15	3.9%	29,144	16
GA	Gwinnett County	4.3%	52,895	19	4.2%	53,861	20
MD	Anne Arundel County	4.3%	21,946	12	4.3%	21,946	12
FL	Seminole County	4.4%	21,460	9	4.4%	21,460	9
TX	Northside ISD	4.4%	12,058	4	1.8%	29,886	11
CA	San Diego USD	4.5%	29,433	25	4.4%	30,103	27
HI	Hawaii Department of Education	4.7%	40,199	28	4.2%	44,958	33

Table 4 (cont'd): Most large districts enroll a smaller share of students in credit recovery than the national average.

State	District	Enrollment in CR in High Schools with Active Programs			Enrollment in CR in all High Schools		
		Percent	Student N	School N	Percent	Student N	School N
FL	Hillsborough County	5.1%	58,243	28	5.1%	58,512	29
CA	East Side Union	5.3%	22,140	11	5.3%	22,140	11
PA	Philadelphia	5.5%	21,761	27	4.4%	26,843	36
CA	Los Angeles USD	5.9%	75,200	59	3.8%	118,151	104
NC	Guilford County	6.1%	21,954	20	5.9%	22,897	26
FL	Duval County	6.4%	27,187	16	5.8%	30,106	20
TN	Shelby County	6.7%	13,853	13	3.1%	29,868	38
SC	Greenville County	7.8%	21,202	16	7.7%	21,635	17
CA	Sweetwater USD	9.3%	27,348	12	9.3%	27,348	12
MD	Baltimore County	10.3%	26,276	20	10.3%	26,276	20
CO	Jefferson County	10.6%	21,987	16	10.4%	22,277	17
CA	Chaffey Joint Union	14.3%	23,723	8	14.3%	23,723	8
TX	Katy ISD	14.4%	21,234	7	14.4%	21,234	7
TX	Dallas ISD	14.6%	37,823	33	14.3%	38,878	35
IL	City of Chicago	15.6%	65,743	92	15.6%	65,939	93
MD	Montgomery County	16.3%	45,788	25	16.3%	45,788	25
TX	Houston ISD	17.2%	43,661	32	16.2%	46,317	38
AZ	Phoenix Union	19.3%	24,834	12	19.3%	24,834	12
CA	Antelope Valley Union	20.3%	19,650	8	20.3%	19,650	8
NV	Clark County	38.1%	1,303	1	0.6%	90,146	43
CA	Grossmont Union	99.7%	9,092	5	42.5%	21,314	11
Total		7.0%	1,423,182	943	5.1%	1,816,227	1,335

Note: The five districts without active programs—Kern High School District, Long Beach Unified, Albuquerque Public Schools, Cypress-Fairbanks ISD, and North East ISD—are omitted from this table.

Schools with High Enrollment Rates

Most schools in these districts do not enroll large proportions of students in CR. In 27 of the 45 districts with active programs, no high school enrolls at least 20 percent of its students in CR (Table 5). Even fewer districts have high schools that enroll large shares of students; 37 of the 45 districts with active programs have no schools enrolling 40 percent of students in credit recovery, and 41 have no schools enrolling 60 percent.

In eight districts, however, at least 10 percent of high schools enroll at least 20 percent of students in CR, and in two of these districts—Antelope Valley (California) and Phoenix Union (Arizona)—half or more of high schools do. One district, Grossman Union (California), reports extremely high CR enrollment levels across the board, and 45.5 percent of its schools have 60 percent or more of their students enrolled in CR.[36]

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Table 5: In eight districts, at least 10 percent of high schools enroll at least 20 percent of students in credit recovery, though the remainder do not.

State	District	Percentage of Schools with...			Number of Schools with Active Programs	Number of Schools
		20% or More Enrolled in CR	40% or More Enrolled in CR	60% or More Enrolled in CR		
AZ	Phoenix Union	61.50%	7.70%	7.70%	12	13
CA	Antelope Valley Union	50.00%	12.50%	0.00%	8	8
CA	Grossmont Union	45.50%	45.50%	45.50%	5	11
TX	Houston ISD	28.90%	0.00%	0.00%	32	38
MD	Montgomery County	28.00%	0.00%	0.00%	25	25
TX	Dallas ISD	22.90%	2.90%	0.00%	33	35
IL	City of Chicago	17.30%	2.00%	1.00%	92	98
CA	Chaffey Joint Union	12.50%	0.00%	0.00%	8	8
CA	East Side Union	9.10%	0.00%	0.00%	11	11
CA	Sweetwater USD	7.70%	0.00%	0.00%	12	13
CA	Los Angeles USD	6.70%	0.00%	0.00%	59	104
CO	Jefferson County	5.90%	0.00%	0.00%	16	17
PA	Philadelphia	5.60%	2.80%	0.00%	27	36
TN	Shelby County	5.10%	2.60%	2.60%	13	39
MD	Baltimore County	5.00%	0.00%	0.00%	20	20
CA	San Diego USD	3.60%	0.00%	0.00%	25	28
NY	New York City	3.50%	0.40%	0.00%	109	229
NV	Clark County	2.30%	0.00%	0.00%	1	43
VA	Prince William County	0.00%	0.00%	0.00%	11	11
VA	Fairfax County	0.00%	0.00%	0.00%	19	22
TX	Northside ISD	0.00%	0.00%	0.00%	4	11
TX	Katy ISD	0.00%	0.00%	0.00%	7	7
TX	Fort Bend ISD	0.00%	0.00%	0.00%	11	11
SC	Greenville County	0.00%	0.00%	0.00%	16	17
NC	Wake County	0.00%	0.00%	0.00%	16	24
NC	Guilford County	0.00%	0.00%	0.00%	20	26
NC	Charlotte-Mecklenburg Schools	0.00%	0.00%	0.00%	11	25
MD	Prince George's County	0.00%	0.00%	0.00%	19	23
MD	Anne Arundel County	0.00%	0.00%	0.00%	12	12
KY	Jefferson County	0.00%	0.00%	0.00%	11	17

Table 5 (cont'd): In eight districts, at least 10 percent of high schools enroll at least 20 percent of students in credit recovery, though the remainder do not.

State	District	Percentage of Schools with...			Number of Schools with Active Programs	Number of Schools
		20% or More Enrolled in CR	40% or More Enrolled in CR	60% or More Enrolled in CR		
HI	Hawaii Department of Education	0.00%	0.00%	0.00%	28	33
GA	Gwinnett County	0.00%	0.00%	0.00%	19	20
GA	Fulton County	0.00%	0.00%	0.00%	15	16
GA	Dekalb County	0.00%	0.00%	0.00%	17	22
GA	Cobb County	0.00%	0.00%	0.00%	7	16
FL	Seminole County	0.00%	0.00%	0.00%	9	9
FL	Polk County	0.00%	0.00%	0.00%	13	16
FL	Pinellas County	0.00%	0.00%	0.00%	15	18
FL	Palm Beach County	0.00%	0.00%	0.00%	25	28
FL	Orange County	0.00%	0.00%	0.00%	18	21
FL	Lee County	0.00%	0.00%	0.00%	9	15
FL	Hillsborough County	0.00%	0.00%	0.00%	28	29
FL	Duval County	0.00%	0.00%	0.00%	16	20
FL	Dade County	0.00%	0.00%	0.00%	33	67
FL	Broward County	0.00%	0.00%	0.00%	26	35
Total		6.1%	0.9%	0.6%	943	1,378

Note: The five districts without active programs—Kern High School District, Long Beach Unified, Albuquerque Public Schools, Cypress-Fairbanks ISD, and North East ISD—are omitted from this table.

Policy Implications

These results reflect both promising and troubling trends, depending on how one views credit recovery and whether it is developed and implemented with intention and rigor. On the one hand, it is potentially good news that many high schools are taking seriously the need to provide students with alternative ways to earn the credits they need for graduation (students in almost 70 percent of U.S. high schools currently have access to CR programs).

On the other hand, large enrollments may be cause for concern, not just because they reflect high course failure rates—meaning that the school and its teachers are not successfully imparting the content of their courses to many of their students—but also because CR programs may be less rigorous than other means of earning credit. Schools may rely too much on these courses to provide students with easy access to credits without ensuring they have the requisite knowledge and skills to succeed after high school. Most troubling is that high levels of enrollment are significantly more likely to occur in schools serving larger proportions of poor and minority students. If a disproportionate number of disadvantaged students are graduating with the help of low-quality CR, this will only serve to exacerbate existing inequities.

> **Relying too much on CR for remediation** only **masks the real challenges that schools experience in preparing students for college and career.**

At a time when it is getting easier to get an A or B in many places[37] and some districts are banning grades below 50,[38] many schools are clearly failing students. Relying too much on CR for remediation only masks the real challenges that schools experience in preparing students for college and career. Instead, we should be examining the failures of policy and practice, of curriculum and pedagogy, and of preparation and remediation that led to the need for CR in the first place.

With that in mind, we offer three recommendations for policymakers to strengthen CR and limit potential abuse of the programs:

1. Adopt formal state guidelines for credit recovery programs.

Currently, just 12 states and the District of Columbia have formal CR policies, and many of these provide little guidance regarding course quality.[39] We understand that simply having a policy does not prevent over-reliance or abuse of CR programs; Washington, DC, after all, had a CR policy in place during its 2017 graduation rate scandal, in which CR abuse played a starring role.[40] Yet these policies can provide schools with critical guidance as they navigate an array of CR options and assist them in holding schools accountable for quality. We suggest states include the following in their CR policies:

- *Clear eligibility requirements*: Credit recovery courses should be reserved for students who have previously failed the corresponding course. Ideally, these students will have previously learned a significant portion of the course content, using CR only to fill gaps of knowledge and skills required for passing the course. Students who have not mastered or been previously exposed to much of the course content would likely be better served in a traditional course.

- *Rigorous vetting and monitoring of online programs*: Media reports have shown that the quality of online CR programs varies widely.[41] States should have a vetting process (run by the state or through an external body) that evaluates and rates online CR options. States could require schools or districts to adopt highly rated programs or, alternatively, make the rating of CR programs publicly available on school report cards. Additionally, states should consider outcome monitoring systems that check for indicators of course quality and student learning.

- *Audits of programs with high enrollment*: As indicated, enrolling large shares of students, particularly poor and minority ones, in CR may be a warning sign that a school is over-relying on the program to satisfy required credits—or worse, to increase lagging graduation rates. States should set an enrollment threshold (perhaps 40 percent of students enrolled) that would trigger a state review of a school's CR program.

2. Use external assessments to hold students and schools accountable.

The key question regarding credit recovery is whether students completing it are actually acquiring the requisite skills and knowledge demanded of the course—not just "recouping credits." One way to help ensure the legitimacy of CR courses is requiring students to pass external assessments to get credit for the course rather than relying on "input" measures, such as attendance or potentially dubious final exams provided by CR program vendors. Such external assessments would test the relevant knowledge and skills the student should have acquired. Districts in states with end-of-course exams (or similar tests) for the corresponding subject could utilize these assessments to serve the same purpose.

A quality external exam based on course requirements can provide an objective measure for assessing CR programs and comparing them with traditional courses.[42] States like Georgia are already leading the way by including this requirement in their state CR policies (see *State Credit Recovery Policies*). Making these exam scores public would provide needed transparency and accountability. Investing in CR programs without any way to compare their quality with that of the parent course invites low-quality providers and dubious shortcuts.

3. Collect additional data about credit recovery programs at the federal and state levels.

Given the limited amount of national data that are currently collected and available, there is much to learn about how districts and schools use credit recovery across the country. For instance, it's difficult to discern whether they are over-relying on it without knowing how many CR courses students are taking or what percentage of their required credits are earned through it. Requiring schools to report this additional information for the OCR data collection would help policymakers understand how CR is being used.

In addition to enrollment data, we suggest that states require schools to report data about aspects of CR programs to facilitate the evaluation of program quality. These programs fail to serve their purpose if students are exposed to subpar teaching and curriculum, or are not held accountable for their performance. States should consider requiring districts to collect the following information: whether courses are taken in person or online, the qualifications of the instructor if one is utilized, the type(s) of test or exit exam required for each course (if applicable), pass rates/scale scores on that test, and the name of the curriculum or software program used.

State Credit Recovery Policies

In our review of states' credit recovery policies, we found no state with policies that incorporate all our recommendations. However, several states have promising regulations that are worth highlighting:

Clear Student Eligibility

Clearly defined guidelines for CR eligibility can help ensure that schools do not overuse such programs. Currently, nine states and the District of Columbia[43] stipulate that students must have previously failed the course to be eligible for credit recovery. Alabama and Tennessee go further, requiring that students must have achieved a minimum score in the course; students in Alabama must have earned at least a 40,[44] and those in Tennessee at least a 50.[45] Students who earn grades below this threshold must retake the traditional course to earn credit.

Vetting

Rigorous vetting of CR content and rigor is critical to ensuring that students in these programs are not exposed to inferior content or held to lower standards. But few states vet CR programs at all, let alone undertaking the kind of rigorous vetting that would truly ensure quality. Six states—Arizona, Kentucky, Florida, Nevada, Virginia, and Washington[46]—have policies covering the vetting of providers of credit recovery or course content itself. Unfortunately, even in these states, these policies do little more than mandate that providers be accredited and content be aligned with standards.

External Exams

Requiring students to complete objective, external exams can hold both students and schools accountable for the content and skills taught via credit recovery. Currently, only Georgia, Louisiana, and New York[47] have such a policy in place. However, exam scores are not reported separately for students taking a course through CR or the traditional means, which limits the exams' function as a school accountability measure.

* * * * * * * * * * * *

This report only scratches the surface of how credit recovery is used in high schools across the country. We need more comprehensive data on program enrollment and quality as well as formal policies to guide schools and hold them accountable for their use of CR. If, as many fear, these courses are far less rigorous than their traditional counterparts, students—particularly poor and minority students—are being deprived of the knowledge and skills they need to succeed in college, career, and beyond.

VII

State Profiles

Alabama

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Alabama describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Mobile County Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Alabama has 199 high schools in our sample, 164 of which have active CR programs enrolling at least one student.

As shown in Figure AL-1, this means that 82.4 percent of high schools in the Yellowhammer State have active credit recovery programs. Compared with the national rate of 68.6 percent, Alabama high schools are much more likely to have these programs than high schools in other states. In the 164 Alabama high schools with active CR programs, 5.7 percent of students participate, meaning 7,850 students in the state are enrolled in CR. Participation in Alabama is slightly less than the national average of 8.1 percent of students.

Figure AL-1: CR Programs and Participation
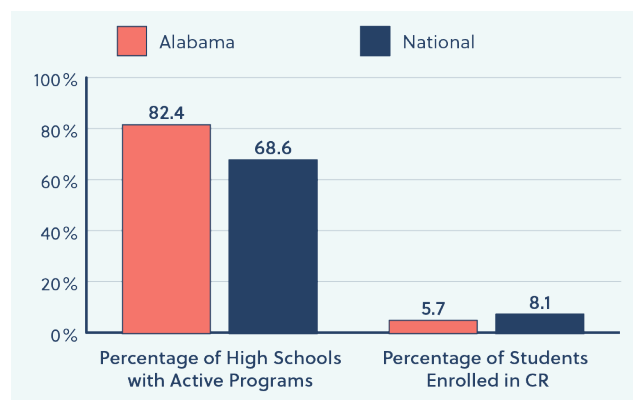
Note: Left side of figure: Alabama schools N=199 and national schools N=12,481; right side of figure: Alabama schools N=164 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Very few high schools in the Yellowhammer State enroll large shares of students in credit recovery programs. Of Alabama's high schools with active CR programs, 3.0 percent enroll more than 20 percent of their students in them, substantially less than the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure AL-2).

## Credit Recovery by School Poverty Level

Less affluent schools are less likely to have credit recovery programs, but enroll more students in them in the schools that have the programs than more affluent schools (Figure AL-3).

Credit Recovery in Alabama by School Racial/Ethnic Composition

Schools with greater minority enrollment are about equally likely to have credit recovery programs, and also enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure AL-4).

Figure AL-2: High Enrollment in CR
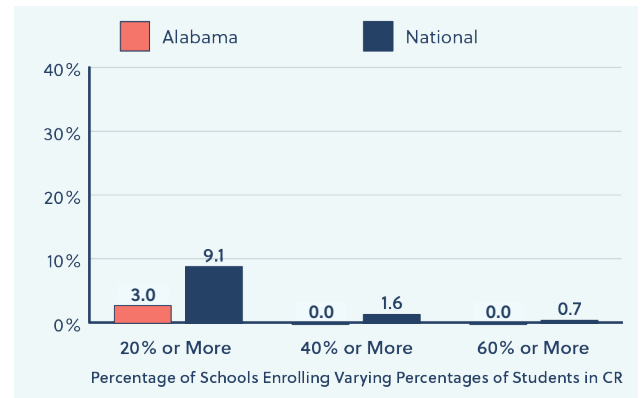
Note: Alabama schools N=164 and national schools N=8,559.

Figure AL-3: CR by Poverty
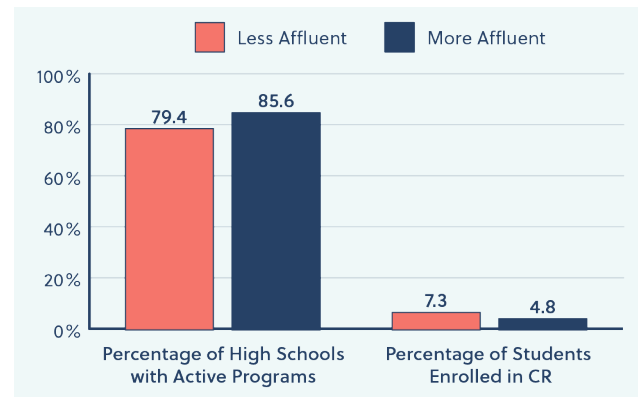
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=102 and more affluent schools N=97; right side of figure: less affluent schools N=81 and more affluent schools N=83.

Figure AL-4: CR by Race/Ethnicity
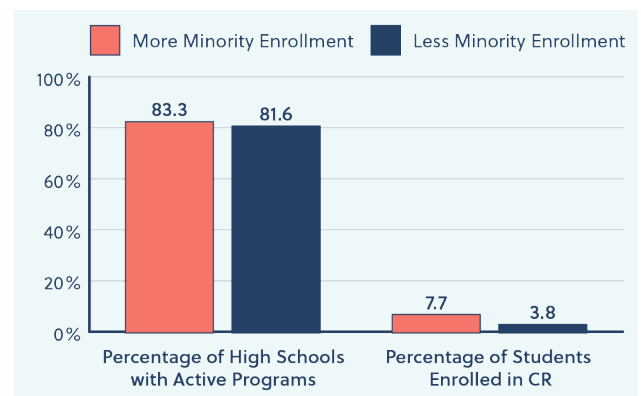
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=96 and less minority schools N=103; right side of figure: more minority schools N=80 and less minority schools N=84.

Mobile County Public Schools

The largest district in Alabama with an active credit recovery program is Mobile County Public Schools (MCPSS), with 12 high schools in our sample, all 12 of which have active CR programs enrolling at least one student (see Table AL-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), MCPSS high schools are much more likely to have CR than those in other districts. Moreover, 6.0 percent of MCPSS students participate, meaning 1,000 students in the district are enrolled in CR. Participation in CR at MCPSS is slightly less than the national average of 8.1 percent (Figure AL-5).

Schools with High Credit Recovery Enrollment

No high school in MCPSS enrolls a large share of students in credit recovery programs (Figure AL-6).

Figure AL-5: CR Programs and Participation in MCPSS
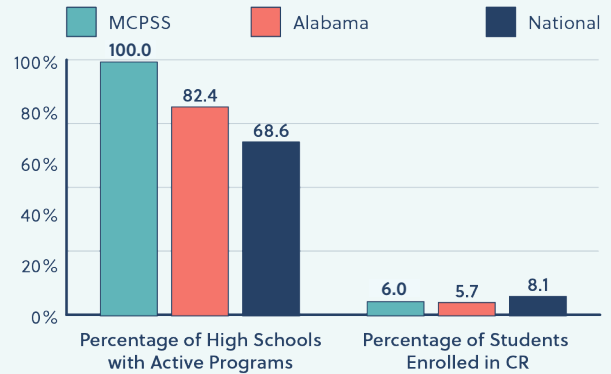
Note: Left side of figure: MCPSS schools N=12, Alabama schools N=199, and national schools N=12,481; right side of figure: MCPSS schools N=12, Alabama schools N=164, and national schools N=8,573.

Figure AL-6: MCPSS High Schools with High Enrollment in CR
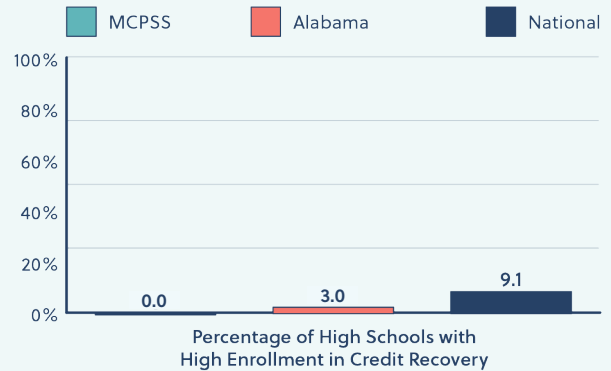
Note: MCPSS schools N=12, Alabama schools N=164, and national schools N=8,559.

Table AL-1: MCPSS at a Glance	
Number of High Schools:	12
Number of Students:	16,659
Number of High Schools with Active CR Programs:	12
Number of Students Participating in CR:	1,000
Percentage of Students Participating in CR (High Schools with Active Programs):	6.0
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Alabama-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Alaska

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Alaska describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Anchorage School District, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Alaska has 33 high schools in our sample, 21 of which have active CR programs enrolling at least one student.

As shown in Figure AK-1, this means that 63.6 percent of high schools in the Last Frontier have active credit recovery programs. Compared with the national rate of 68.6 percent, Alaska high schools are somewhat less likely to have these programs than high schools in other states. In the 21 Alaska high schools with active CR programs, 4.5 percent of students participate, meaning 862 students in the state are enrolled in CR. Participation in Alaska is considerably less than the national average of 8.1 percent of students.

Figure AK-1: CR Programs and Participation
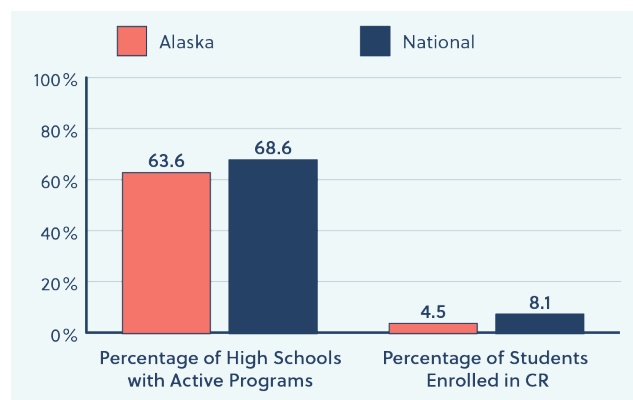
Note: Left side of figure: Alaska schools N=33 and national schools N=12,481; right side of figure: Alaska schools N=21 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Last Frontier enroll large shares of students in credit recovery programs. Of Alaska's high schools with active CR programs, 9.5 percent enroll more than 20 percent of their students in them, about the same as the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure AK-2).

Credit Recovery by School Poverty Level

In Alaska, less affluent schools enroll considerably fewer students in them in the schools that have the programs than more affluent ones (Figure AK-3).

Credit Recovery in Alaska by School Racial/Ethnic Composition

Alaska's schools with greater minority enrollment enroll considerably fewer students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure AK-4).

Figure AK-2: High Enrollment in CR
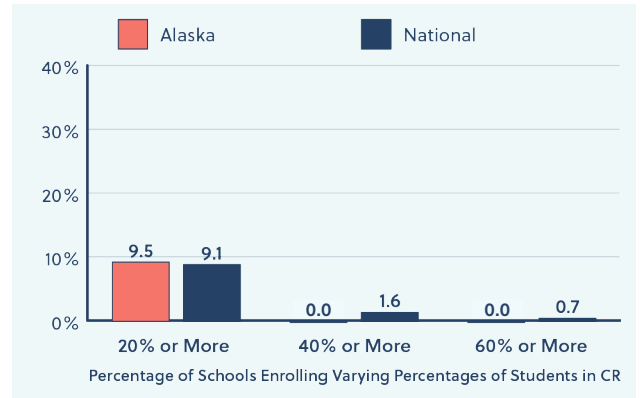
Note: Alaska schools N=21 and national schools N=8,559.

Figure AK-3: CR by Poverty
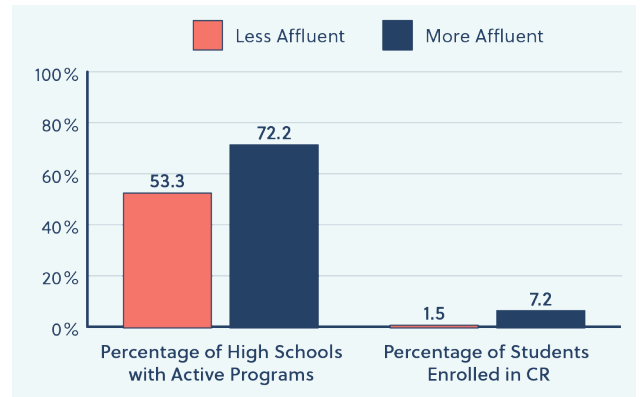
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=15 and more affluent schools N=18; right side of figure: less affluent schools N=8 and more affluent schools N=13.

Figure AK-4: CR by Race/Ethnicity
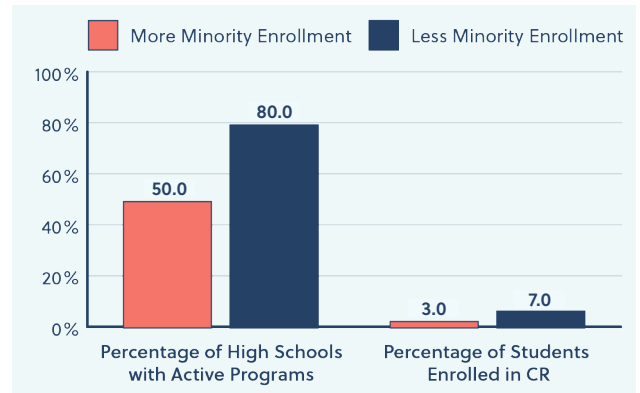
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=18 and less minority schools N=15; right side of figure: more minority schools N=9 and less minority schools N=12.

Anchorage School District

The largest district in Alaska with an active credit recovery program is Anchorage School District (ASD), with 8 high schools in our sample, all 8 of which have active CR programs enrolling at least one student (see Table AK-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), ASD high schools are much more likely to have CR than those in other districts. Moreover, 3.3 percent of ASD students participate, meaning 410 students in the district are enrolled in CR. Participation in CR at ASD is considerably less than the national average of 8.1 percent (Figure AK-5).

Schools with High Credit Recovery Enrollment

No high school in ASD enrolls a large share of students in credit recovery programs (Figure AK-6).

Figure AK-5: CR Programs and Participation in ASD
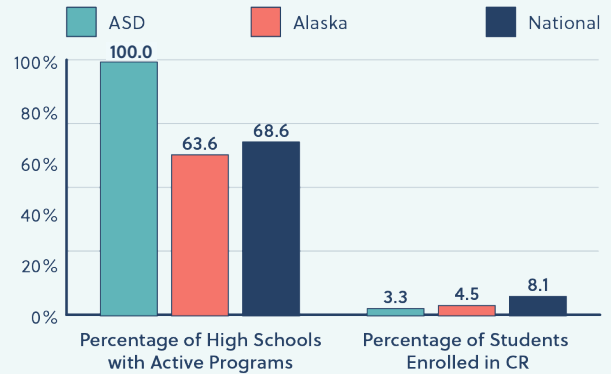
Note: Left side of figure: ASD schools N=8, Alaska schools N=33, and national schools N=12,481; right side of figure: ASD schools N=8, Alaska schools N=21, and national schools N=8,573.

Figure AK-6: ASD High Schools with High Enrollment in CR
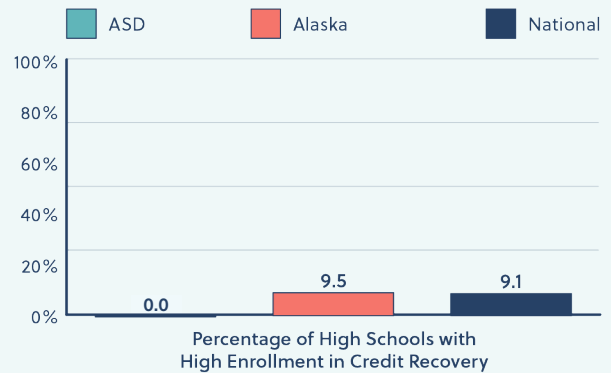
Note: ASD schools N=8, Alaska schools N=21, and national schools N=8,559.

Table AK-1: ASD at a Glance	
Number of High Schools:	8
Number of Students:	12,422
Number of High Schools with Active CR Programs:	8
Number of Students Participating in CR:	410
Percentage of Students Participating in CR (High Schools with Active Programs):	3.3
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Alaska-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Arizona

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Arizona describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Phoenix Union High School District, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Arizona has 258 high schools in our sample, 161 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 6 very small schools in Arizona with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure AZ-1, this means that 62.4 percent of high schools in the Grand Canyon State have active credit recovery programs. Compared with the national rate of 68.6 percent, Arizona high schools are somewhat less likely to have these

Figure AZ-1: CR Programs and Participation
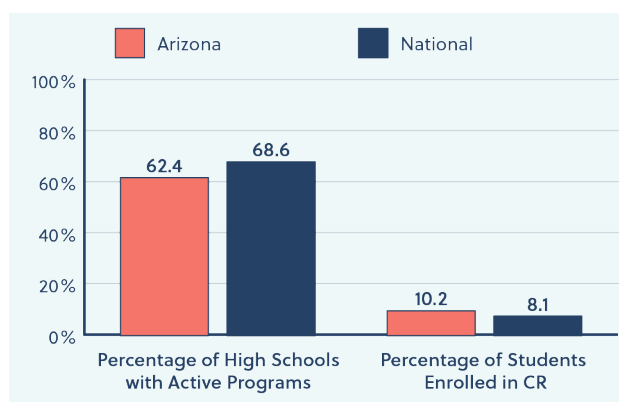
Note: Left side of figure: Arizona schools N=258 and national schools N=12,481; right side of figure: Arizona schools N=164 and national schools N=8,573.

programs than high schools in other states. In the 164 Arizona high schools with active CR programs, 10.2 percent of students participate, meaning 21,765 students in the state are enrolled in CR. Participation in Arizona is slightly greater than the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

Quite a few high schools in the Grand Canyon State enroll large shares of students in credit recovery programs. Of Arizona's high schools with active CR programs, 25.5 percent enroll more than 20 percent of their students in them, much more than the national average of 9.1 percent, and 12.4 percent enroll more than 40 percent of their students in the programs, far more than the national average of 1.6 percent. Some high schools even enroll the large majority of students in the programs, with 6.8 percent of Arizona high schools enrolling greater than 60 percent of students in credit recovery (Figure AZ-2).

Credit Recovery by School Poverty Level

Less affluent schools are more likely to have credit recovery programs, and also enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure AZ-3).

Credit Recovery in Arizona by School Racial/Ethnic Composition

Schools with greater minority enrollment are much more likely to have credit recovery programs, and also enroll considerably more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure AZ-4).

Figure AZ-2: High Enrollment in CR
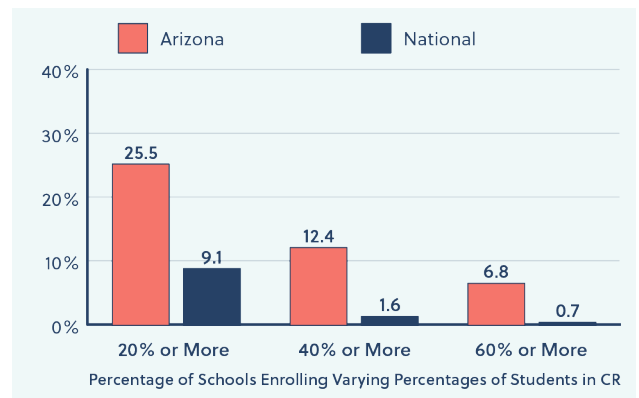
Note: Arizona schools N=161 and national schools N=8,559.

Figure AZ-3: CR by Poverty
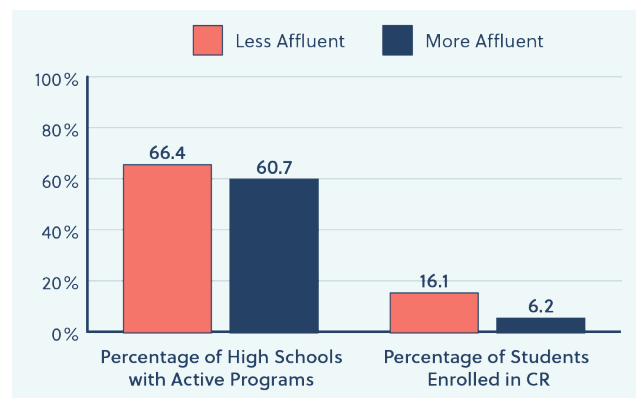
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=107 and more affluent schools N=122; right side of figure: less affluent schools N=72 and more affluent schools N=75.

Figure AZ-4: CR by Race/Ethnicity
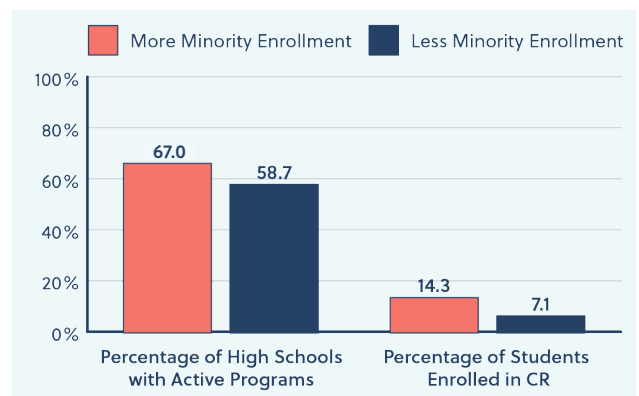
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=115 and less minority schools N=143; right side of figure: more minority schools N=78 and less minority schools N=86.

Phoenix Union High School District

The largest district in Arizona with an active credit recovery program is Phoenix Union High School District (PUHSD), with 12 high schools in our sample, all 12 of which have active CR programs enrolling at least one student (see Table AZ-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), PUHSD high schools are much more likely to have CR than those in other districts. Moreover, 19.3 percent of PUHSD students participate, meaning 4,793 students in the district are enrolled in CR. Participation in CR at PUHSD is considerably greater than the national average of 8.1 percent (Figure AZ-5).

Schools with High Credit Recovery Enrollment

Several high schools in PUHSD enroll large shares of students in CR programs. Specifically, 7 of the 12 high schools in the district with active CR programs (or 58.3 percent) enroll more than 20 percent of their students in CR, a share of schools that is much greater than the national average of 9.1 percent of schools with the programs (Figure AZ-6).

Figure AZ-5: CR Programs and Participation in PUHSD
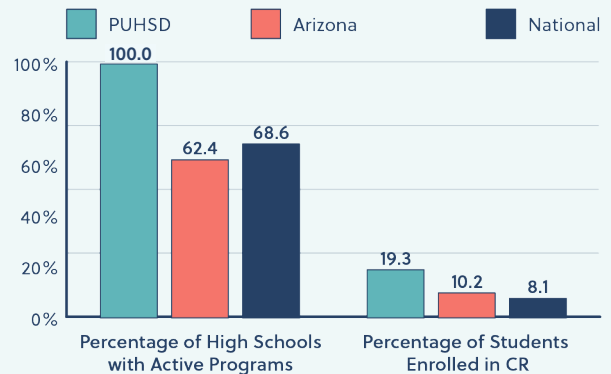
Note: Left side of figure: PUHSD schools N=12, Arizona schools N=258, and national schools N=12,481; right side of figure: PUHSD schools N=12, Arizona schools N=164, and national schools N=8,573.

Figure AZ-6: PUHSD High Schools with High Enrollment in CR
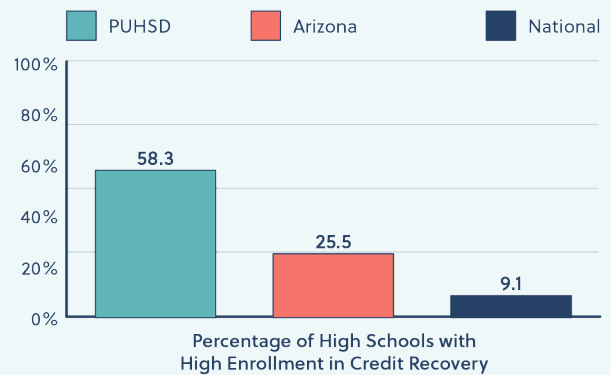
Note: PUHSD schools N=12, Arizona schools N=161, and national schools N=8,559.

Table AZ-1: PUHSD at a Glance	
Number of High Schools:	12
Number of Students:	24,834
Number of High Schools with Active CR Programs:	12
Number of Students Participating in CR:	4,793
Percentage of Students Participating in CR (High Schools with Active Programs):	19.3
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	7

State and District Policy Implications

We offer three general (not Arizona-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Arkansas

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Arkansas describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Little Rock School District, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Arkansas has 140 high schools in our sample, 122 of which have active CR programs enrolling at least one student.

As shown in Figure AR-1, this means that 87.1 percent of high schools in the Natural State have active credit recovery programs. Compared with the national rate of 68.6 percent, Arkansas high schools are much more likely to have these programs than high schools in other states. In the 122 Arkansas high schools with active CR programs, 12.1 percent of students participate, meaning 10,847 students in the state are enrolled in CR. Participation in Arkansas is somewhat greater than the national average of 8.1 percent of students.

Figure AR-1: CR Programs and Participation
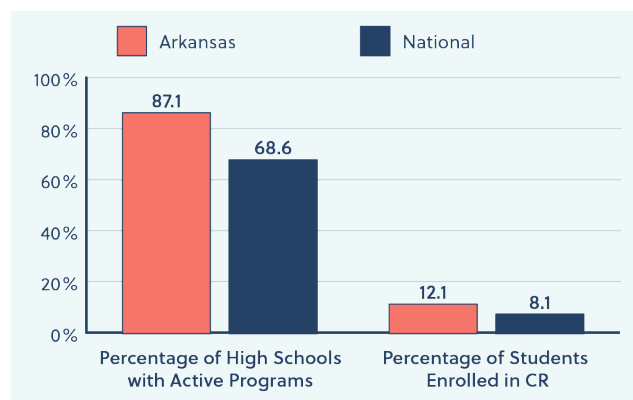
Note: Left side of figure: Arkansas schools N=140 and national schools N=12,481; right side of figure: Arkansas schools N=122 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Natural State enroll large shares of students in credit recovery programs. Of Arkansas's high schools with active CR programs, 15.6 percent enroll more than 20 percent of their students in them, much more than the national average of 9.1 percent, and 1.6 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent. A few high schools even enroll the large majority of students in the programs, with 2 Arkansas high schools enrolling greater than 60 percent of students in credit recovery (Figure AR-2).

Credit Recovery by School Poverty Level

Less affluent schools are much more likely to have credit recovery programs, and also enroll more students in them in the schools that have the programs than more affluent schools (Figure AR-3).

Credit Recovery in Arkansas by School Racial/Ethnic Composition

Schools with greater minority enrollment are more likely to have credit recovery programs, and also enroll about the same share of students in credit recovery as schools with less minority enrollment (Figure AR-4).

Figure AR-2: High Enrollment in CR
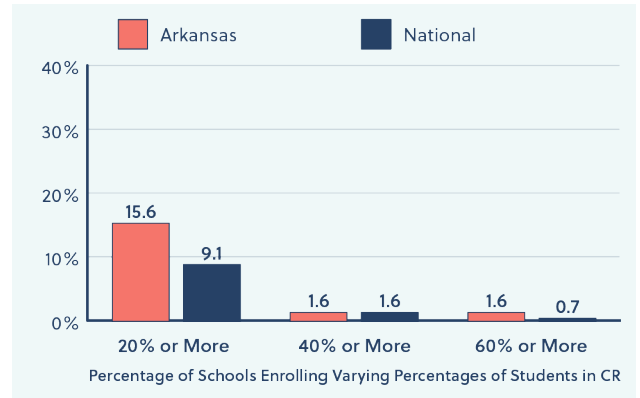
Note: Arkansas schools N=122 and national schools N=8,559.

Figure AR-3: CR by Poverty
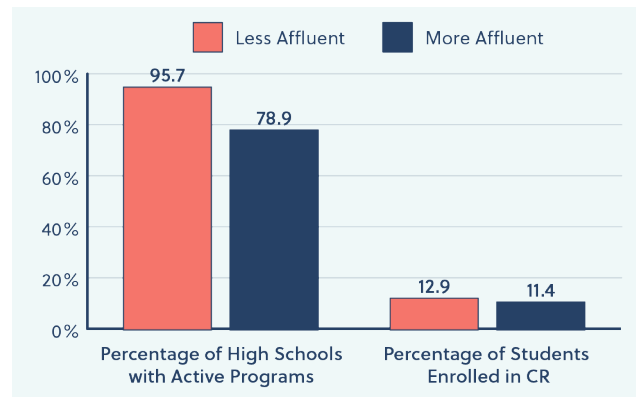
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=69 and more affluent schools N=71; right side of figure: less affluent schools N=66 and more affluent schools N=56.

Figure AR-4: CR by Race/Ethnicity
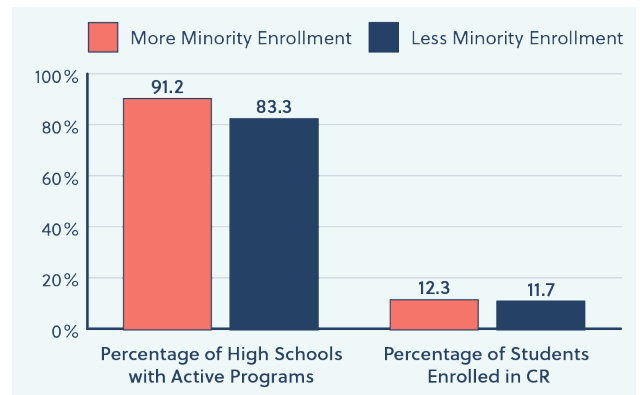
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=68 and less minority schools N=72; right side of figure: more minority schools N=62 and less minority schools N=60.

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Little Rock School District

The largest district in Arkansas with an active credit recovery program is Little Rock School District (LRSD), with 4 high schools in our sample, 3 of which have active CR programs enrolling at least one student (see Table AR-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), LRSD high schools are somewhat more likely to have CR than those in other districts. Moreover, 11.1 percent of LRSD students participate, meaning 505 students in the district are enrolled in CR. Participation in CR at LRSD is slightly greater than the national average of 8.1 percent (Figure AR-5).

Schools with High Credit Recovery Enrollment

No high school in LRSD enrolls a large share of students in credit recovery programs (Figure AR-6).

Figure AR-5: CR Programs and Participation in LRSD
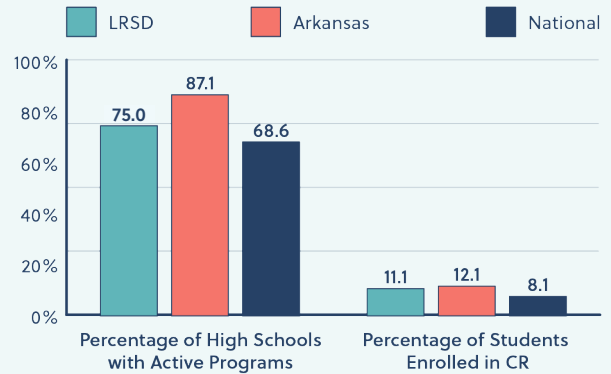
Note: Left side of figure: LRSD schools N=4, Arkansas schools N=140, and national schools N=12,481; right side of figure: LRSD schools N=3, Arkansas schools N=122, and national schools N=8,573.

Figure AR-6: LRSD High Schools with High Enrollment in CR
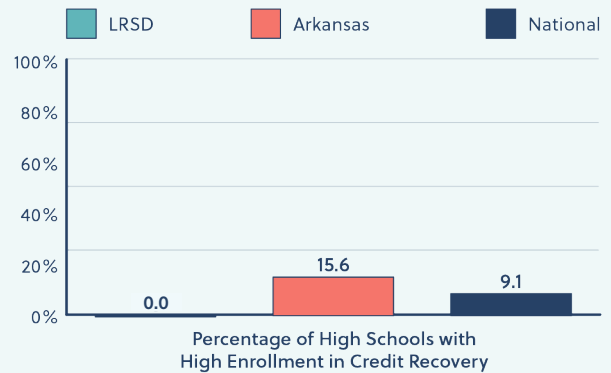
Note: LRSD schools N=3, Arkansas schools N=122, and national schools N=8,559.

Table AR-1: LRSD at a Glance	
Number of High Schools:	4
Number of Students:	4,553
Number of High Schools with Active CR Programs:	3
Number of Students Participating in CR:	505
Percentage of Students Participating in CR (High Schools with Active Programs):	11.1
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Arkansas-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

California

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of California describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Los Angeles Unified School District, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

California has 1,048 high schools in our sample, 733 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 10 very small schools in California with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure CA-1, this means that 69.9 percent of high schools in the Golden State have active credit recovery programs. Compared with the national rate of 68.6 percent, California high schools are approximately equally likely to have

Figure CA-1: CR Programs and Participation
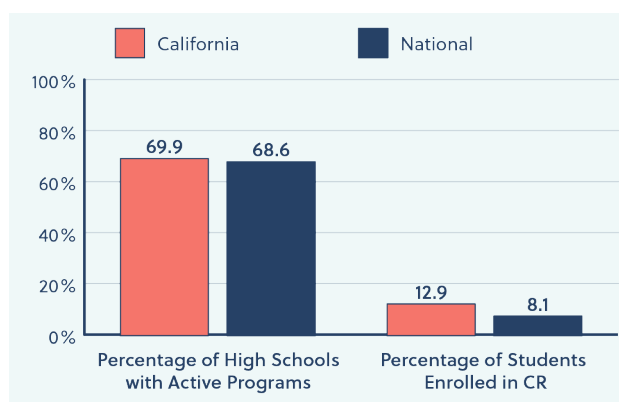
Note: Left side of figure: California schools N=1,048 and national schools N=12,481; right side of figure: California schools N=734 and national schools N=8,573.

these programs as high schools in other states. In the 734 California high schools with active CR programs, 12.9 percent of students participate, meaning 153,789 students in the state are enrolled in CR. Participation in California is somewhat greater than the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

Quite a few high schools in the Golden State enroll large shares of students in credit recovery programs. Of California's high schools with active CR programs, 18.6 percent enroll more than 20 percent of their students in them, much more than the national average of 9.1 percent, and 4.2 percent enroll more than 40 percent of their students in the programs, somewhat more than the national average of 1.6 percent. A few high schools even enroll the large majority of students in the programs, with 10 California high schools enrolling greater than 60 percent of students in credit recovery (Figure CA-2).

Credit Recovery by School Poverty Level

Less affluent schools are more likely to have credit recovery programs, and also enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure CA-3).

Credit Recovery in California by School Racial/Ethnic Composition

Schools with greater minority enrollment are more likely to have credit recovery programs, and also enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure CA-4).

Figure CA-2: High Enrollment in CR
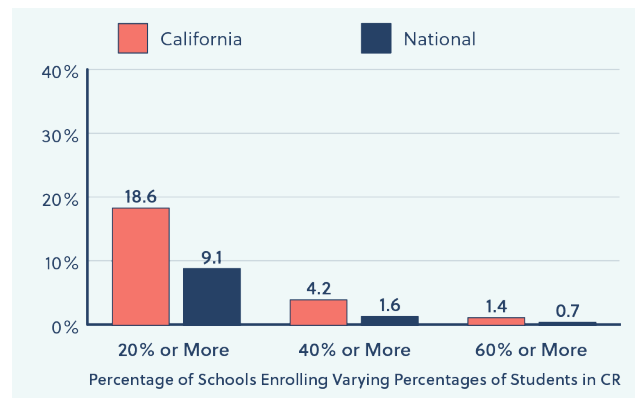
Note: California schools N=733 and national schools N=8,559.

Figure CA-3: CR by Poverty
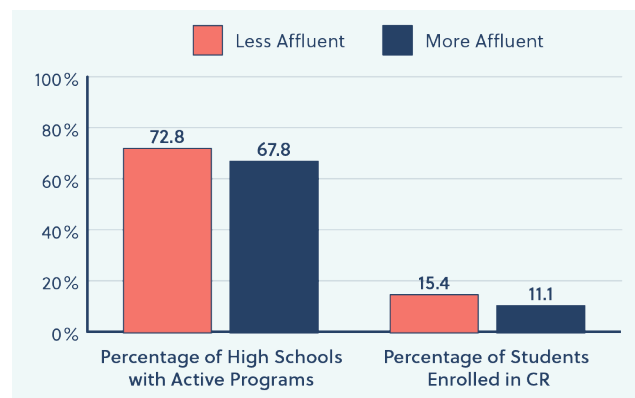
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=452 and more affluent schools N=596; right side of figure: less affluent schools N=330 and more affluent schools N=404.

Figure CA-4: CR by Race/Ethnicity
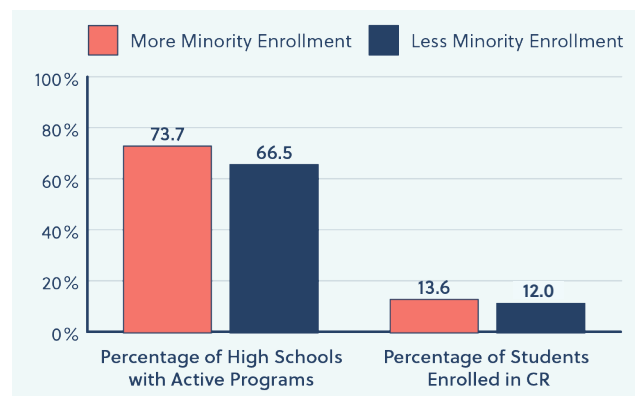
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=505 and less minority schools N=543; right side of figure: more minority schools N=372 and less minority schools N=362.

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Los Angeles Unified School District

The largest district in California with an active credit recovery program is Los Angeles Unified School District (LAUSD), with 104 high schools in our sample, 59 of which have active CR programs enrolling at least one student (see Table CA-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), LAUSD high schools are much less likely to have CR than those in other districts. Moreover, 5.9 percent of LAUSD students participate, meaning 4,437 students in the district are enrolled in CR. Participation in CR at LAUSD is slightly less than the national average of 8.1 percent (Figure CA-5).

Schools with High Credit Recovery Enrollment

Several high schools in LAUSD enroll large shares of students in CR programs. Specifically, 7 of the 59 high schools in the district with active CR programs (or 11.9 percent) enroll more than 20 percent of their students in CR, a share of schools that is somewhat greater than the national average of 9.1 percent of schools with the programs (Figure CA-6).

Figure CA-5: CR Programs and Participation in LAUSD
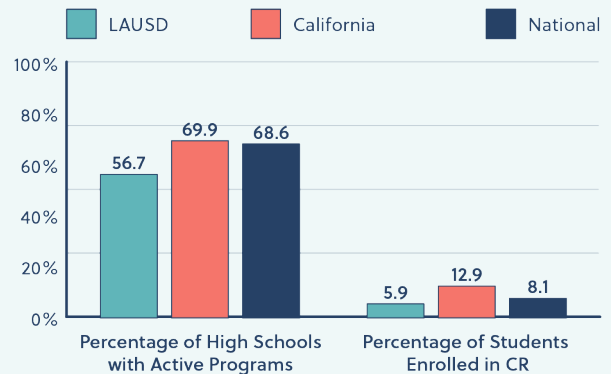
Note: Left side of figure: LAUSD schools N=104, California schools N=1,048, and national schools N=12,481; right side of figure: LAUSD schools N=59, California schools N=734, and national schools N=8,573.

Figure CA-6: LAUSD High Schools with High Enrollment in CR
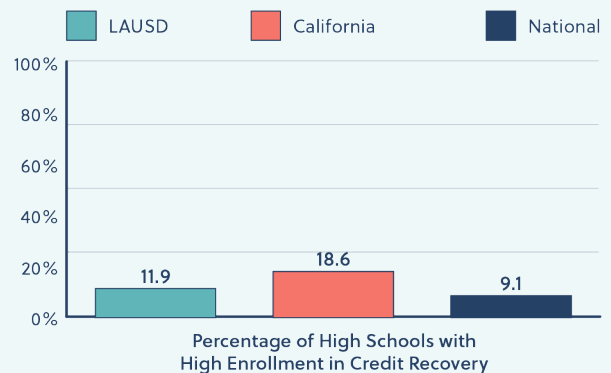
Note: LAUSD schools N=59, California schools N=733, and national schools N=8,559.

Table CA-1: LAUSD at a Glance	
Number of High Schools:	104
Number of Students:	75,200
Number of High Schools with Active CR Programs:	59
Number of Students Participating in CR:	4,437
Percentage of Students Participating in CR (High Schools with Active Programs):	5.9
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	7

State and District Policy Implications

We offer three general (not California-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Colorado

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Colorado describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Jefferson County Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Colorado has 232 high schools in our sample, 179 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 2 very small schools in Colorado with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure CO-1, this means that 77.2 percent of high schools in the Centennial State have active credit recovery programs. Compared with the national rate of 68.6 percent, Colorado high schools are somewhat more likely to have

Figure CO-1: CR Programs and Participation
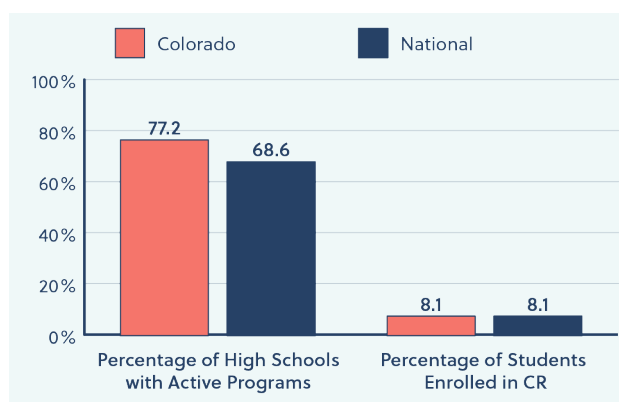
Note: Left side of figure: Colorado schools N=232 and national schools N=12,481; right side of figure: Colorado schools N=179 and national schools N=8,573.

these programs than high schools in other states. In the 179 Colorado high schools with active CR programs, 8.1 percent of students participate, meaning 14,808 students in the state are enrolled in CR. Participation in Colorado is similar to the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

Some high schools in the Centennial State enroll large shares of students in credit recovery programs. Of Colorado's high schools with active CR programs, 10.1 percent enroll more than 20 percent of their students in them, about the same as the national average of 9.1 percent, and 1.7 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent. One high school even enrolls greater than 60 percent of its students in the programs (Figure CO-2).

Credit Recovery by School Poverty Level

Less affluent schools are less likely to have credit recovery programs, but enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure CO-3).

Credit Recovery in Colorado by School Racial/Ethnic Composition

Schools with greater minority enrollment are about equally likely to have credit recovery programs, and also enroll considerably more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure CO-4).

Figure CO-2: High Enrollment in CR
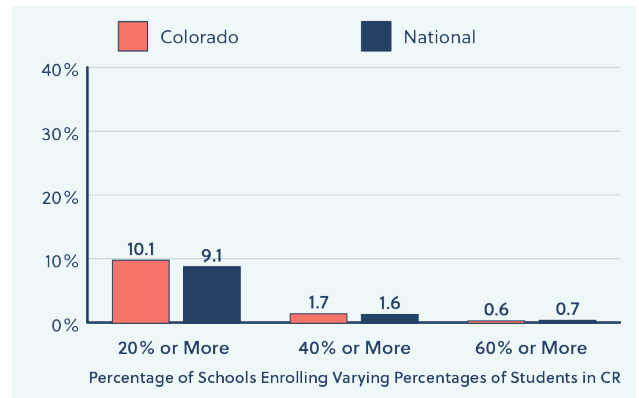
Note: Colorado schools N=179 and national schools N=8,559.

Figure CO-3: CR by Poverty
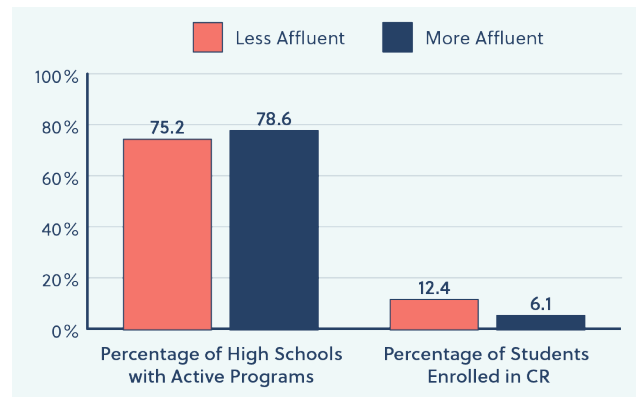
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=101 and more affluent schools N=131; right side of figure: less affluent schools N=76 and more affluent schools N=103.

Figure CO-4: CR by Race/Ethnicity
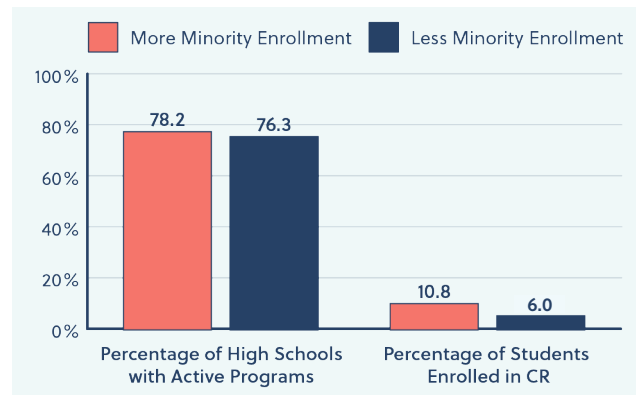
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=101 and less minority schools N=131; right side of figure: more minority schools N=79 and less minority schools N=100.

Jefferson County Public Schools

The largest district in Colorado with an active credit recovery program is Jefferson County Public Schools (Jeffco), with 17 high schools in our sample, 16 of which have active CR programs enrolling at least one student (see Table CO-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), Jeffco high schools are much more likely to have CR than those in other districts. Moreover, 10.6 percent of Jeffco students participate, meaning 2,331 students in the district are enrolled in CR. Participation in CR at Jeffco is slightly greater than the national average of 8.1 percent (Figure CO-5).

Schools with High Credit Recovery Enrollment

Just one high school in Jeffco enrolls a large share of students in credit recovery programs (Figure CO-6).

Figure CO-5: CR Programs and Participation in Jeffco
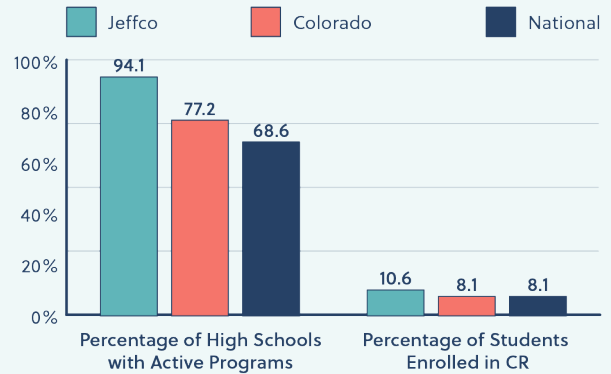
Note: Left side of figure: Jeffco schools N=17, Colorado schools N=232, and national schools N=12,481; right side of figure: Jeffco schools N=16, Colorado schools N=179, and national schools N=8,573.

Figure CO-6: Jeffco High Schools with High Enrollment in CR
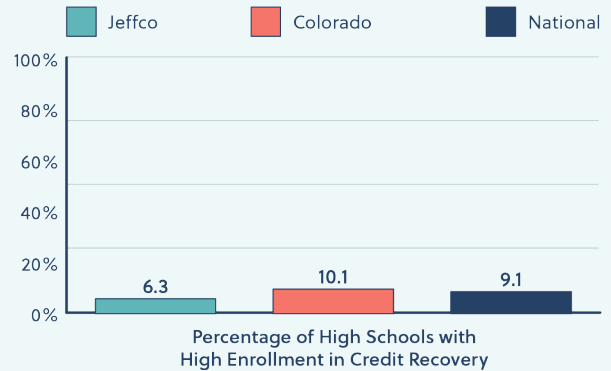
Note: Jeffco schools N=16, Colorado schools N=179, and national schools N=8,559.

Table CO-1: Jeffco at a Glance	
Number of High Schools:	17
Number of Students:	21,987
Number of High Schools with Active CR Programs:	16
Number of Students Participating in CR:	2,331
Percentage of Students Participating in CR (High Schools with Active Programs):	10.6
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	1

State and District Policy Implications

We offer three general (not Colorado-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Connecticut

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Connecticut describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Bridgeport Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Connecticut has 161 high schools in our sample, 107 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 1 very small school in Connecticut with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure CT-1, this means that 66.5 percent of high schools in the Constitution State have active credit recovery programs. Compared with the national rate of 68.6 percent, Connecticut high schools are approximately equally likely to have these programs as high

Figure CT-1: CR Programs and Participation
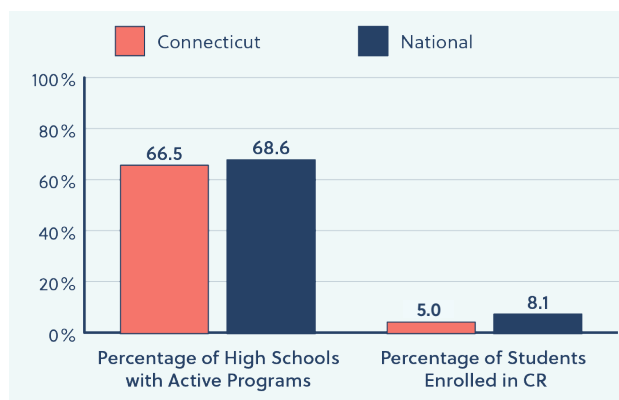
Note: Left side of figure: Connecticut schools N=161 and national schools N=12,481; right side of figure: Connecticut schools N=107 and national schools N=8,573.

schools in other states. In the 107 Connecticut high schools with active CR programs, 5.0 percent of students participate, meaning 4,913 students in the state are enrolled in CR. Participation in Connecticut is somewhat less than the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

Some high schools in the Constitution State enroll large shares of students in credit recovery programs. Of Connecticut's high schools with active CR programs, 5.6 percent enroll more than 20 percent of their students in them, substantially less than the national average of 9.1 percent, and 2.8 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent. One high school even enrolls greater than 60 percent of its students in the programs (Figure CT-2).

Credit Recovery by School Poverty Level

Less affluent schools are much less likely to have credit recovery programs, but enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure CT-3).

Credit Recovery in Connecticut by School Racial/Ethnic Composition

Schools with greater minority enrollment are much less likely to have credit recovery programs, but enroll considerably more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure CT-4).

Figure CT-2: High Enrollment in CR
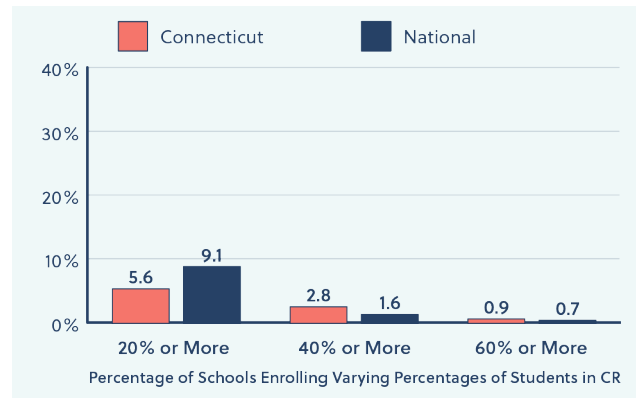
Note: Connecticut schools N=107 and national schools N=8,559.

Figure CT-3: CR by Poverty
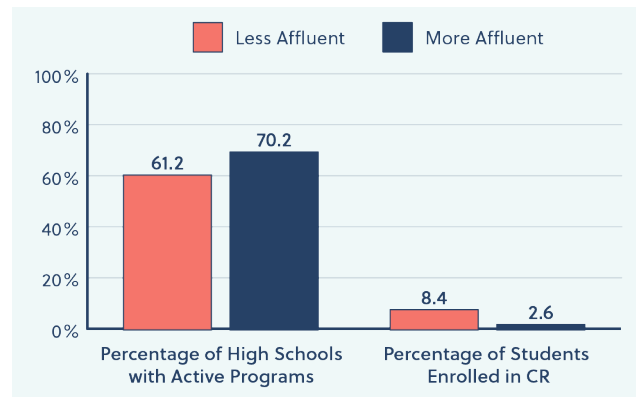
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=67 and more affluent schools N=94; right side of figure: less affluent schools N=41 and more affluent schools N=66.

Figure CT-4: CR by Race/Ethnicity
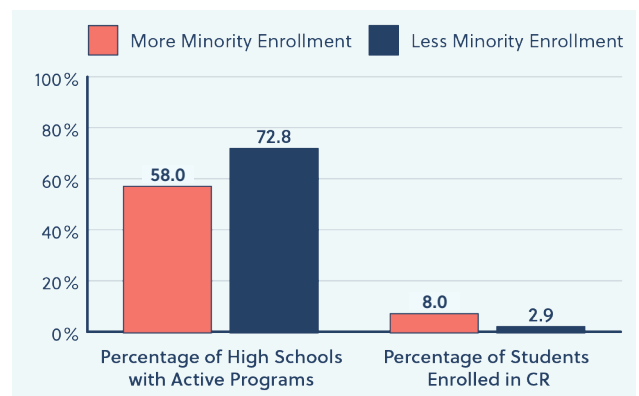
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=69 and less minority schools N=92; right side of figure: more minority schools N=40 and less minority schools N=67.

Bridgeport Public Schools

The largest district in Connecticut with an active credit recovery program is Bridgeport Public Schools (Bridgeport), with 6 high schools in our sample, 2 of which have active CR programs enrolling at least one student (see Table CT-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), Bridgeport high schools are much less likely to have CR than those in other districts. Moreover, 4.2 percent of Bridgeport students participate, meaning 104 students in the district are enrolled in CR. Participation in CR at Bridgeport is considerably less than the national average of 8.1 percent (Figure CT-5).

Schools with High Credit Recovery Enrollment

No high school in Bridgeport enrolls a large share of students in credit recovery programs (Figure CT-6).

Figure CT-5: CR Programs and Participation in Bridgeport
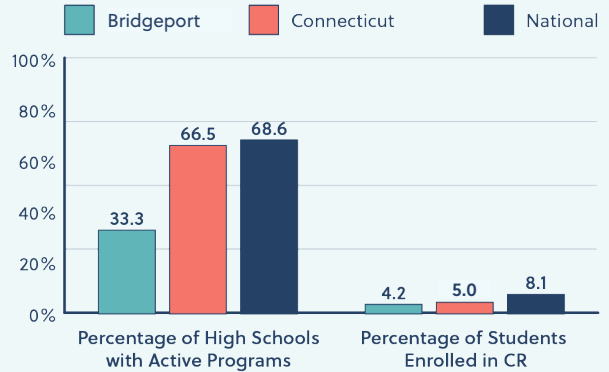
Note: Left side of figure: Bridgeport schools N=6, Connecticut schools N=161, and national schools N=12,481; right side of figure: Bridgeport schools N=2, Connecticut schools N=107, and national schools N=8,573.

Figure CT-6: Bridgeport High Schools with High Enrollment in CR
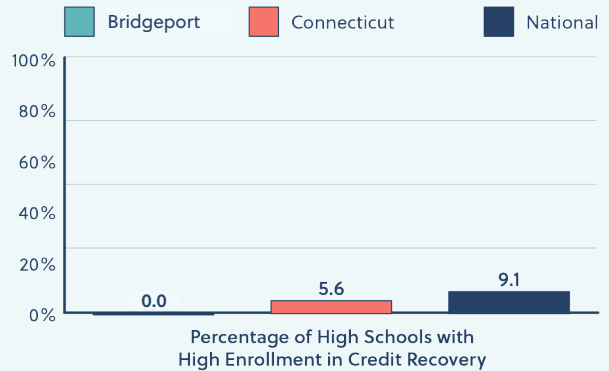
Note: Bridgeport schools N=2, Connecticut schools N=107, and national schools N=8,559.

Table CT-1: Bridgeport at a Glance	
Number of High Schools:	6
Number of Students:	2,468
Number of High Schools with Active CR Programs:	2
Number of Students Participating in CR:	104
Percentage of Students Participating in CR (High Schools with Active Programs):	4.2
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Connecticut-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Delaware

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Delaware describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Christina School District, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Delaware has 21 high schools in our sample, 18 of which have active CR programs enrolling at least one student.

As shown in Figure DE-1, this means that 85.7 percent of high schools in the First State have active credit recovery programs. Compared with the national rate of 68.6 percent, Delaware high schools are much more likely to have these programs than high schools in other states. In the 18 Delaware high schools with active CR programs, 7.9 percent of students participate, meaning 1,573 students in the state are enrolled in CR. Participation in Delaware is similar to the national average of 8.1 percent of students.

Figure DE-1: CR Programs and Participation
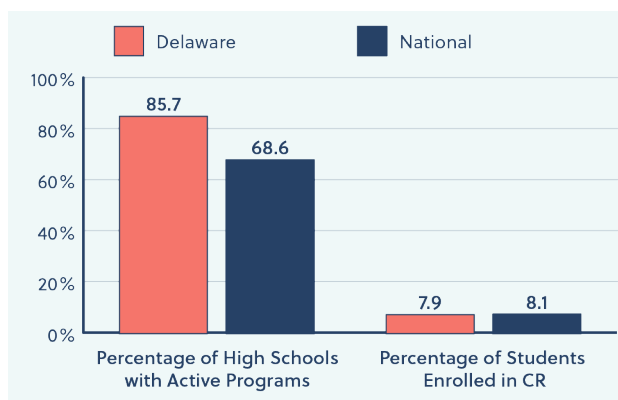
Note: Left side of figure: Delaware schools N=21 and national schools N=12,481; right side of figure: Delaware schools N=18 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

No high school in the First State enrolls large shares of students in credit recovery programs (Figure DE-2).

Credit Recovery by School Poverty Level

In Delaware, less affluent schools enroll about the same share of students in them as more affluent ones (Figure DE-3).

Credit Recovery in Delaware by School Racial/Ethnic Composition

Delaware's schools with greater minority enrollment enroll about the same share of students in credit recovery as schools with less minority enrollment (Figure DE-4).

Figure DE-2: High Enrollment in CR
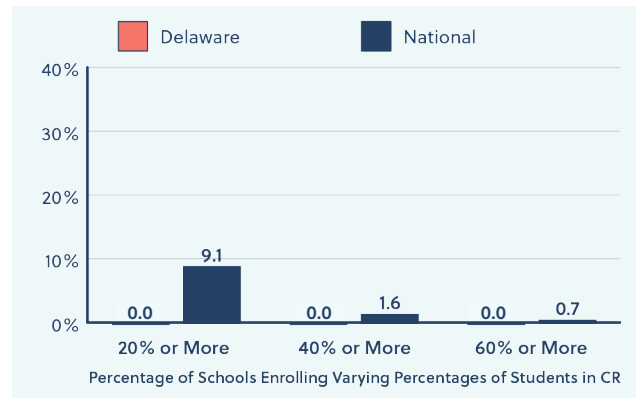
Note: Delaware schools N=18 and national schools N=8,559.

Figure DE-3: CR by Poverty
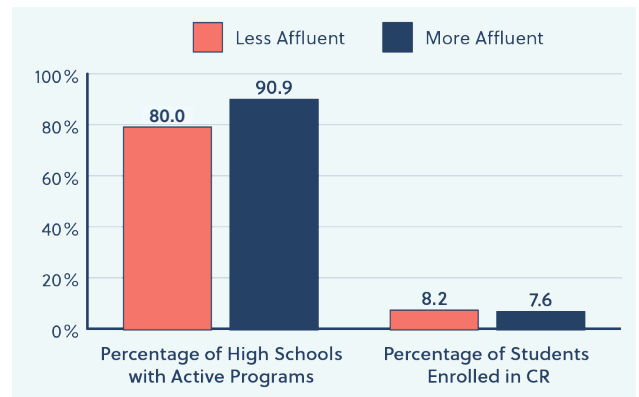
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=10 and more affluent schools N=11; right side of figure: less affluent schools N=8 and more affluent schools N=10.

Figure DE-4: CR by Race/Ethnicity
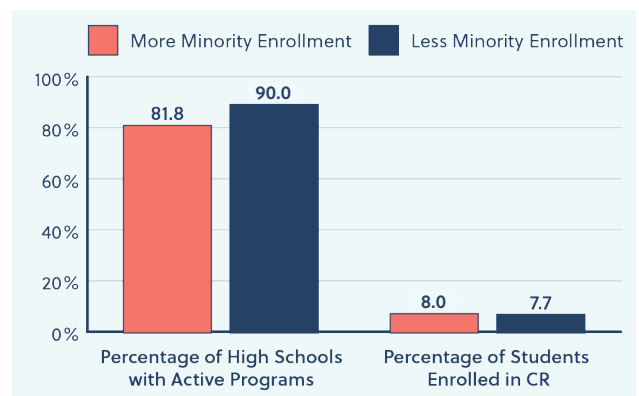
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=11 and less minority schools N=10; right side of figure: more minority schools N=9 and less minority schools N=9.

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Christina School District

The largest district in Delaware with an active credit recovery program is Christina School District (CSD), with 3 high schools in our sample, all 3 of which have active CR programs enrolling at least one student (see Table DE-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), CSD high schools are much more likely to have CR than those in other districts. Moreover, 9.0 percent of CSD students participate, meaning 271 students in the district are enrolled in CR. Participation in CR at CSD is similar to the national average of 8.1 percent (Figure DE-5).

Schools with High Credit Recovery Enrollment

No high school in CSD enrolls a large share of students in credit recovery programs (Figure DE-6).

Figure DE-5: CR Programs and Participation in CSD
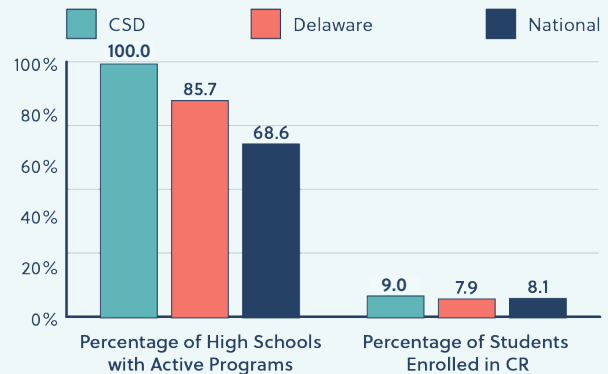
Note: Left side of figure: CSD schools N=3, Delaware schools N=21, and national schools N=12,481; right side of figure: CSD schools N=3, Delaware schools N=18, and national schools N=8,573.

Figure DE-6: CSD High Schools with High Enrollment in CR
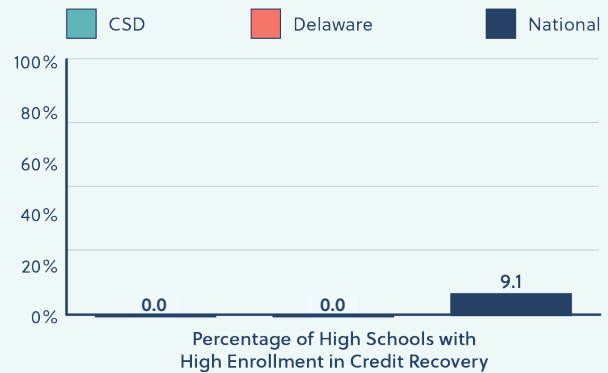
Note: CSD schools N=3, Delaware schools N=18, and national schools N=8,559.

Table DE-1: CSD at a Glance	
Number of High Schools:	3
Number of Students:	3,016
Number of High Schools with Active CR Programs:	3
Number of Students Participating in CR:	271
Percentage of Students Participating in CR (High Schools with Active Programs):	9.0
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Delaware-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

District of Columbia

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of the District of Columbia describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

The District of Columbia has 22 high schools in our sample, 18 of which have active CR programs enrolling at least one student.

As shown in Figure DC-1, this means that 81.8 percent of high schools in the Nation's Capital have active credit recovery programs. Compared with the national rate of 68.6 percent, the District of Columbia high schools are much more likely to have these programs than high schools in other states. In the 18 the District of Columbia high schools with active CR programs, 12.7 percent of students participate, meaning 1,416 students in the state are enrolled in CR. Participation in the District of Columbia is somewhat greater than the national average of 8.1 percent of students.

Figure DC-1: CR Programs and Participation
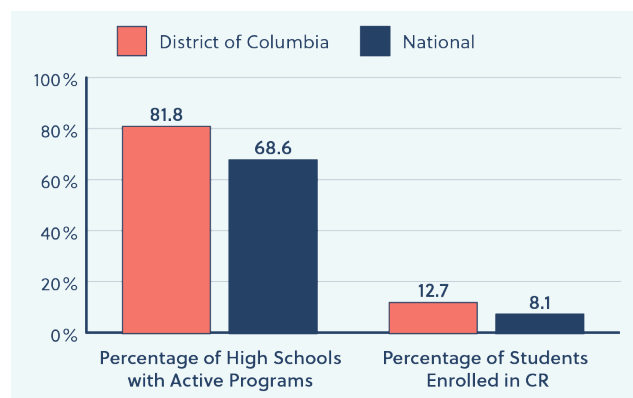
Note: Left side of figure: the District of Columbia schools N=22 and national schools N=12,481; right side of figure: the District of Columbia schools N=18 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Quite a few high schools in the Nation's Capital enroll large shares of students in credit recovery programs. Of the District of Columbia's high schools with active CR programs, 22.2 percent enroll more than 20 percent of their students in them, much more than the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure DC-2).

Credit Recovery by School Poverty Level

In the District of Columbia, less affluent schools enroll considerably more students in them in the schools that have the programs than more affluent ones (Figure DC-3).

Credit Recovery in the District of Columbia by School Racial/ Ethnic Composition

The District of Columbia's schools with greater minority enrollment enroll considerably more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure DC-4).

Figure DC-2: High Enrollment in CR
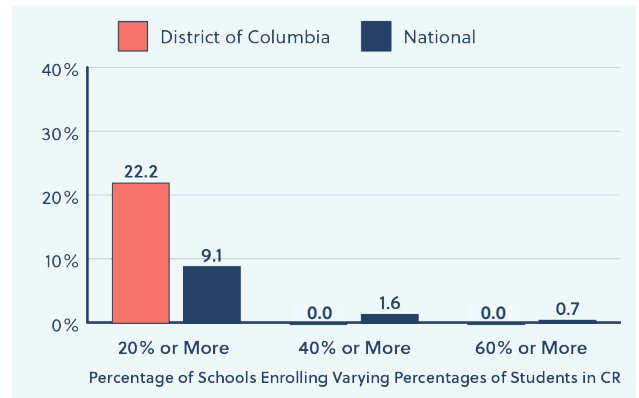
Note: District of Columbia schools N=18 and national schools N=8,559.

Figure DC-3: CR by Poverty
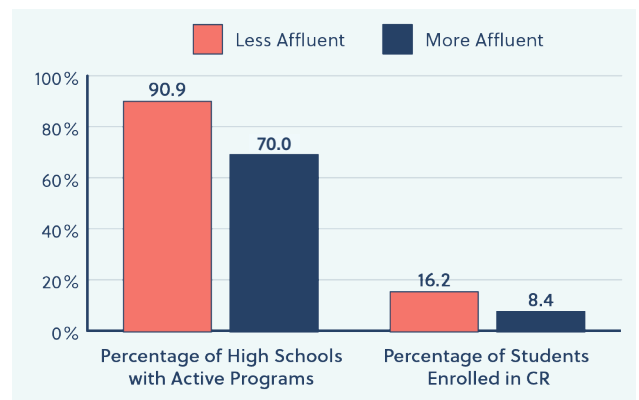
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=11 and more affluent schools N=10; right side of figure: less affluent schools N=10 and more affluent schools N=7.

Figure DC-4: CR by Race/Ethnicity
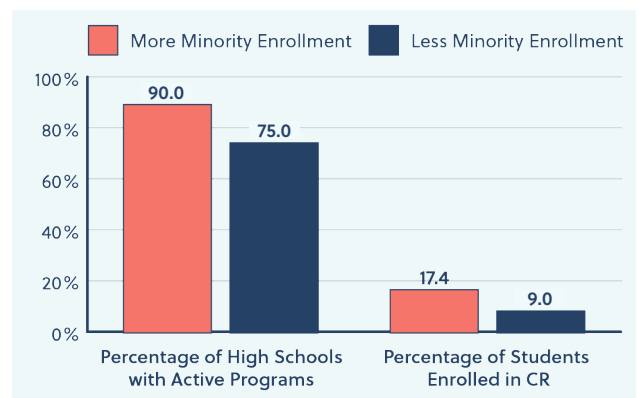
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=10 and less minority schools N=12; right side of figure: more minority schools N=9 and less minority schools N=9.

District Policy Implications

We offer three general (not DC-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Florida

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Florida describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Miami-Dade County Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Florida has 434 high schools in our sample, 319 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 1 very small school in Florida with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure FL-1, this means that 73.5 percent of high schools in the Sunshine State have active credit recovery programs. Compared with the national rate of 68.6 percent, Florida high schools are somewhat more likely to have these

Figure FL-1: CR Programs and Participation
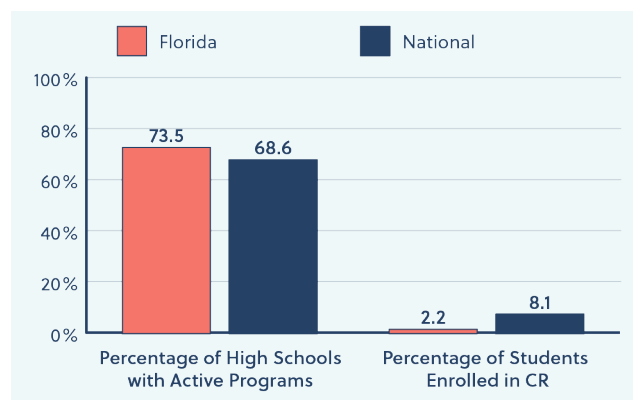
Note: Left side of figure: Florida schools N=434 and national schools N=12,481; right side of figure: Florida schools N=319 and national schools N=8,573.

programs than high schools in other states. In the 319 Florida high schools with active CR programs, 2.2 percent of students participate, meaning 13,302 students in the state are enrolled in CR. Participation in Florida is considerably less than the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

No high school in the Sunshine State enrolls large shares of students in credit recovery programs (Figure FL-2).

Credit Recovery by School Poverty Level

Less affluent schools are more likely to have credit recovery programs, and also enroll about the same share of students in them as more affluent schools (Figure FL-3).

Credit Recovery in Florida by School Racial/Ethnic Composition

Schools with greater minority enrollment are much less likely to have credit recovery programs, but enroll about the same share of students in credit recovery as schools with less minority enrollment (Figure FL-4).

Figure FL-2: High Enrollment in CR
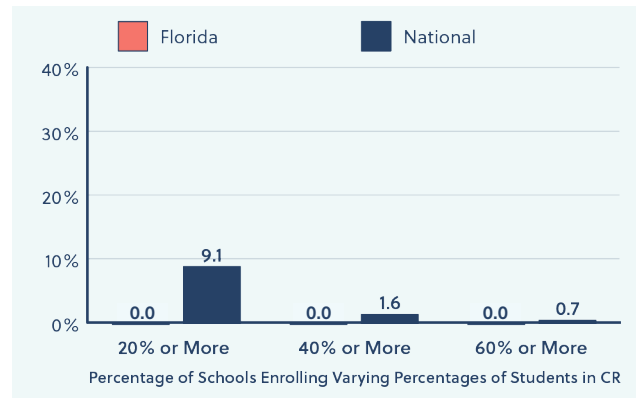
Note: Florida schools N=319 and national schools N=8,559.

Figure FL-3: CR by Poverty
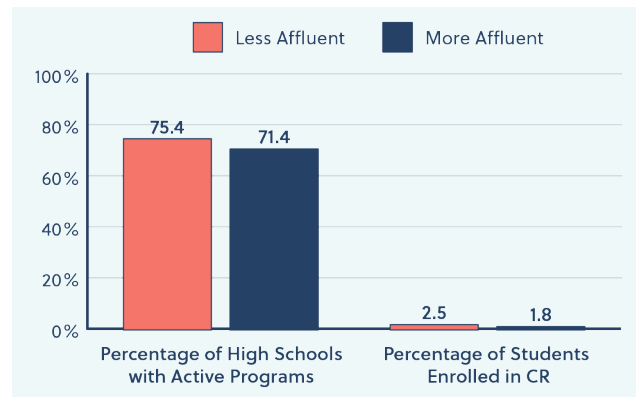
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=224 and more affluent schools N=210; right side of figure: less affluent schools N=169 and more affluent schools N=150.

Figure FL-4: CR by Race/Ethnicity
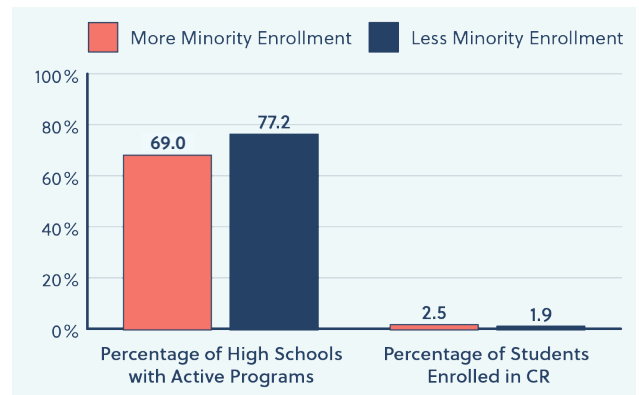
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=197 and less minority schools N=237; right side of figure: more minority schools N=136 and less minority schools N=183.

Miami-Dade County Public Schools

The largest district in Florida with an active credit recovery program is Miami-Dade County Public Schools (M-DCPS), with 66 high schools in our sample, 33 of which have active CR programs enrolling at least one student (see Table FL-1). (So that we do not distort the analysis by including schools that serve very few students, we exclude the 1 very small school in M-DCPS with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), M-DCPS high schools are much less likely to have CR than those in other districts. Moreover, 1.3 percent of M-DCPS students participate, meaning 811 students in the district are enrolled in CR. Participation in CR at M-DCPS is considerably less than the national average of 8.1 percent (Figure FL-5).

Schools with High Credit Recovery Enrollment

No high school in M-DCPS enrolls a large share of students in credit recovery programs (Figure FL-6).

Figure FL-5: CR Programs and Participation in M-DCPS
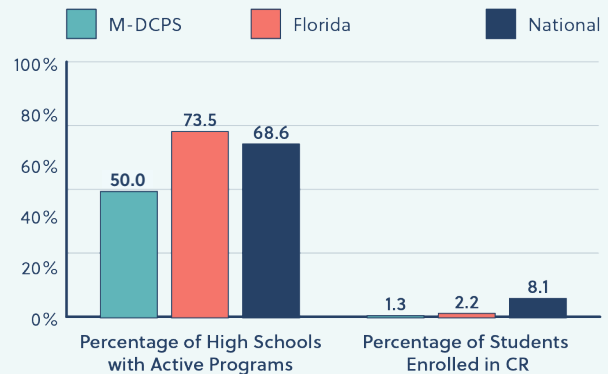
Note: Left side of figure: M-DCPS schools N=66, Florida schools N=434, and national schools N=12,481; right side of figure: M-DCPS schools N=33, Florida schools N=319, and national schools N=8,573.

Figure FL-6: M-DCPS High Schools with High Enrollment in CR
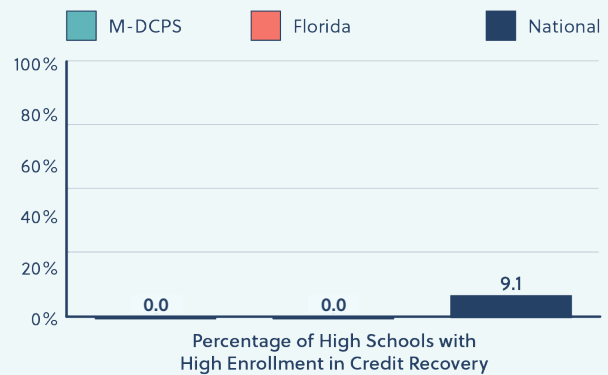
Note: M-DCPS schools N=33, Florida schools N=319, and national schools N=8,559.

Table FL-1: M-DCPS at a Glance	
Number of High Schools:	66
Number of Students:	62,383
Number of High Schools with Active CR Programs:	33
Number of Students Participating in CR:	811
Percentage of Students Participating in CR (High Schools with Active Programs):	1.3
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Florida-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Georgia

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Georgia describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Gwinnett County Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Georgia has 378 high schools in our sample, 313 of which have active CR programs enrolling at least one student.

As shown in Figure GA-1, this means that 82.8 percent of high schools in the Peach State have active credit recovery programs. Compared with the national rate of 68.6 percent, Georgia high schools are much more likely to have these programs than high schools in other states. In the 313 Georgia high schools with active CR programs, 5.0 percent of students participate, meaning 20,529 students in the state are enrolled in CR. Participation in Georgia is somewhat less than the national average of 8.1 percent of students.

Figure GA-1: CR Programs and Participation
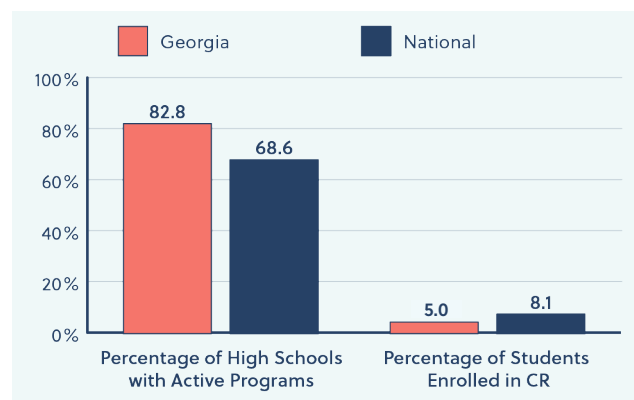
Note: Left side of figure: Georgia schools N=378 and national schools N=12,481; right side of figure: Georgia schools N=313 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Very few high schools in the Peach State enroll large shares of students in credit recovery programs. Of Georgia's high schools with active CR programs, 3.5 percent enroll more than 20 percent of their students in them, substantially less than the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure GA-2).

Credit Recovery by School Poverty Level

Less affluent schools are less likely to have credit recovery programs, but enroll about the same share of students in them as more affluent schools (Figure GA-3).

Credit Recovery in Georgia by School Racial/Ethnic Composition

Schools with greater minority enrollment are about equally likely to have credit recovery programs, but enroll about the same share of students in credit recovery as schools with less minority enrollment (Figure GA-4).

Figure GA-2: High Enrollment in CR
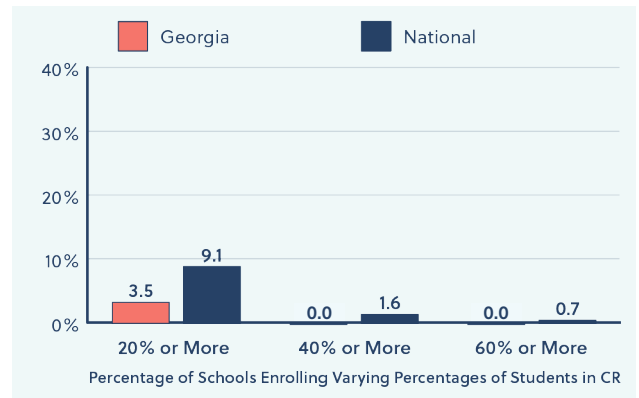
Note: Georgia schools N=313 and national schools N=8,559.

Figure GA-3: CR by Poverty
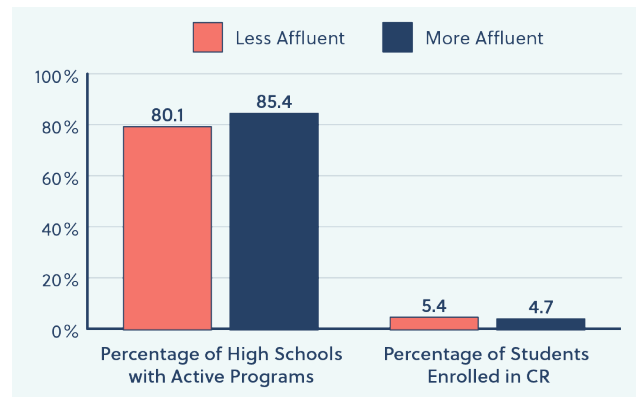
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=186 and more affluent schools N=192; right side of figure: less affluent schools N=149 and more affluent schools N=164.

Figure GA-4: CR by Race/Ethnicity
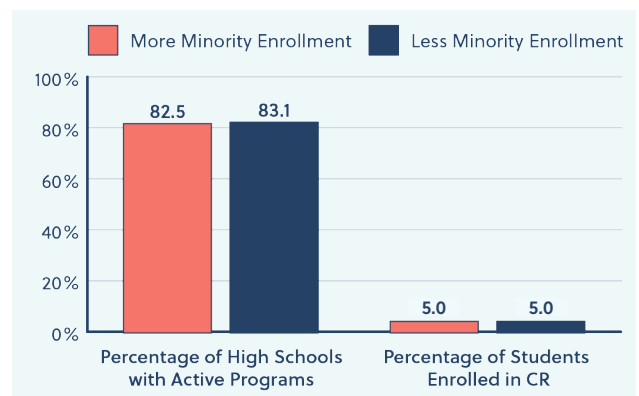
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=183 and less minority schools N=195; right side of figure: more minority schools N=151 and less minority schools N=162.

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Gwinnett County Public Schools

The largest district in Georgia with an active credit recovery program is Gwinnett County Public Schools (GCPS), with 20 high schools in our sample, 19 of which have active CR programs enrolling at least one student (see Table GA-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), GCPS high schools are much more likely to have CR than those in other districts. Moreover, 4.3 percent of GCPS students participate, meaning 2,274 students in the district are enrolled in CR. Participation in CR at GCPS is considerably less than the national average of 8.1 percent (Figure GA-5).

Schools with High Credit Recovery Enrollment

No high school in GCPS enrolls a large share of students in credit recovery programs (Figure GA-6).

Figure GA-5: CR Programs and Participation in GCPS
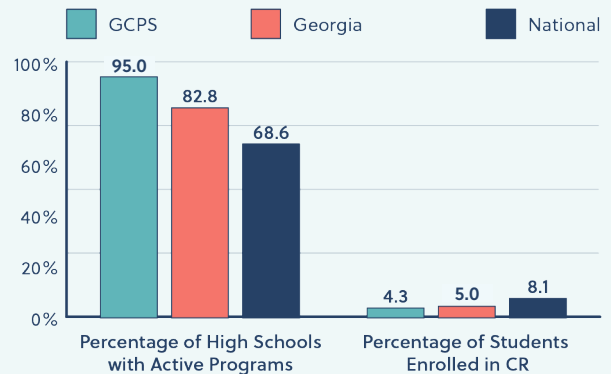
Note: Left side of figure: GCPS schools N=20, Georgia schools N=378, and national schools N=12,481; right side of figure: GCPS schools N=19, Georgia schools N=313, and national schools N=8,573.

Figure GA-6: GCPS High Schools with High Enrollment in CR
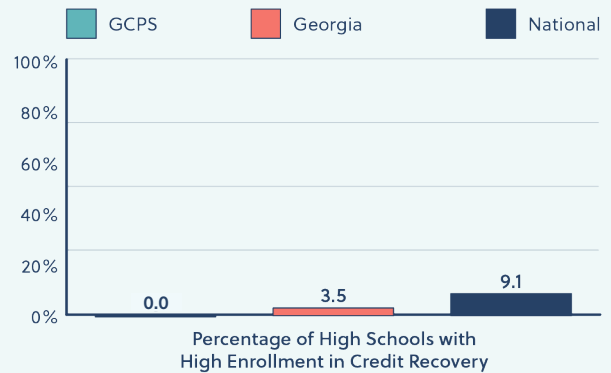
Note: GCPS schools N=19, Georgia schools N=313, and national schools N=8,559.

Table GA-1: GCPS at a Glance	
Number of High Schools:	20
Number of Students:	52,895
Number of High Schools with Active CR Programs:	19
Number of Students Participating in CR:	2,274
Percentage of Students Participating in CR (High Schools with Active Programs):	4.3
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Georgia-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Hawaii

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Hawaii describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Hawaii has 33 high schools in our sample, 28 of which have active CR programs enrolling at least one student.

As shown in Figure HI-1, this means that 84.8 percent of high schools in the Aloha State have active credit recovery programs. Compared with the national rate of 68.6 percent, Hawaii high schools are much more likely to have these programs than high schools in other states. In the 28 Hawaii high schools with active CR programs, 4.7 percent of students participate, meaning 1,889 students in the state are enrolled in CR. Participation in Hawaii is somewhat less than the national average of 8.1 percent of students.

Figure HI-1: CR Programs and Participation
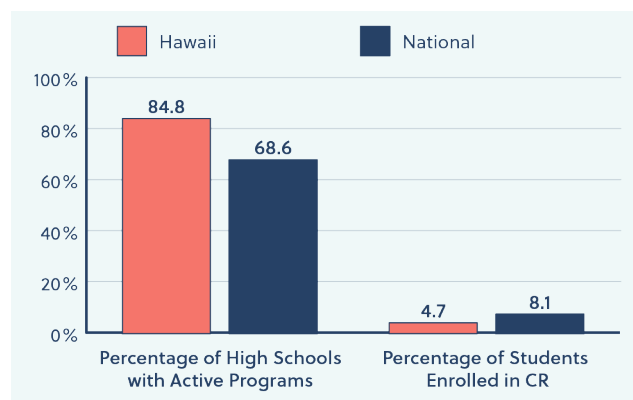
Note: Left side of figure: Hawaii schools N=33 and national schools N=12,481; right side of figure: Hawaii schools N=28 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

No high school in the Aloha State enrolls large shares of students in credit recovery programs (Figure HI-2).

Credit Recovery by School Poverty Level

In Hawaii, less affluent schools enroll about the same share of students in them as more affluent ones (Figure HI-3).

Credit Recovery in Hawaii by School Racial/Ethnic Composition

Hawaii's schools with greater minority enrollment enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure HI-4).

Figure HI-2: High Enrollment in CR
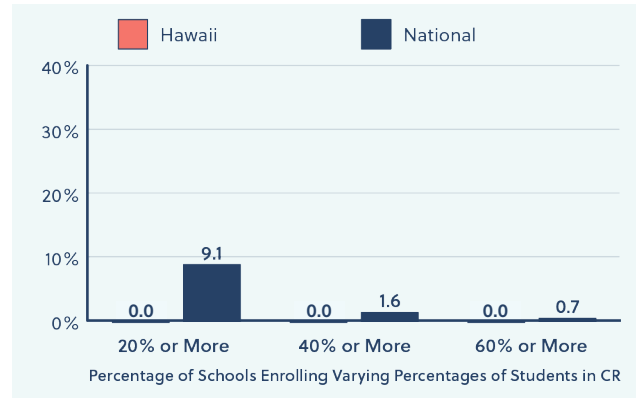
Note: Hawaii schools N=28 and national schools N=8,559.

Figure HI-3: CR by Poverty
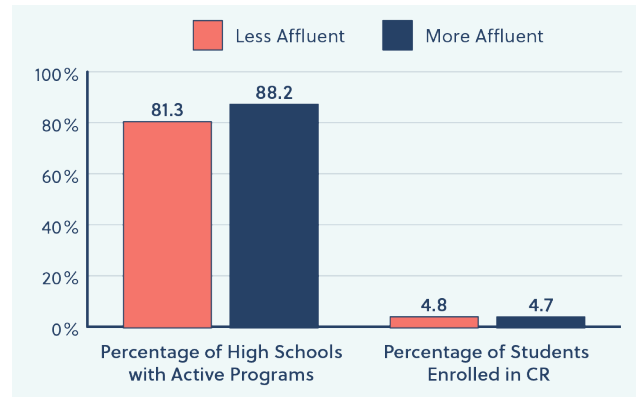
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=16 and more affluent schools N=17; right side of figure: less affluent schools N=13 and more affluent schools N=15.

Figure HI-4: CR by Race/Ethnicity
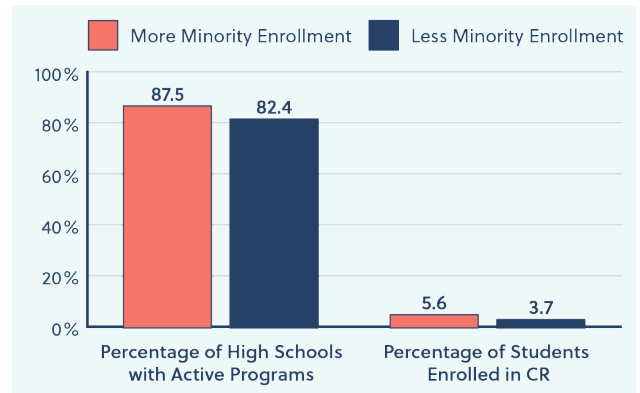
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=16 and less minority schools N=17; right side of figure: more minority schools N=14 and less minority schools N=14.

State Policy Implications

We offer three general (not Hawaii-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Idaho

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Idaho describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at West Ada School District, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Idaho has 81 high schools in our sample, 47 of which have active CR programs enrolling at least one student.

As shown in Figure ID-1, this means that 58.0 percent of high schools in the Gem State have active credit recovery programs. Compared with the national rate of 68.6 percent, Idaho high schools are much less likely to have these programs than high schools in other states. In the 47 Idaho high schools with active CR programs, 7.1 percent of students participate, meaning 2,691 students in the state are enrolled in CR. Participation in Idaho is similar to the national average of 8.1 percent of students.

Figure ID-1: CR Programs and Participation
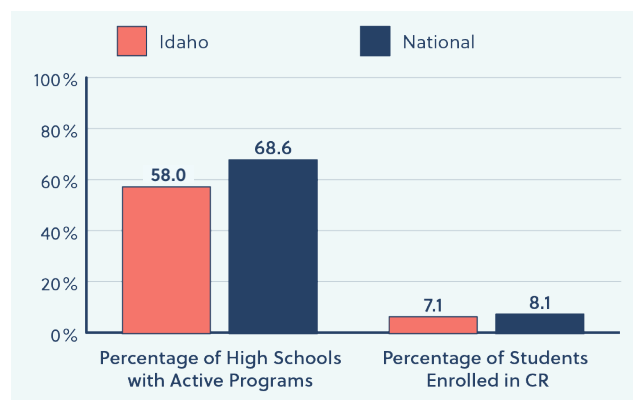
Note: Left side of figure: Idaho schools N=81 and national schools N=12,481; right side of figure: Idaho schools N=47 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Very few high schools in the Gem State enroll large shares of students in credit recovery programs. Of Idaho's high schools with active CR programs, 8.5 percent enroll more than 20 percent of their students in them, about the same as the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure ID-2).

Credit Recovery by School Poverty Level

In Idaho, less affluent schools enroll considerably more students in them in the schools that have the programs than more affluent ones (Figure ID-3).

Credit Recovery in Idaho by School Racial/Ethnic Composition

Idaho's schools with greater minority enrollment enroll considerably more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure ID-4).

Figure ID-2: High Enrollment in CR
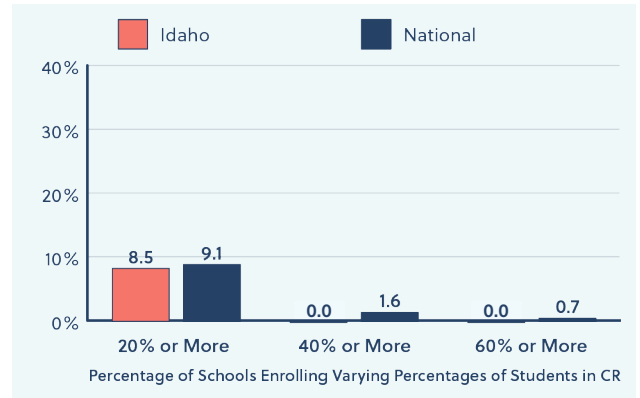
Note: Idaho schools N=47 and national schools N=8,559.

Figure ID-3: CR by Poverty
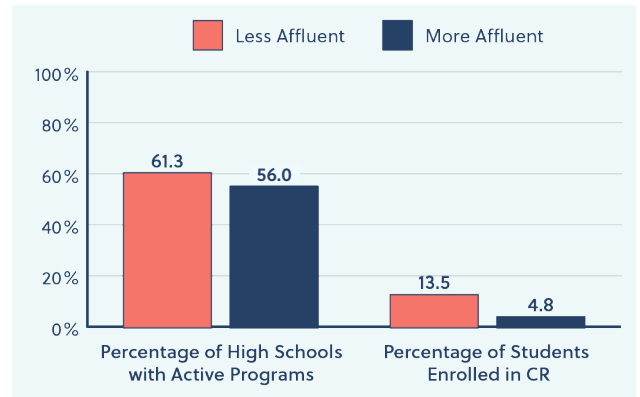
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=31 and more affluent schools N=50; right side of figure: less affluent schools N=19 and more affluent schools N=28.

Figure ID-4: CR by Race/Ethnicity
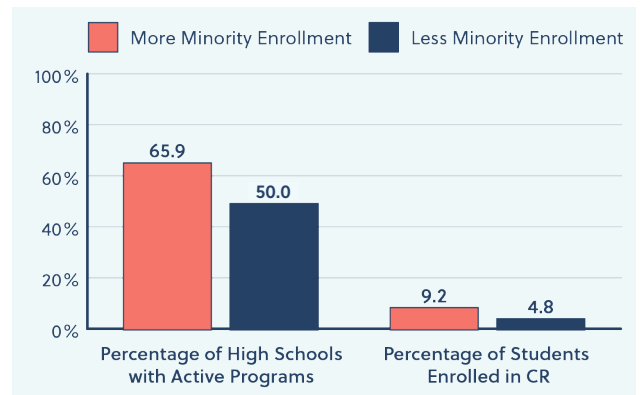
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=41 and less minority schools N=40; right side of figure: more minority schools N=27 and less minority schools N=20.

West Ada School District

The largest district in Idaho with an active credit recovery program is West Ada School District (West Ada), with 7 high schools in our sample, 6 of which have active CR programs enrolling at least one student (see Table ID-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), West Ada high schools are much more likely to have CR than those in other districts. Moreover, 2.8 percent of West Ada students participate, meaning 293 students in the district are enrolled in CR. Participation in CR at West Ada is considerably less than the national average of 8.1 percent (Figure ID-5).

Schools with High Credit Recovery Enrollment

No high school in West Ada enrolls a large share of students in credit recovery programs (Figure ID-6).

Figure ID-5: CR Programs and Participation in West Ada
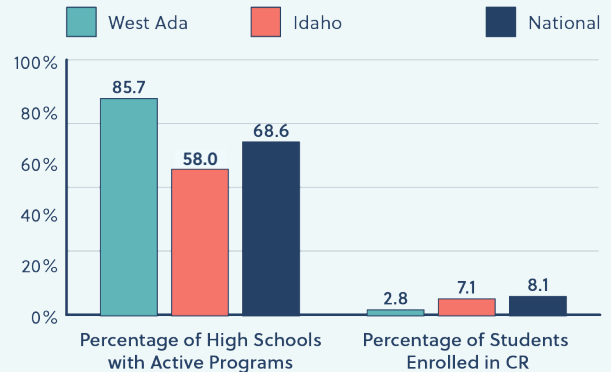
Note: Left side of figure: West Ada schools N=7, Idaho schools N=81, and national schools N=12,481; right side of figure: West Ada schools N=6, Idaho schools N=47, and national schools N=8,573.

Figure ID-6: West Ada High Schools with High Enrollment in CR
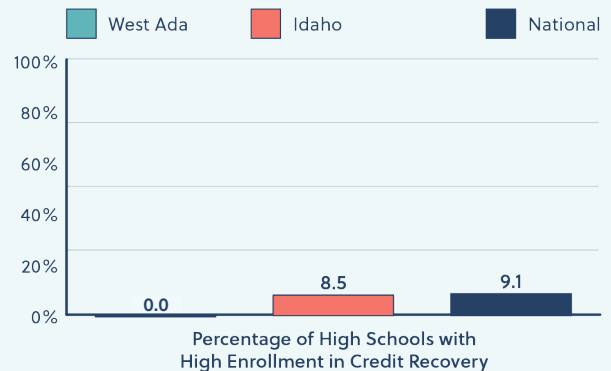
Note: West Ada schools N=6, Idaho schools N=47, and national schools N=8,559.

Table ID-1: West Ada at a Glance	
Number of High Schools:	7
Number of Students:	10,447
Number of High Schools with Active CR Programs:	6
Number of Students Participating in CR:	293
Percentage of Students Participating in CR (High Schools with Active Programs):	2.8
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Idaho-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Illinois

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Illinois describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Chicago Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Illinois has 589 high schools in our sample, 433 of which have active CR programs enrolling at least one student.

As shown in Figure IL-1, this means that 73.5 percent of high schools in the Prairie State have active credit recovery programs. Compared with the national rate of 68.6 percent, Illinois high schools are somewhat more likely to have these programs than high schools in other states. In the 433 Illinois high schools with active CR programs, 8.0 percent of students participate, meaning 34,012 students in the state are enrolled in CR. Participation in Illinois is similar to the national average of 8.1 percent of students.

Figure IL-1: CR Programs and Participation
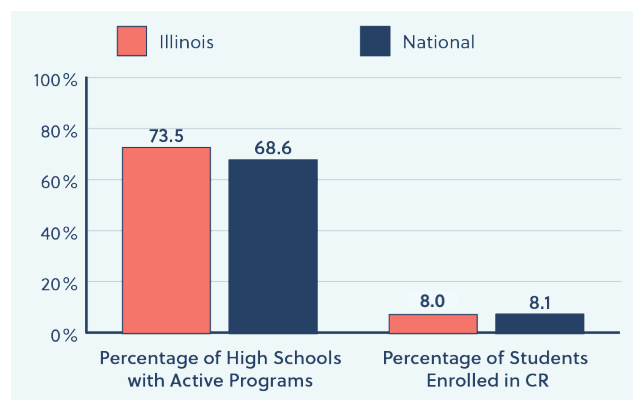
Note: Left side of figure: Illinois schools N=589 and national schools N=12,481; right side of figure: Illinois schools N=433 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Prairie State enroll large shares of students in credit recovery programs. Of Illinois's high schools with active CR programs, 9.2 percent enroll more than 20 percent of their students in them, about the same as the national average of 9.1 percent, and 2.1 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent. One high school even enrolls greater than 60 percent of its students in the programs (Figure IL-2).

Credit Recovery by School Poverty Level

Less affluent schools are much more likely to have credit recovery programs, and also enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure IL-3).

Credit Recovery in Illinois by School Racial/Ethnic Composition

Schools with greater minority enrollment are much more likely to have credit recovery programs, and also enroll considerably more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure IL-4).

Figure IL-2: High Enrollment in CR
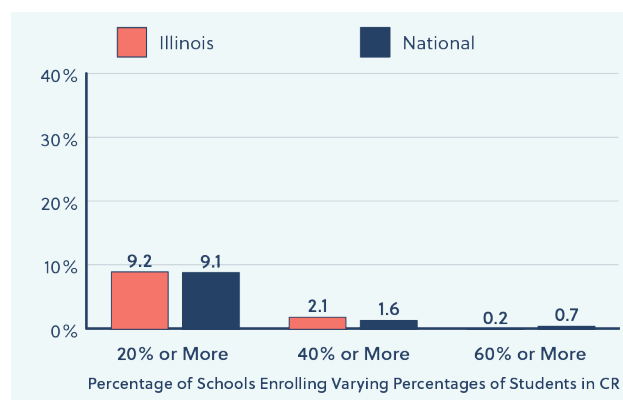
Note: Illinois schools N=433 and national schools N=8,559.

Figure IL-3: CR by Poverty
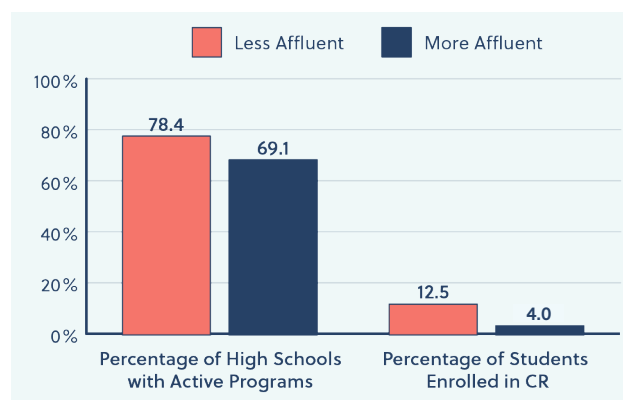
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=278 and more affluent schools N=311; right side of figure: less affluent schools N=218 and more affluent schools N=215.

Figure IL-4: CR by Race/Ethnicity
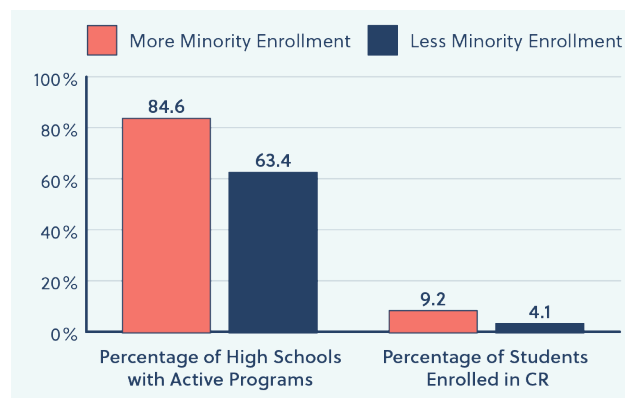
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=280 and less minority schools N=309; right side of figure: more minority schools N=237 and less minority schools N=196.

Chicago Public Schools

The largest district in Illinois with an active credit recovery program is Chicago Public Schools (CPS), with 93 high schools in our sample, 92 of which have active CR programs enrolling at least one student (see Table IL-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), CPS high schools are much more likely to have CR than those in other districts. Moreover, 15.6 percent of CPS students participate, meaning 10,256 students in the district are enrolled in CR. Participation in CR at CPS is considerably greater than the national average of 8.1 percent (Figure IL-5).

Schools with High Credit Recovery Enrollment

A number of high schools in CPS enroll large shares of students in CR programs. Specifically, 17 of the 92 high schools in the district with active CR programs (or 18.5 percent) enroll more than 20 percent of their students in CR, a share of schools that is much greater than the national average of 9.1 percent of schools with the programs (Figure IL-6).

Figure IL-5: CR Programs and Participation in CPS
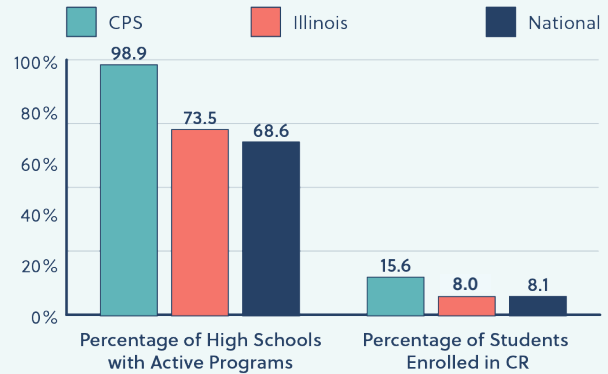
Note: Left side of figure: CPS schools N=93, Illinois schools N=589, and national schools N=12,481; right side of figure: CPS schools N=92, Illinois schools N=433, and national schools N=8,573.

Figure IL-6: CPS High Schools with High Enrollment in CR
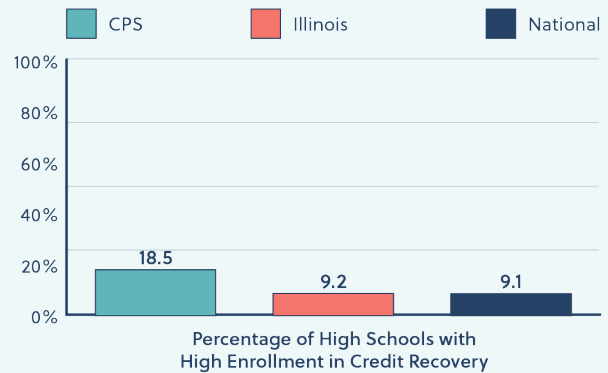
Note: CPS schools N=92, Illinois schools N=433, and national schools N=8,559.

Table IL-1: CPS at a Glance	
Number of High Schools:	93
Number of Students:	65,743
Number of High Schools with Active CR Programs:	92
Number of Students Participating in CR:	10,256
Percentage of Students Participating in CR (High Schools with Active Programs):	15.6
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	17

State and District Policy Implications

We offer three general (not Illinois-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Indiana

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Indiana describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Fort Wayne Community Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Indiana has 259 high schools in our sample, 196 of which have active CR programs enrolling at least one student.

As shown in Figure IN-1, this means that 75.7 percent of high schools in the Hoosier State have active credit recovery programs. Compared with the national rate of 68.6 percent, Indiana high schools are somewhat more likely to have these programs than high schools in other states. In the 196 Indiana high schools with active CR programs, 10.2 percent of students participate, meaning 21,740 students in the state are enrolled in CR. Participation in Indiana is slightly greater than the national average of 8.1 percent of students.

Figure IN-1: CR Programs and Participation
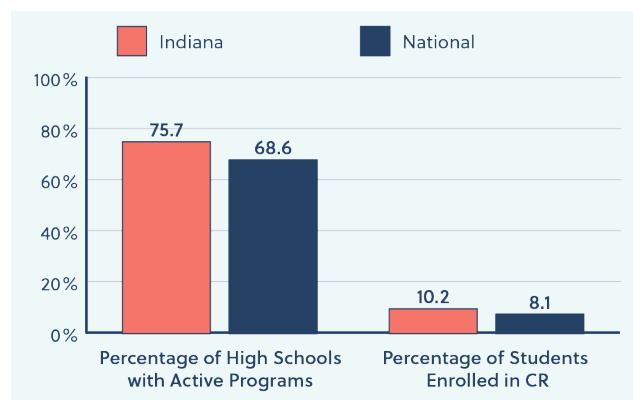
Note: Left side of figure: Indiana schools N=259 and national schools N=12,481; right side of figure: Indiana schools N=196 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Hoosier State enroll large shares of students in credit recovery programs. Of Indiana's high schools with active CR programs, 14.8 percent enroll more than 20 percent of their students in them, much more than the national average of 9.1 percent, and 2.0 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent. A few high schools even enroll the large majority of students in the programs, with 2 Indiana high schools enrolling greater than 60 percent of students in credit recovery (Figure IN-2).

Credit Recovery by School Poverty Level

Less affluent schools are less likely to have credit recovery programs, but enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure IN-3).

Credit Recovery in Indiana by School Racial/Ethnic Composition

Schools with greater minority enrollment are less likely to have credit recovery programs, but enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure IN-4).

Figure IN-2: High Enrollment in CR
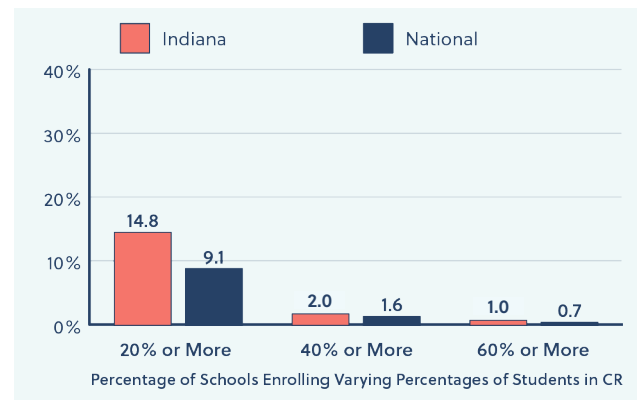
Note: Indiana schools N=196 and national schools N=8,559.

Figure IN-3: CR by Poverty
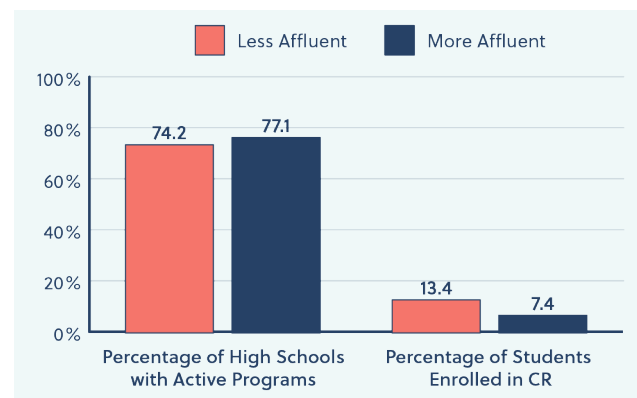
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=128 and more affluent schools N=131; right side of figure: less affluent schools N=95 and more affluent schools N=101.

Figure IN-4: CR by Race/Ethnicity
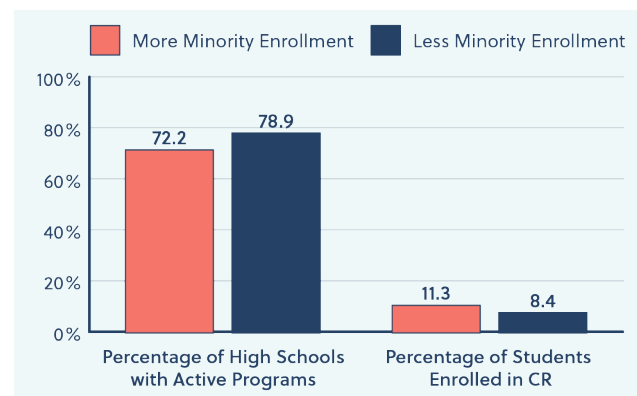
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=126 and less minority schools N=133; right side of figure: more minority schools N=91 and less minority schools N=105.

Fort Wayne Community Schools

The largest district in Indiana with an active credit recovery program is Fort Wayne Community Schools (FWCS), with 5 high schools in our sample, 2 of which have active CR programs enrolling at least one student (see Table IN-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), FWCS high schools are much less likely to have CR than those in other districts. Moreover, 1.1 percent of FWCS students participate, meaning 39 students in the district are enrolled in CR. Participation in CR at FWCS is considerably less than the national average of 8.1 percent (Figure IN-5).

Schools with High Credit Recovery Enrollment

No high school in FWCS enrolls a large share of students in credit recovery programs (Figure IN-6).

Figure IN-5: CR Programs and Participation in FWCS
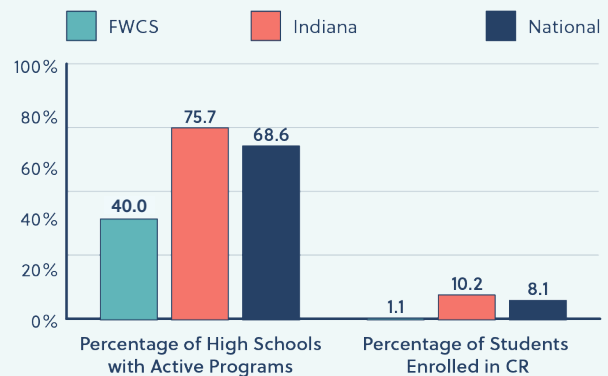
Note: Left side of figure: FWCS schools N=5, Indiana schools N=259, and national schools N=12,481; right side of figure: FWCS schools N=2, Indiana schools N=196, and national schools N=8,573.

Figure IN-6: FWCS High Schools with High Enrollment in CR
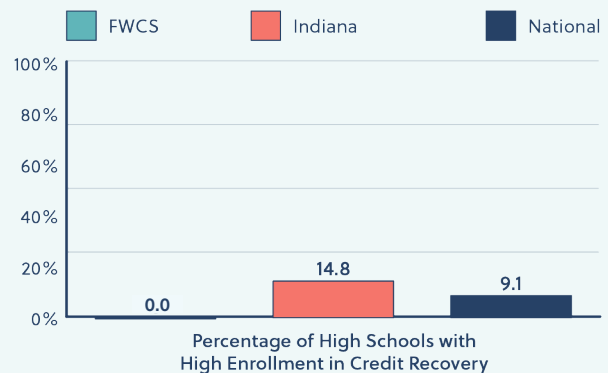
Note: FWCS schools N=2, Indiana schools N=196, and national schools N=8,559.

Table IN-1: FWCS at a Glance	
Number of High Schools:	5
Number of Students:	3,500
Number of High Schools with Active CR Programs:	2
Number of Students Participating in CR:	39
Percentage of Students Participating in CR (High Schools with Active Programs):	1.1
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Indiana-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Iowa

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Iowa describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Davenport Community Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Iowa has 220 high schools in our sample, 80 of which have active CR programs enrolling at least one student.

As shown in Figure IA-1, this means that 36.4 percent of high schools in the Hawkeye State have active credit recovery programs. Compared with the national rate of 68.6 percent, Iowa high schools are much less likely to have these programs than high schools in other states. In the 80 Iowa high schools with active CR programs, 6.4 percent of students participate, meaning 3,147 students in the state are enrolled in CR. Participation in Iowa is slightly less than the national average of 8.1 percent of students.

Figure IA-1: CR Programs and Participation
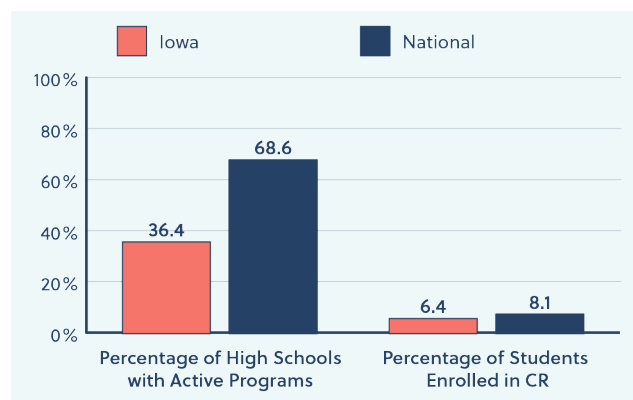
Note: Left side of figure: Iowa schools N=220 and national schools N=12,481; right side of figure: Iowa schools N=80 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Very few high schools in the Hawkeye State enroll large shares of students in credit recovery programs. Of Iowa's high schools with active CR programs, 5.0 percent enroll more than 20 percent of their students in them, substantially less than the national average of 9.1 percent, and 1.3 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent (Figure IA-2).

Credit Recovery by School Poverty Level

Less affluent schools are much more likely to have credit recovery programs, and also enroll more students in them in the schools that have the programs than more affluent schools (Figure IA-3).

Credit Recovery in Iowa by School Racial/Ethnic Composition

Schools with greater minority enrollment are more likely to have credit recovery programs, and also enroll about the same share of students in credit recovery as schools with less minority enrollment (Figure IA-4).

Figure IA-2: High Enrollment in CR
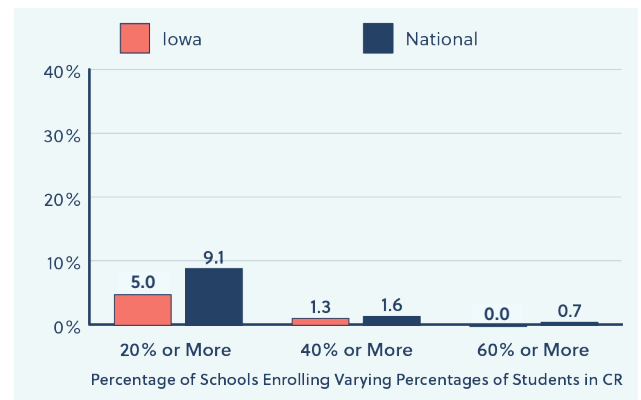
Note: Iowa schools N=80 and national schools N=8,559.

Figure IA-3: CR by Poverty
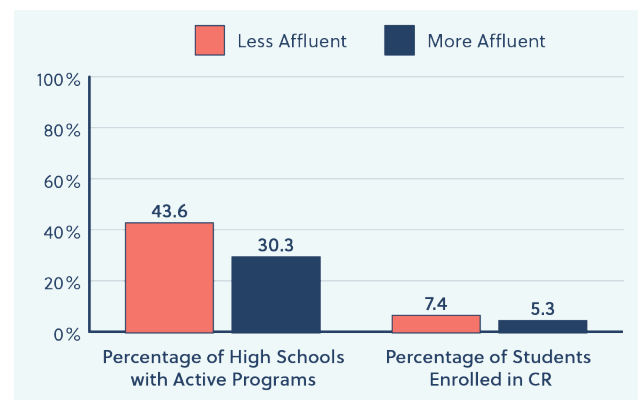
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=101 and more affluent schools N=119; right side of figure: less affluent schools N=44 and more affluent schools N=36.

Figure IA-4: CR by Race/Ethnicity
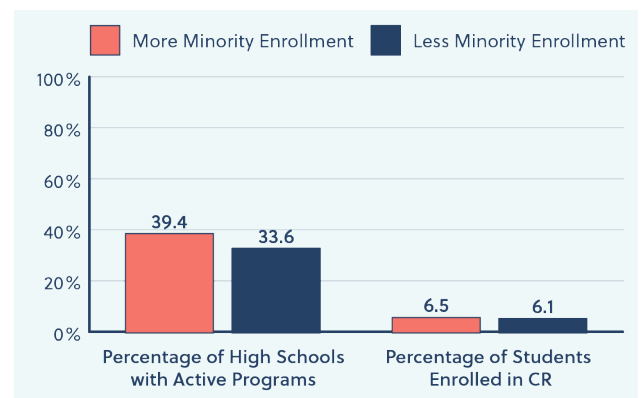
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=104 and less minority schools N=116; right side of figure: more minority schools N=41 and less minority schools N=39.

Davenport Community Schools

The largest district in Iowa with an active credit recovery program is Davenport Community Schools (DCS), with 3 high schools in our sample, all 3 of which have active CR programs enrolling at least one student (see Table IA-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), DCS high schools are much more likely to have CR than those in other districts. Moreover, 4.7 percent of DCS students participate, meaning 206 students in the district are enrolled in CR. Participation in CR at DCS is somewhat less than the national average of 8.1 percent (Figure IA-5).

Schools with High Credit Recovery Enrollment

No high school in DCS enrolls a large share of students in credit recovery programs (Figure IA-6).

Figure IA-5: CR Programs and Participation in DCS
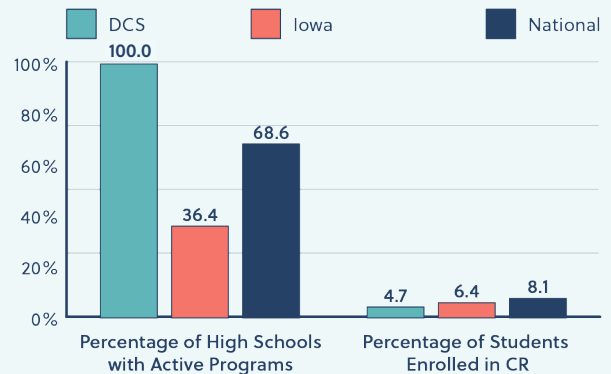
Note: Left side of figure: DCS schools N=3, Iowa schools N=220, and national schools N=12,481; right side of figure: DCS schools N=3, Iowa schools N=80, and national schools N=8,573.

Figure IA-6: DCS High Schools with High Enrollment in CR
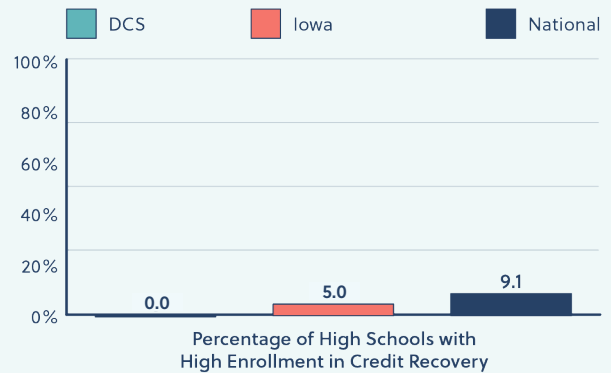
Note: DCS schools N=3, Iowa schools N=80, and national schools N=8,559.

Table IA-1: DCS at a Glance	
Number of High Schools:	3
Number of Students:	4,384
Number of High Schools with Active CR Programs:	3
Number of Students Participating in CR:	206
Percentage of Students Participating in CR (High Schools with Active Programs):	4.7
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Iowa-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Kansas

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Kansas describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Wichita Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Kansas has 198 high schools in our sample, 130 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 1 very small school in Kansas with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure KS-1, this means that 65.7 percent of high schools in the Sunflower State have active credit recovery programs. Compared with the national rate of 68.6 percent, Kansas high schools are approximately equally likely to have these programs as high schools in other states.

Figure KS-1: CR Programs and Participation
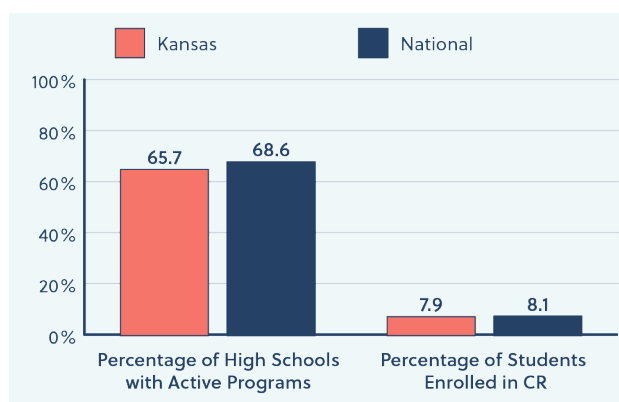
Note: Left side of figure: Kansas schools N=198 and national schools N=12,481; right side of figure: Kansas schools N=131 and national schools N=8,573.

In the 131 Kansas high schools with active CR programs, 7.9 percent of students participate, meaning 6,316 students in the state are enrolled in CR. Participation in Kansas is similar to the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

Some high schools in the Sunflower State enroll large shares of students in credit recovery programs. Of Kansas's high schools with active CR programs, 6.2 percent enroll more than 20 percent of their students in them, somewhat less than the national average of 9.1 percent, and 1.5 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent (Figure KS-2).

Credit Recovery by School Poverty Level

Less affluent schools are much more likely to have credit recovery programs, and also enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure KS-3).

Credit Recovery in Kansas by School Racial/Ethnic Composition

Schools with greater minority enrollment are less likely to have credit recovery programs, but enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure KS-4).

Figure KS-2: High Enrollment in CR
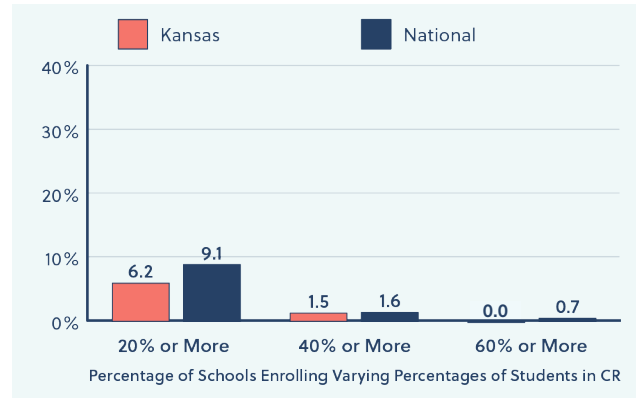
Note: Kansas schools N=130 and national schools N=8,559.

Figure KS-3: CR by Poverty
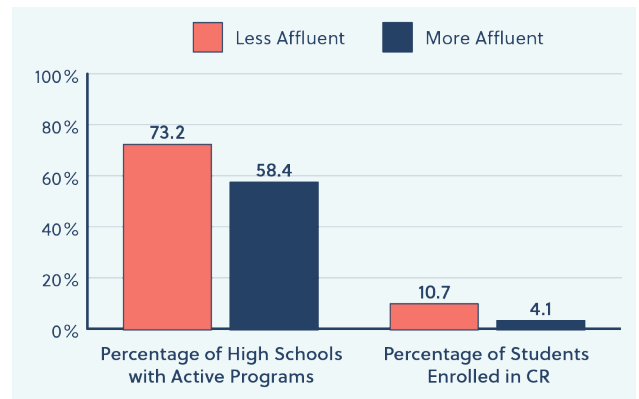
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=97 and more affluent schools N=101; right side of figure: less affluent schools N=72 and more affluent schools N=59.

Figure KS-4: CR by Race/Ethnicity
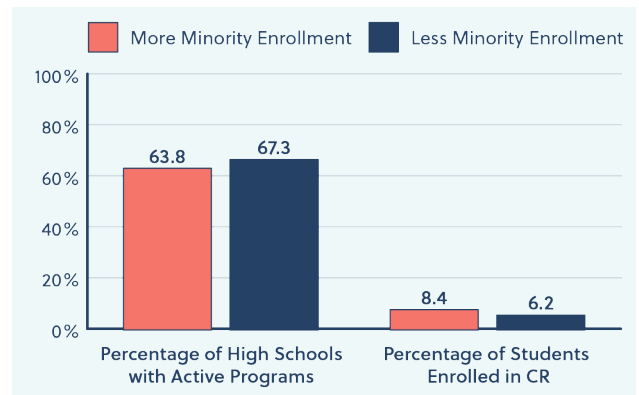
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=94 and less minority schools N=104; right side of figure: more minority schools N=61 and less minority schools N=70.

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Wichita Public Schools

The largest district in Kansas with an active credit recovery program is Wichita Public Schools (WPS), with 7 high schools in our sample, all 7 of which have active CR programs enrolling at least one student (see Table KS-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), WPS high schools are much more likely to have CR than those in other districts. Moreover, 4.9 percent of WPS students participate, meaning 533 students in the district are enrolled in CR. Participation in CR at WPS is somewhat less than the national average of 8.1 percent (Figure KS-5).

Schools with High Credit Recovery Enrollment

No high school in WPS enrolls a large share of students in credit recovery programs (Figure KS-6).

Figure KS-5: CR Programs and Participation in WPS
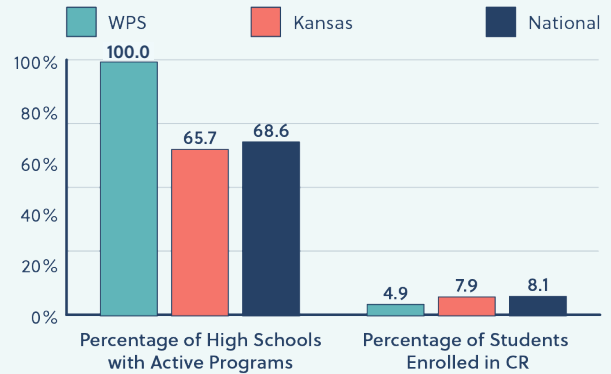
Note: Left side of figure: WPS schools N=7, Kansas schools N=198, and national schools N=12,481; right side of figure: WPS schools N=7, Kansas schools N=131, and national schools N=8,573.

Figure KS-6: WPS High Schools with High Enrollment in CR
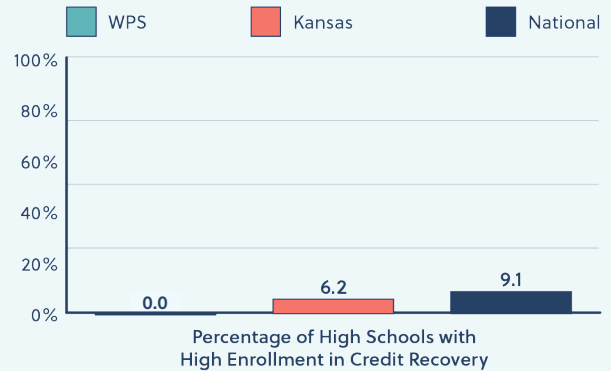
Note: WPS schools N=7, Kansas schools N=130, and national schools N=8,559.

Table KS-1: WPS at a Glance	
Number of High Schools:	7
Number of Students:	10,875
Number of High Schools with Active CR Programs:	7
Number of Students Participating in CR:	533
Percentage of Students Participating in CR (High Schools with Active Programs):	4.9
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

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State and District Policy Implications

We offer three general (not Kansas-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Kentucky

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Kentucky describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Jefferson County Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Kentucky has 190 high schools in our sample, 111 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 1 very small school in Kentucky with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure KY-1, this means that 58.4 percent of high schools in the Bluegrass State have active credit recovery programs. Compared with the national rate of 68.6 percent, Kentucky high schools are much less likely to have these programs than high schools in other

Figure KY-1: CR Programs and Participation
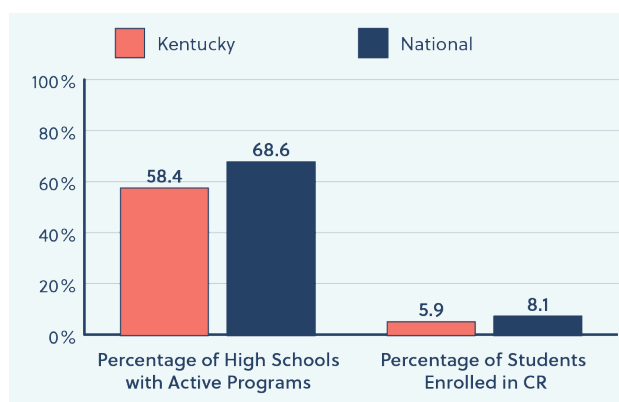
Note: Left side of figure: Kentucky schools N=190 and national schools N=12,481; right side of figure: Kentucky schools N=111 and national schools N=8,573.

states. In the 111 Kentucky high schools with active CR programs, 5.9 percent of students participate, meaning 6,080 students in the state are enrolled in CR. Participation in Kentucky is slightly less than the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

Very few high schools in the Bluegrass State enroll large shares of students in credit recovery programs. Of Kentucky's high schools with active CR programs, 1.8 percent enroll more than 20 percent of their students in them, substantially less than the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure KY-2).

Credit Recovery by School Poverty Level

Less affluent schools are more likely to have credit recovery programs, and also enroll about the same share of students in them as more affluent schools (Figure KY-3).

Credit Recovery in Kentucky by School Racial/Ethnic Composition

Schools with greater minority enrollment are more likely to have credit recovery programs, but enroll about the same share of students in credit recovery as schools with less minority enrollment (Figure KY-4).

Figure KY-2: High Enrollment in CR
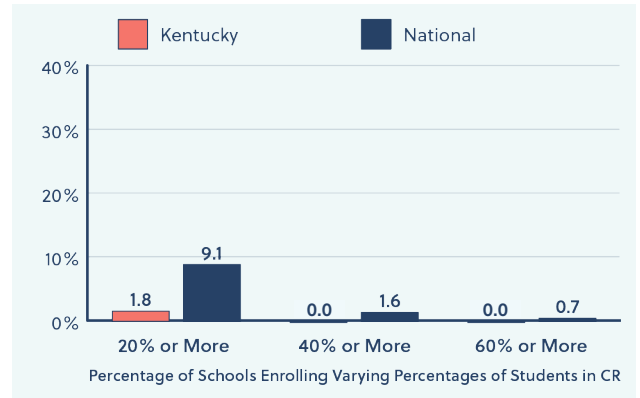
Note: Kentucky schools N=111 and national schools N=8,559.

Figure KY-3: CR by Poverty
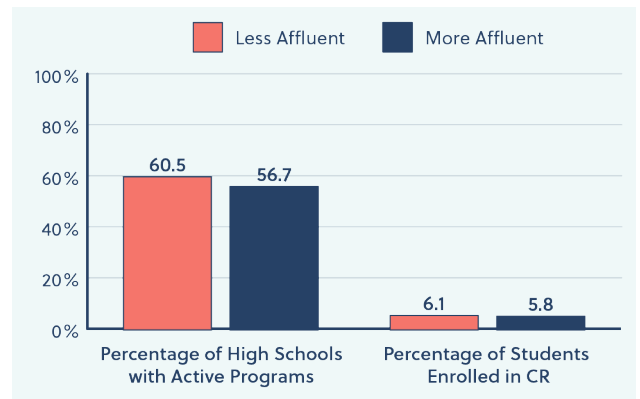
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=86 and more affluent schools N=104; right side of figure: less affluent schools N=52 and more affluent schools N=59.

Figure KY-4: CR by Race/Ethnicity
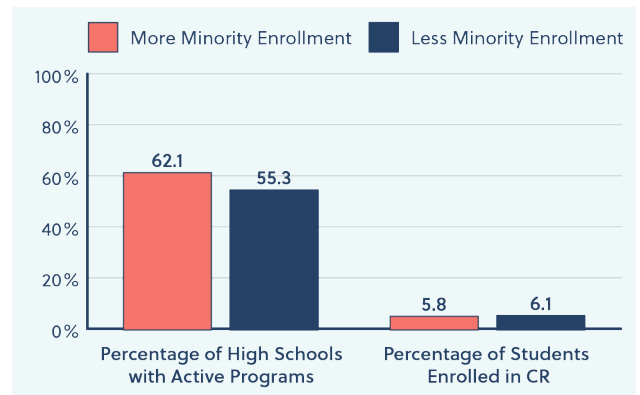
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=87 and less minority schools N=103; right side of figure: more minority schools N=54 and less minority schools N=57.

Jefferson County Public Schools

The largest district in Kentucky with an active credit recovery program is Jefferson County Public Schools (JCPS), with 17 high schools in our sample, 11 of which have active CR programs enrolling at least one student (see Table KY-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), JCPS high schools are approximately equally likely to have CR as those in other districts. Moreover, 2.3 percent of JCPS students participate, meaning 334 students in the district are enrolled in CR. Participation in CR at JCPS is considerably less than the national average of 8.1 percent (Figure KY-5).

Schools with High Credit Recovery Enrollment

No high school in JCPS enrolls a large share of students in credit recovery programs (Figure KY-6).

Figure KY-5: CR Programs and Participation in JCPS
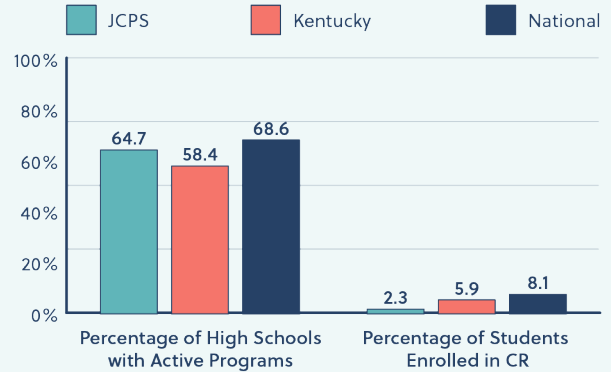
Note: Left side of figure: JCPS schools N=17, Kentucky schools N=190, and national schools N=12,481; right side of figure: JCPS schools N=11, Kentucky schools N=111, and national schools N=8,573.

Figure KY-6: JCPS High Schools with High Enrollment in CR
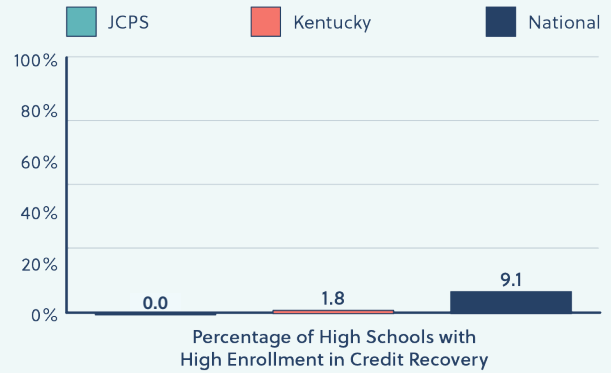
Note: JCPS schools N=11, Kentucky schools N=111, and national schools N=8,559.

Table KY-1: JCPS at a Glance	
Number of High Schools:	17
Number of Students:	14,515
Number of High Schools with Active CR Programs:	11
Number of Students Participating in CR:	334
Percentage of Students Participating in CR (High Schools with Active Programs):	2.3
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Kentucky-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Louisiana

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Louisiana describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Caddo Parish Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Louisiana has 92 high schools in our sample, 52 of which have active CR programs enrolling at least one student.

As shown in Figure LA-1, this means that 56.5 percent of high schools in the Pelican State have active credit recovery programs. Compared with the national rate of 68.6 percent, Louisiana high schools are much less likely to have these programs than high schools in other states. In the 52 Louisiana high schools with active CR programs, 9.0 percent of students participate, meaning 3,515 students in the state are enrolled in CR. Participation in Louisiana is similar to the national average of 8.1 percent of students.

Figure LA-1: CR Programs and Participation
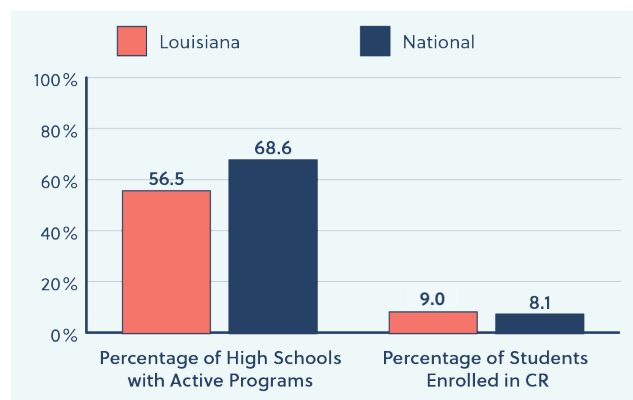
Note: Left side of figure: Louisiana schools N=92 and national schools N=12,481; right side of figure: Louisiana schools N=52 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Pelican State enroll large shares of students in credit recovery programs. Of Louisiana's high schools with active CR programs, 11.5 percent enroll more than 20 percent of their students in them, about the same as the national average of 9.1 percent, and 1.9 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent (Figure LA-2).

Credit Recovery by School Poverty Level

In Louisiana, less affluent schools enroll considerably more students in them in the schools that have the programs than more affluent ones (Figure LA-3).

Credit Recovery in Louisiana by School Racial/Ethnic Composition

Louisiana's schools with greater minority enrollment enroll about the same share of students in credit recovery as schools with less minority enrollment (Figure LA-4).

Figure LA-2: High Enrollment in CR
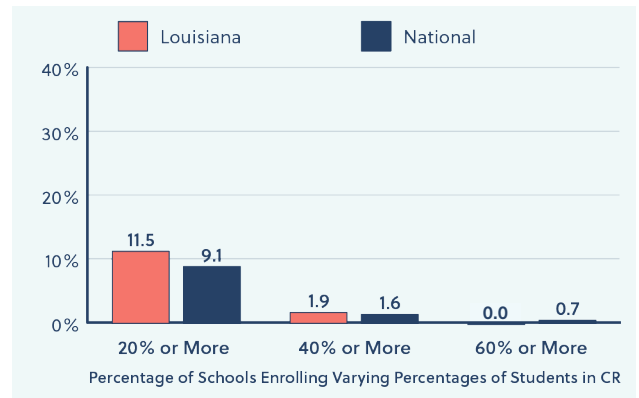
Note: Louisiana schools N=52 and national schools N=8,559.

Figure LA-3: CR by Poverty
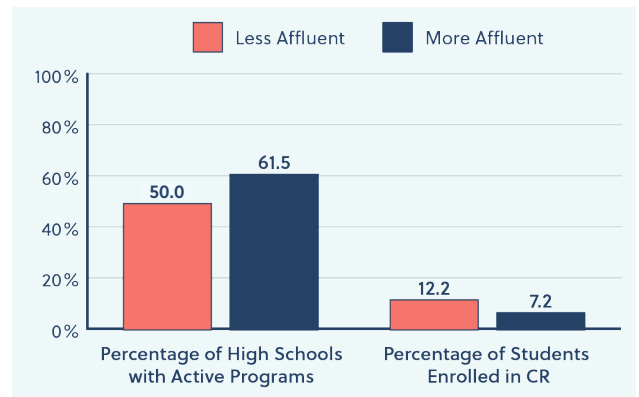
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=44 and more affluent schools N=39; right side of figure: less affluent schools N=22 and more affluent schools N=24.

Figure LA-4: CR by Race/Ethnicity
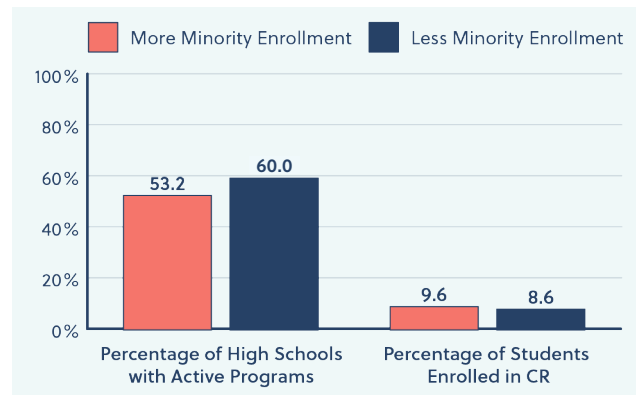
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=47 and less minority schools N=45; right side of figure: more minority schools N=25 and less minority schools N=27.

Caddo Parish Public Schools

The largest district in Louisiana with an active credit recovery program is Caddo Parish Public Schools (CPPS), with 10 high schools in our sample, 8 of which have active CR programs enrolling at least one student (see Table LA-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), CPPS high schools are much more likely to have CR than those in other districts. Moreover, 9.3 percent of CPPS students participate, meaning 827 students in the district are enrolled in CR. Participation in CR at CPPS is slightly greater than the national average of 8.1 percent (Figure LA-5).

Schools with High Credit Recovery Enrollment

Just one high school in CPPS enrolls a large share of students in credit recovery programs (Figure LA-6).

Figure LA-5: CR Programs and Participation in CPPS
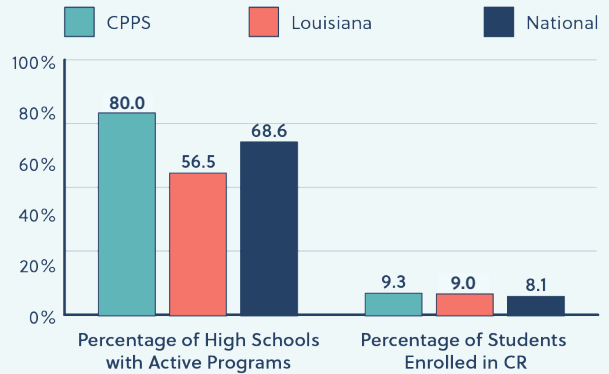
Note: Left side of figure: CPPS schools N=10, Louisiana schools N=92, and national schools N=12,481; right side of figure: CPPS schools N=8, Louisiana schools N=52, and national schools N=8,573.

Figure LA-6: CPPS High Schools with High Enrollment in CR
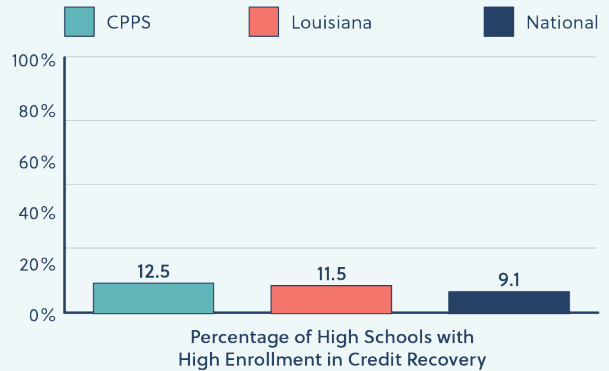
Note: CPPS schools N=8, Louisiana schools N=52, and national schools N=8,559.

Table LA-1: CPPS at a Glance	
Number of High Schools:	10
Number of Students:	8,892
Number of High Schools with Active CR Programs:	8
Number of Students Participating in CR:	827
Percentage of Students Participating in CR (High Schools with Active Programs):	9.3
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	1

State and District Policy Implications

We offer three general (not Louisiana-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Maine

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Maine describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Portland Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Maine has 93 high schools in our sample, 68 of which have active CR programs enrolling at least one student.

As shown in Figure ME-1, this means that 73.1 percent of high schools in the Pine Tree State have active credit recovery programs. Compared with the national rate of 68.6 percent, Maine high schools are somewhat more likely to have these programs than high schools in other states. In the 68 Maine high schools with active CR programs, 7.4 percent of students participate, meaning 2,752 students in the state are enrolled in CR. Participation in Maine is similar to the national average of 8.1 percent of students.

Figure ME-1: CR Programs and Participation
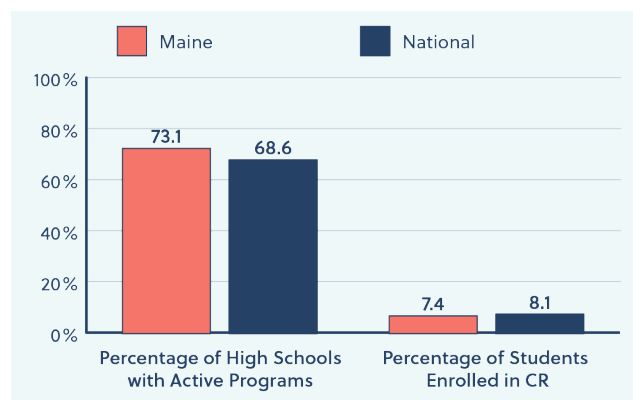
Note: Left side of figure: Maine schools N=93 and national schools N=12,481; right side of figure: Maine schools N=68 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Very few high schools in the Pine Tree State enroll large shares of students in credit recovery programs. Of Maine's high schools with active CR programs, 5.9 percent enroll more than 20 percent of their students in them, substantially less than the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure ME-2).

Credit Recovery by School Poverty Level

In Maine, less affluent schools enroll more students in them in the schools that have the programs than more affluent ones (Figure ME-3).

Credit Recovery in Maine by School Racial/Ethnic Composition

Maine's schools with greater minority enrollment enroll fewer students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure ME-4).

Figure ME-2: High Enrollment in CR
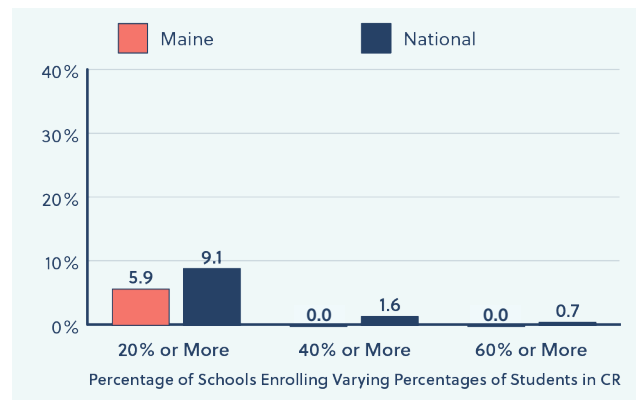
Note: Maine schools N=68 and national schools N=8,559.

Figure ME-3: CR by Poverty
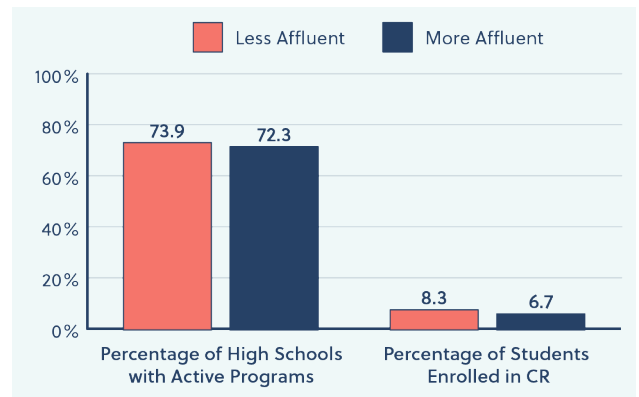
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=46 and more affluent schools N=47; right side of figure: less affluent schools N=34 and more affluent schools N=34.

Figure ME-4: CR by Race/Ethnicity
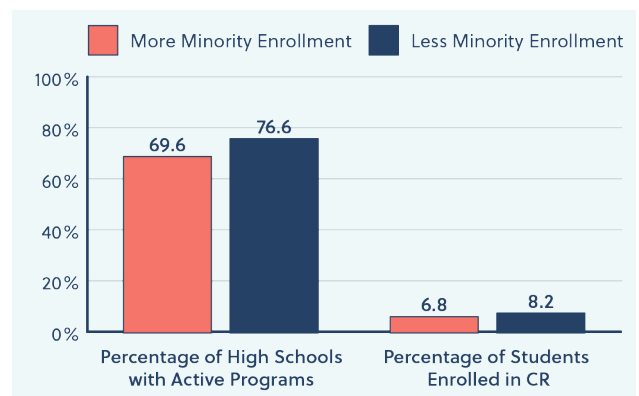
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=46 and less minority schools N=47; right side of figure: more minority schools N=32 and less minority schools N=36.

Portland Public Schools

The largest district in Maine with an active credit recovery program is Portland Public Schools (PPS), with 3 high schools in our sample, all 3 of which have active CR programs enrolling at least one student (see Table ME-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), PPS high schools are much more likely to have CR than those in other districts. Moreover, 5.0 percent of PPS students participate, meaning 104 students in the district are enrolled in CR. Participation in CR at PPS is somewhat less than the national average of 8.1 percent (Figure ME-5).

Schools with High Credit Recovery Enrollment

No high school in PPS enrolls a large share of students in credit recovery programs (Figure ME-6).

Figure ME-5: CR Programs and Participation in PPS
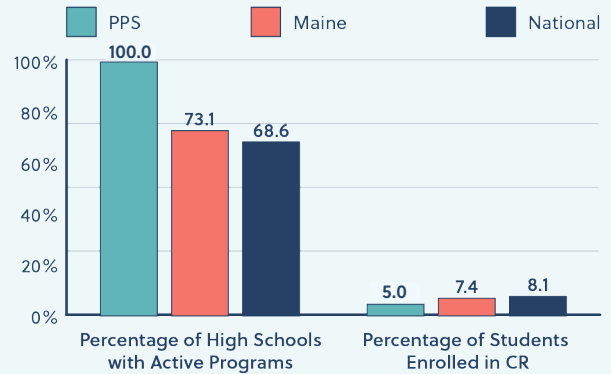
Note: Left side of figure: PPS schools N=3, Maine schools N=93, and national schools N=12,481; right side of figure: PPS schools N=3, Maine schools N=68, and national schools N=8,573.

Figure ME-6: PPS High Schools with High Enrollment in CR
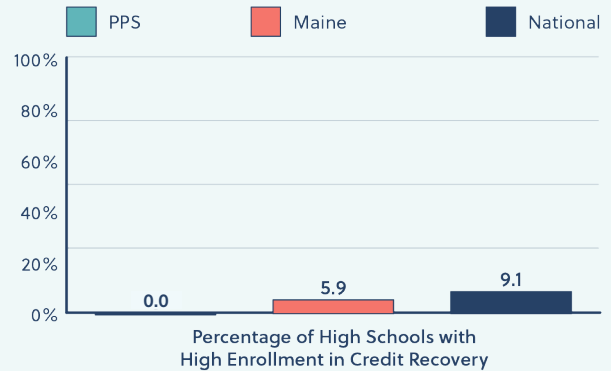
Note: PPS schools N=3, Maine schools N=68, and national schools N=8,559.

Table ME-1: PPS at a Glance	
Number of High Schools:	3
Number of Students:	2,083
Number of High Schools with Active CR Programs:	3
Number of Students Participating in CR:	104
Percentage of Students Participating in CR (High Schools with Active Programs):	5.0
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Maine-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Maryland

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Maryland describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Montgomery County Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Maryland has 178 high schools in our sample, 166 of which have active CR programs enrolling at least one student.

As shown in Figure MD-1, this means that 93.3 percent of high schools in the Old Line State have active credit recovery programs. Compared with the national rate of 68.6 percent, Maryland high schools are much more likely to have these programs than high schools in other states. In the 166 Maryland high schools with active CR programs, 7.8 percent of students participate, meaning 16,617 students in the state are enrolled in CR. Participation in Maryland is similar to the national average of 8.1 percent of students.

Figure MD-1: CR Programs and Participation
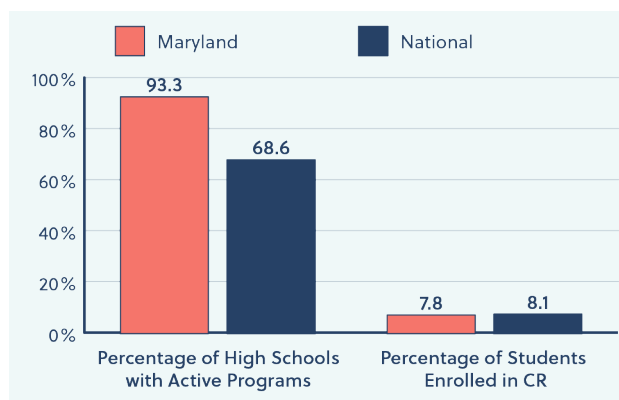
Note: Left side of figure: Maryland schools N=178 and national schools N=12,481; right side of figure: Maryland schools N=166 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Old Line State enroll large shares of students in credit recovery programs. Of Maryland's high schools with active CR programs, 4.8 percent enroll more than 20 percent of their students in them, substantially less than the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure MD-2).

Credit Recovery by School Poverty Level

Less affluent schools are less likely to have credit recovery programs, but enroll more students in them in the schools that have the programs than more affluent schools (Figure MD-3).

Credit Recovery in Maryland by School Racial/Ethnic Composition

Schools with greater minority enrollment are about equally likely to have credit recovery programs, but enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure MD-4).

Figure MD-2: High Enrollment in CR
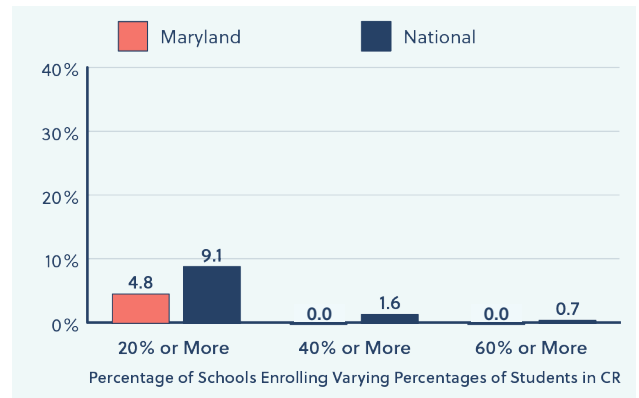
Note: Maryland schools N=166 and national schools N=8,559.

Figure MD-3: CR by Poverty
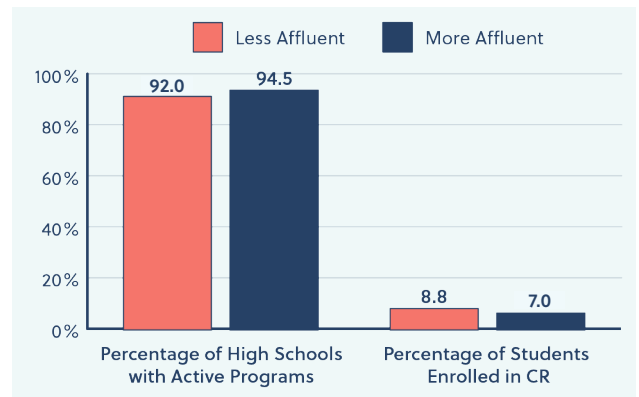
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=87 and more affluent schools N=91; right side of figure: less affluent schools N=80 and more affluent schools N=86.

Figure MD-4: CR by Race/Ethnicity
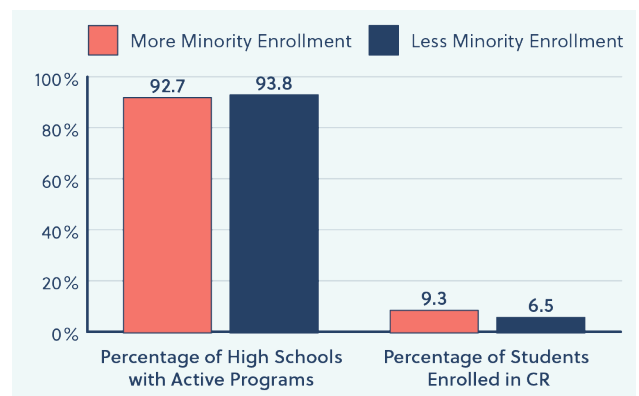
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=82 and less minority schools N=96; right side of figure: more minority schools N=76 and less minority schools N=90.

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Montgomery County Public Schools

The largest district in Maryland with an active credit recovery program is Montgomery County Public Schools (MCPS), with 25 high schools in our sample, all 25 of which have active CR programs enrolling at least one student (see Table MD-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), MCPS high schools are much more likely to have CR than those in other districts. Moreover, 16.3 percent of MCPS students participate, meaning 7,463 students in the district are enrolled in CR. Participation in CR at MCPS is considerably greater than the national average of 8.1 percent (Figure MD-5).

Schools with High Credit Recovery Enrollment

Several high schools in MCPS enroll large shares of students in CR programs. Specifically, 7 of the 25 high schools in the district with active CR programs (or 28.0 percent) enroll more than 20 percent of their students in CR, a share of schools that is much greater than the national average of 9.1 percent of schools with the programs (Figure MD-6).

Figure MD-5: CR Programs and Participation in MCPS
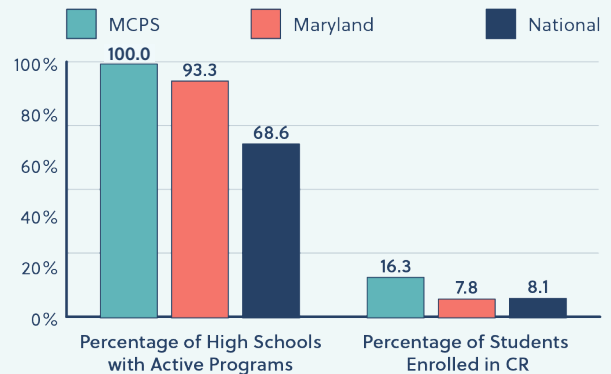
Note: Left side of figure: MCPS schools N=25, Maryland schools N=178, and national schools N=12,481; right side of figure: MCPS schools N=25, Maryland schools N=166, and national schools N=8,573.

Figure MD-6: MCPS High Schools with High Enrollment in CR
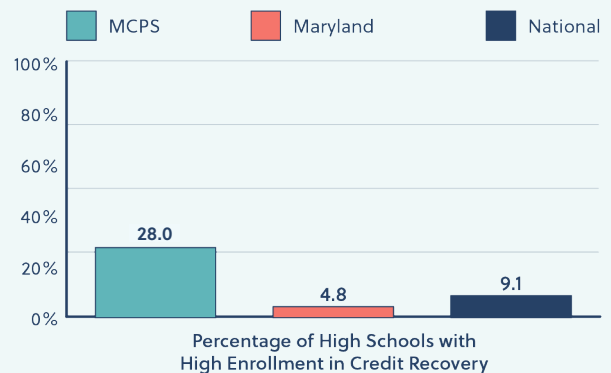
Note: MCPS schools N=25, Maryland schools N=166, and national schools N=8,559.

Table MD-1: MCPS at a Glance	
Number of High Schools:	25
Number of Students:	45,788
Number of High Schools with Active CR Programs:	25
Number of Students Participating in CR:	7,463
Percentage of Students Participating in CR (High Schools with Active Programs):	16.3
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	7

State and District Policy Implications

We offer three general (not Maryland-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Massachusetts

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Massachusetts describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics.[48] We also provide a brief look at Worcester Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Massachusetts has 224 high schools in our sample, 112 of which have active CR programs enrolling at least one student.

As shown in Figure MA-1, this means that 50.0 percent of high schools in the Bay State have active credit recovery programs. Compared with the national rate of 68.6 percent, Massachusetts high schools are much less likely to have these programs than high schools in other states. In the 112 Massachusetts high schools with active CR programs, 4.6 percent of students participate, meaning 5,574 students in the state are enrolled in CR. Participation in Massachusetts is considerably less than the national average of 8.1 percent of students.

Figure MA-1: CR Programs and Participation
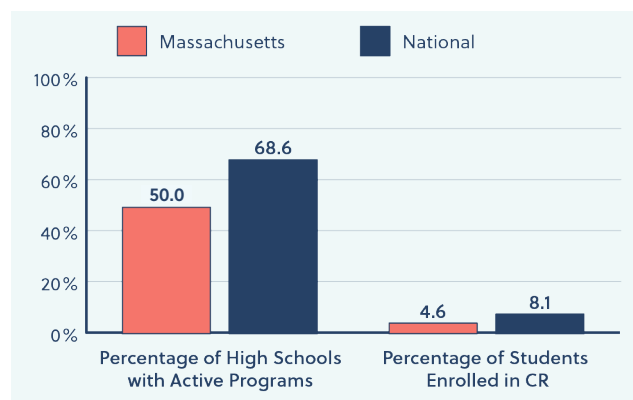
Note: Left side of figure: Massachusetts schools N=224 and national schools N=12,481; right side of figure: Massachusetts schools N=112 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Bay State enroll large shares of students in credit recovery programs. Of Massachusetts's high schools with active CR programs, 4.5 percent enroll more than 20 percent of their students in them, substantially less than the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure MA-2).

Credit Recovery in Massachusetts by School Racial/Ethnic Composition

Schools with greater minority enrollment are much less likely to have credit recovery programs, but enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure MA-3).

Figure MA-2: High Enrollment in CR
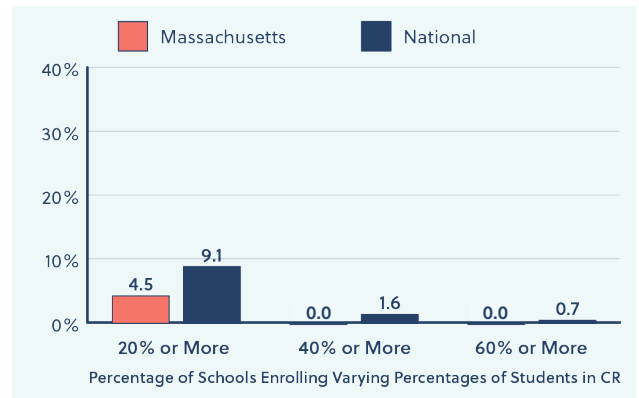
Note: Massachusetts schools N=112 and national schools N=8,559.

Figure MA-3: CR by Race/Ethnicity
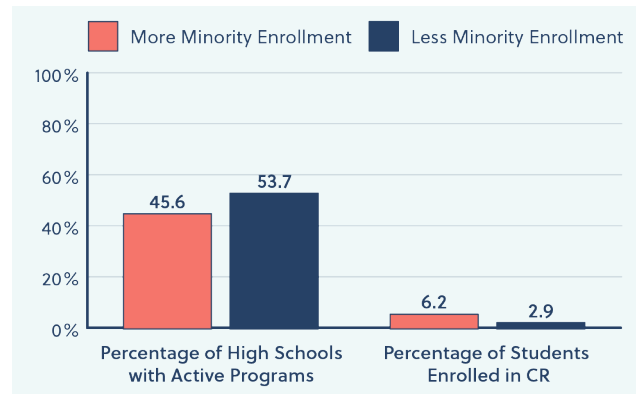
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=103 and less minority schools N=121; right side of figure: more minority schools N=47 and less minority schools N=65.

Worcester Public Schools

The largest district in Massachusetts with an active credit recovery program is Worcester Public Schools (WPS), with 4 high schools in our sample, all 4 of which have active CR programs enrolling at least one student (see Table MA-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), WPS high schools are much more likely to have CR than those in other districts. Moreover, 1.3 percent of WPS students participate, meaning 67 students in the district are enrolled in CR. Participation in CR at WPS is considerably less than the national average of 8.1 percent (Figure MA-4).

Schools with High Credit Recovery Enrollment

No high school in WPS enrolls a large share of students in credit recovery programs (Figure MA-5).

Figure MA-4: CR Programs and Participation in WPS
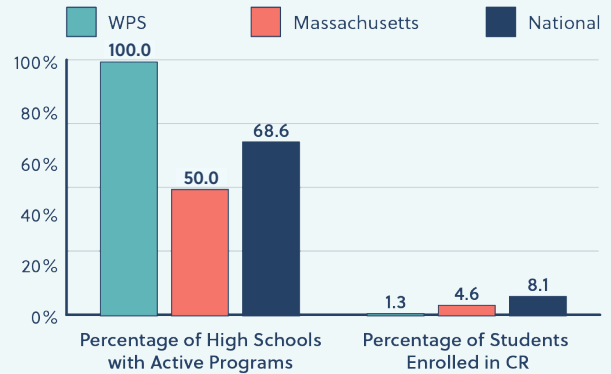
Note: Left side of figure: WPS schools N=4, Massachusetts schools N=224, and national schools N=12,481; right side of figure: WPS schools N=4, Massachusetts schools N=112, and national schools N=8,573.

Figure MA-5: WPS High Schools with High Enrollment in CR
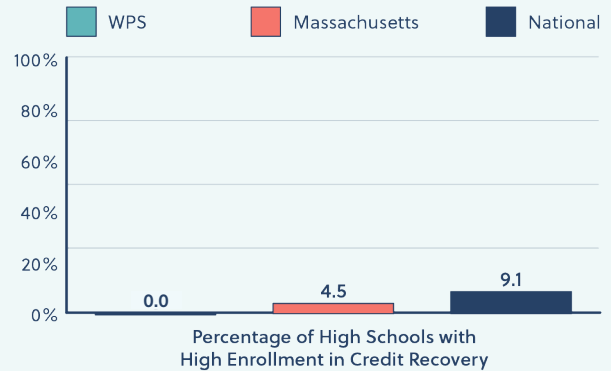
Note: WPS schools N=4, Massachusetts schools N=112, and national schools N=8,559.

Table MA-1: WPS at a Glance	
Number of High Schools:	4
Number of Students:	5,189
Number of High Schools with Active CR Programs:	4
Number of Students Participating in CR:	67
Percentage of Students Participating in CR (High Schools with Active Programs):	1.3
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

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State and District Policy Implications

We offer three general (not Massachusetts-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Michigan

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Michigan describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Utica Community Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Michigan has 167 high schools in our sample, 118 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 3 very small schools in Michigan with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure MI-1, this means that 70.7 percent of high schools in the Great Lakes State have active credit recovery programs. Compared with the national rate of 68.6 percent, Michigan high schools are approximately equally likely to have these programs as high schools in other

Figure MI-1: CR Programs and Participation
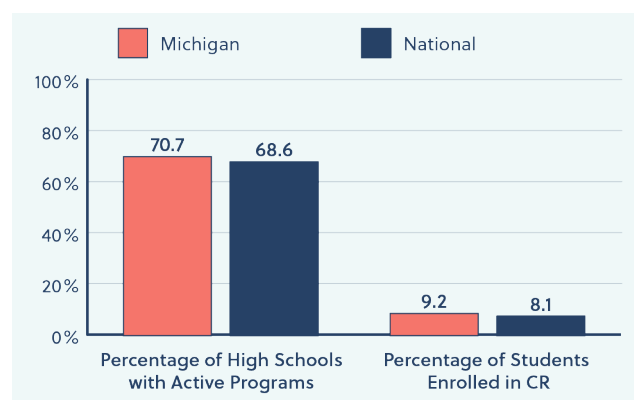
Note: Left side of figure: Michigan schools N=167 and national schools N=12,481; right side of figure: Michigan schools N=119 and national schools N=8,573.

states. In the 119 Michigan high schools with active CR programs, 9.2 percent of students participate, meaning 7,092 students in the state are enrolled in CR. Participation in Michigan is similar to the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

Some high schools in the Great Lakes State enroll large shares of students in credit recovery programs. Of Michigan's high schools with active CR programs, 14.4 percent enroll more than 20 percent of their students in them, somewhat more than the national average of 9.1 percent, and 3.4 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent. One high school even enrolls greater than 60 percent of its students in the programs (Figure MI-2).

Credit Recovery by School Poverty Level

Less affluent schools are more likely to have credit recovery programs, and also enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure MI-3).

Credit Recovery in Michigan by School Racial/Ethnic Composition

Schools with greater minority enrollment are much less likely to have credit recovery programs, but enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure MI-4).

Figure MI-2: High Enrollment in CR
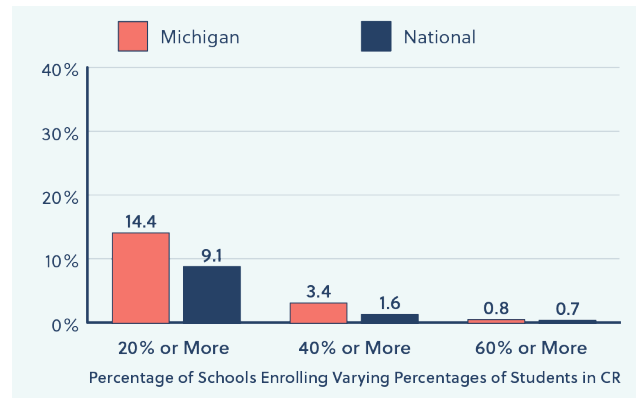
Note: Michigan schools N=118 and national schools N=8,559.

Figure MI-3: CR by Poverty
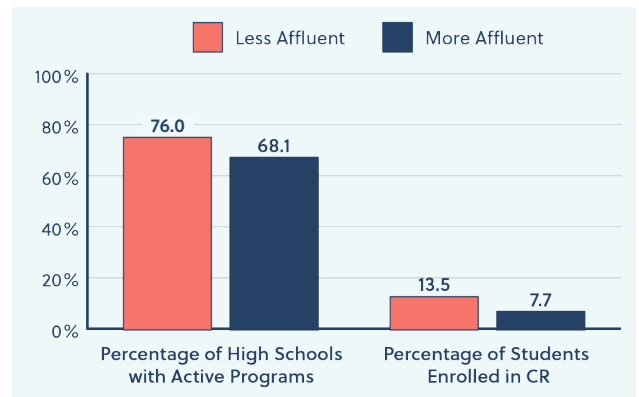
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=50 and more affluent schools N=116; right side of figure: less affluent schools N=38 and more affluent schools N=80.

Figure MI-4: CR by Race/Ethnicity
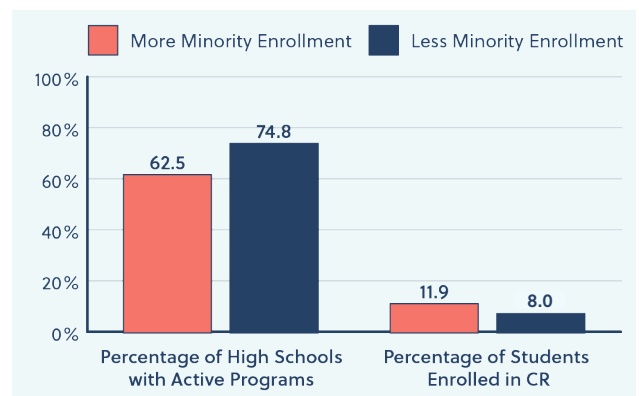
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=56 and less minority schools N=111; right side of figure: more minority schools N=36 and less minority schools N=83.

Utica Community Schools

The largest district in Michigan with an active credit recovery program is Utica Community Schools (UCS), with 3 high schools in our sample, all 3 of which have active CR programs enrolling at least one student (see Table MI-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), UCS high schools are much more likely to have CR than those in other districts. Moreover, 4.0 percent of UCS students participate, meaning 213 students in the district are enrolled in CR. Participation in CR at UCS is considerably less than the national average of 8.1 percent (Figure MI-5).

Schools with High Credit Recovery Enrollment

No high school in UCS enrolls a large share of students in credit recovery programs (Figure MI-6).

Figure MI-5: CR Programs and Participation in UCS
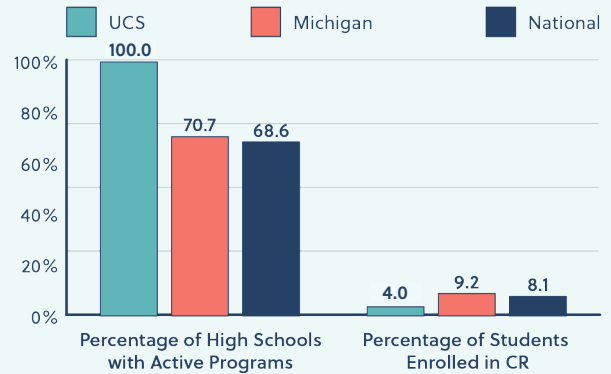
Note: Left side of figure: UCS schools N=3, Michigan schools N=167, and national schools N=12,481; right side of figure: UCS schools N=3, Michigan schools N=119, and national schools N=8,573.

Figure MI-6: UCS High Schools with High Enrollment in CR
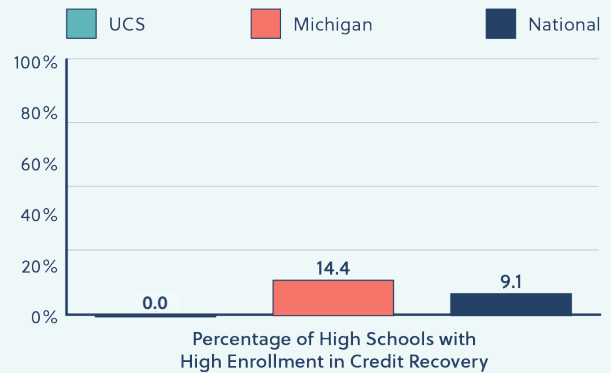
Note: UCS schools N=3, Michigan schools N=118, and national schools N=8,559.

Table MI-1: UCS at a Glance	
Number of High Schools:	3
Number of Students:	5,337
Number of High Schools with Active CR Programs:	3
Number of Students Participating in CR:	213
Percentage of Students Participating in CR (High Schools with Active Programs):	4.0
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Michigan-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Minnesota

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Minnesota describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Minneapolis Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Minnesota has 210 high schools in our sample, 121 of which have active CR programs enrolling at least one student.

As shown in Figure MN-1, this means that 57.6 percent of high schools in the North Star State have active credit recovery programs. Compared with the national rate of 68.6 percent, Minnesota high schools are much less likely to have these programs than high schools in other states. In the 121 Minnesota high schools with active CR programs, 8.9 percent of students participate, meaning 9,947 students in the state are enrolled in CR. Participation in Minnesota is similar to the national average of 8.1 percent of students.

Figure MN-1: CR Programs and Participation
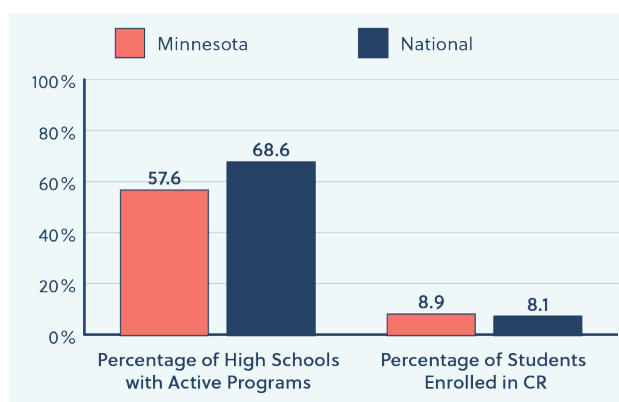
Note: Left side of figure: Minnesota schools N=210 and national schools N=12,481; right side of figure: Minnesota schools N=121 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the North Star State enroll large shares of students in credit recovery programs. Of Minnesota's high schools with active CR programs, 9.1 percent enroll more than 20 percent of their students in them, about the same as the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure MN-2).

Credit Recovery by School Poverty Level

Less affluent schools are more likely to have credit recovery programs, and also enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure MN-3).

Credit Recovery in Minnesota by School Racial/Ethnic Composition

Schools with greater minority enrollment are much more likely to have credit recovery programs, and also enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure MN-4).

Figure MN-2: High Enrollment in CR
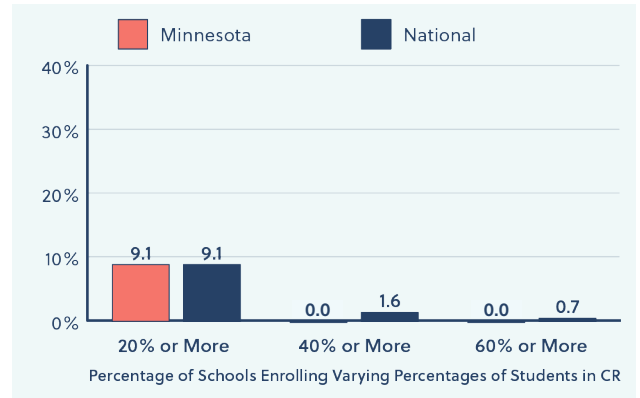
Note: Minnesota schools N=121 and national schools N=8,559.

Figure MN-3: CR by Poverty
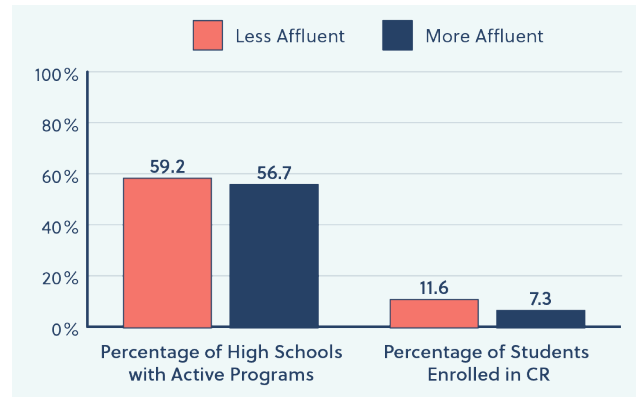
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=76 and more affluent schools N=134; right side of figure: less affluent schools N=45 and more affluent schools N=76.

Figure MN-4: CR by Race/Ethnicity
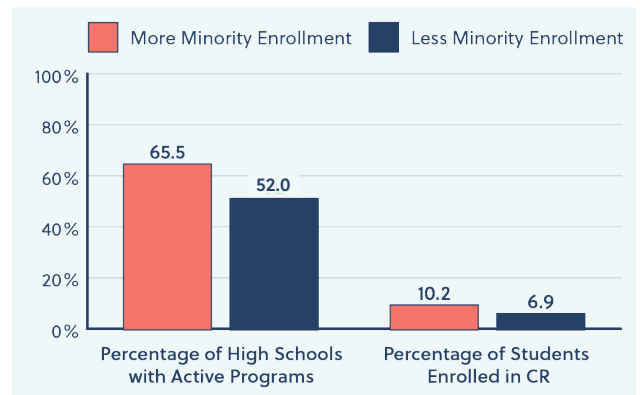
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=87 and less minority schools N=123; right side of figure: more minority schools N=57 and less minority schools N=64.

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Minneapolis Public Schools

The largest district in Minnesota with an active credit recovery program is Minneapolis Public Schools (MPS), with 8 high schools in our sample, all 8 of which have active CR programs enrolling at least one student (see Table MN-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), MPS high schools are much more likely to have CR than those in other districts. Moreover, 1.8 percent of MPS students participate, meaning 155 students in the district are enrolled in CR. Participation in CR at MPS is considerably less than the national average of 8.1 percent (Figure MN-5).

Schools with High Credit Recovery Enrollment

No high school in MPS enrolls a large share of students in credit recovery programs (Figure MN-6).

Figure MN-5: CR Programs and Participation in MPS
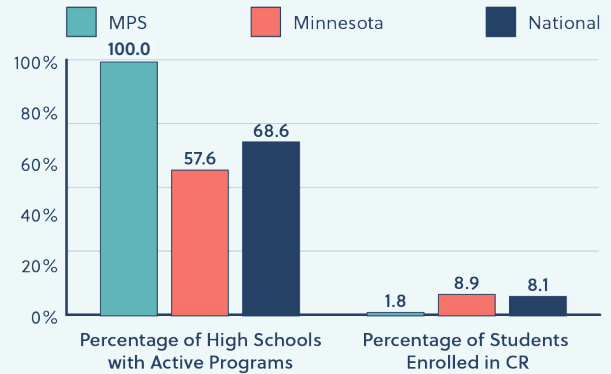
Note: Left side of figure: MPS schools N=8, Minnesota schools N=210, and national schools N=12,481; right side of figure: MPS schools N=8, Minnesota schools N=121, and national schools N=8,573.

Figure MN-6: MPS High Schools with High Enrollment in CR
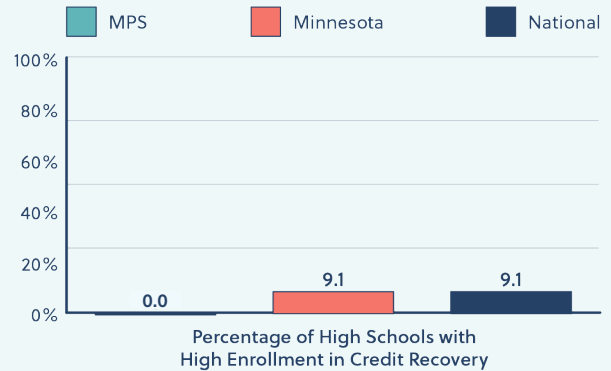
Note: MPS schools N=8, Minnesota schools N=121, and national schools N=8,559.

Table MN-1: MPS at a Glance	
Number of High Schools:	8
Number of Students:	8,625
Number of High Schools with Active CR Programs:	8
Number of Students Participating in CR:	155
Percentage of Students Participating in CR (High Schools with Active Programs):	1.8
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Minnesota-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Mississippi

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Mississippi describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at DeSoto County School District, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Mississippi has 157 high schools in our sample, 117 of which have active CR programs enrolling at least one student.

As shown in Figure MS-1, this means that 74.5 percent of high schools in the Magnolia State have active credit recovery programs. Compared with the national rate of 68.6 percent, Mississippi high schools are somewhat more likely to have these programs than high schools in other states. In the 117 Mississippi high schools with active CR programs, 4.1 percent of students participate, meaning 3,595 students in the state are enrolled in CR. Participation in Mississippi is considerably less than the national average of 8.1 percent of students.

Figure MS-1: CR Programs and Participation
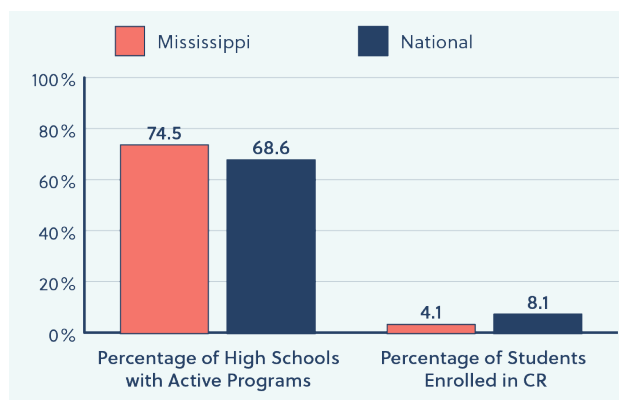
Note: Left side of figure: Mississippi schools N=157 and national schools N=12,481; right side of figure: Mississippi schools N=117 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Very few high schools in the Magnolia State enroll large shares of students in credit recovery programs. Of Mississippi's high schools with active CR programs, 1.7 percent enroll more than 20 percent of their students in them, substantially less than the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure MS-2).

Credit Recovery by School Poverty Level

Less affluent schools are much more likely to have credit recovery programs, and also enroll about the same share of students in them as more affluent schools (Figure MS-3).

Credit Recovery in Mississippi by School Racial/Ethnic Composition

Schools with greater minority enrollment are much more likely to have credit recovery programs, and also enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure MS-4).

Figure MS-2: High Enrollment in CR
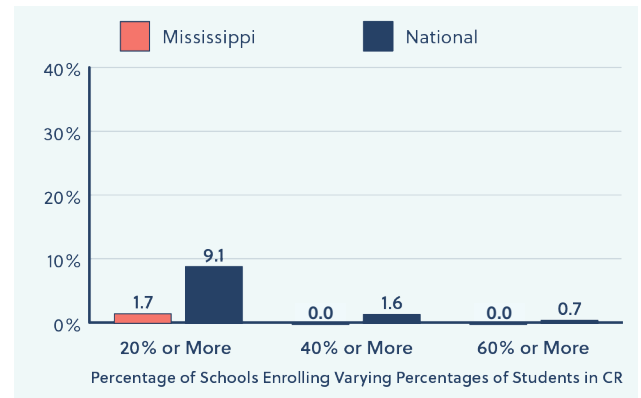
Note: Mississippi schools N=117 and national schools N=8,559.

Figure MS-3: CR by Poverty
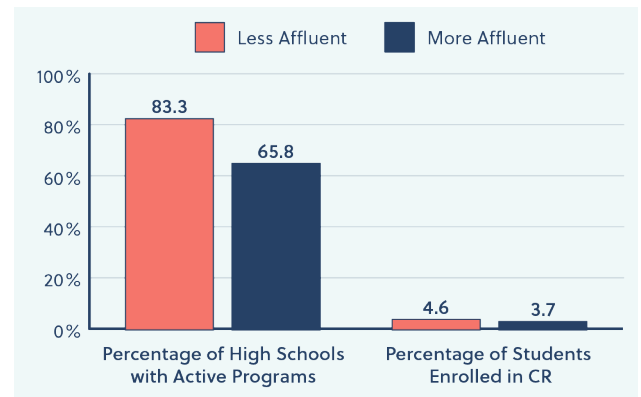
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=78 and more affluent schools N=79; right side of figure: less affluent schools N=65 and more affluent schools N=52.

Figure MS-4: CR by Race/Ethnicity
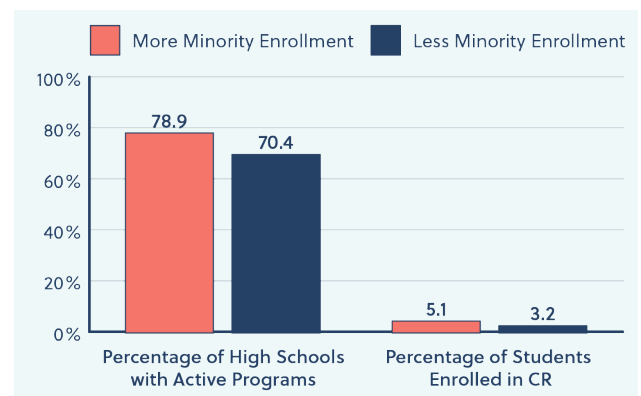
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=76 and less minority schools N=81; right side of figure: more minority schools N=60 and less minority schools N=57.

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DeSoto County School District

The largest district in Mississippi with an active credit recovery program is DeSoto County School District (DCS), with 8 high schools in our sample, 2 of which have active CR programs enrolling at least one student (see Table MS-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), DCS high schools are much less likely to have CR than those in other districts. Moreover, 0.4 percent of DCS students participate, meaning 9 students in the district are enrolled in CR. Participation in CR at DCS is considerably less than the national average of 8.1 percent (Figure MS-5).

Schools with High Credit Recovery Enrollment

No high school in DCS enrolls a large share of students in credit recovery programs (Figure MS-6).

Figure MS-5: CR Programs and Participation in DCS
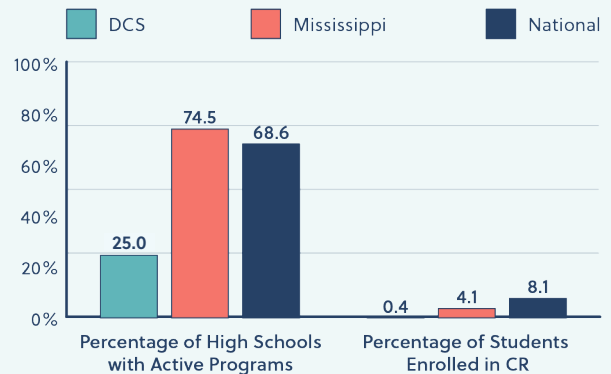
Note: Left side of figure: DCS schools N=8, Mississippi schools N=157, and national schools N=12,481; right side of figure: DCS schools N=2, Mississippi schools N=117, and national schools N=8,573.

Figure MS-6: DCS High Schools with High Enrollment in CR
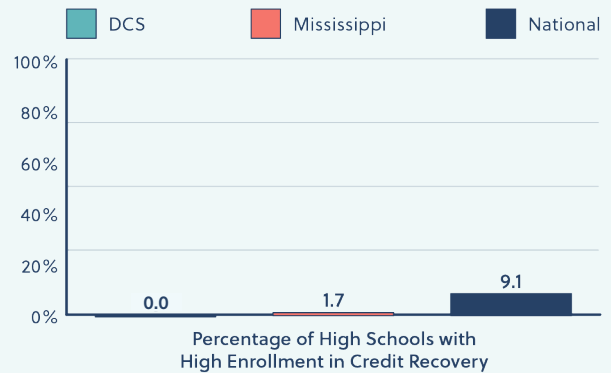
Note: DCS schools N=2, Mississippi schools N=117, and national schools N=8,559.

Table MS-1: DCS at a Glance	
Number of High Schools:	8
Number of Students:	2,267
Number of High Schools with Active CR Programs:	2
Number of Students Participating in CR:	9
Percentage of Students Participating in CR (High Schools with Active Programs):	0.4
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Mississippi-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Missouri

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Missouri describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Rockwood School District, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Missouri has 305 high schools in our sample, 256 of which have active CR programs enrolling at least one student.

As shown in Figure MO-1, this means that 83.9 percent of high schools in the Show Me State have active credit recovery programs. Compared with the national rate of 68.6 percent, Missouri high schools are much more likely to have these programs than high schools in other states. In the 256 Missouri high schools with active CR programs, 8.7 percent of students participate, meaning 16,795 students in the state are enrolled in CR. Participation in Missouri is similar to the national average of 8.1 percent of students.

Figure MO-1: CR Programs and Participation
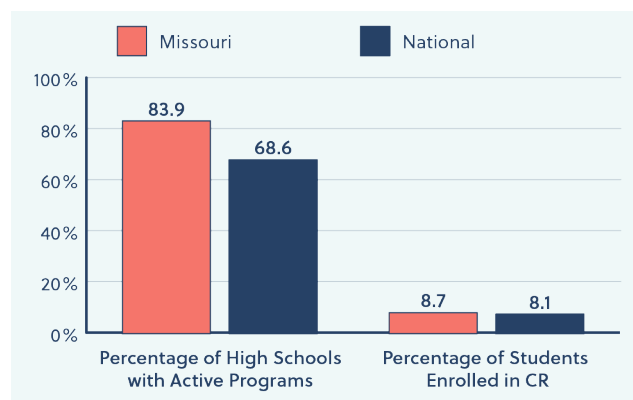
Note: Left side of figure: Missouri schools N=305 and national schools N=12,481; right side of figure: Missouri schools N=256 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Show Me State enroll large shares of students in credit recovery programs. Of Missouri's high schools with active CR programs, 8.2 percent enroll more than 20 percent of their students in them, about the same as the national average of 9.1 percent, and 0.8 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent (Figure MO-2).

Credit Recovery by School Poverty Level

Less affluent schools are less likely to have credit recovery programs, but enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure MO-3).

Credit Recovery in Missouri by School Racial/Ethnic Composition

Schools with greater minority enrollment are much less likely to have credit recovery programs, but enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure MO-4).

Figure MO-2: High Enrollment in CR
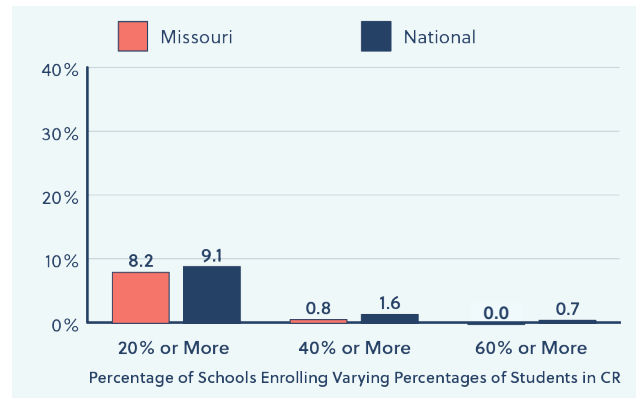
Note: Missouri schools N=256 and national schools N=8,559.

Figure MO-3: CR by Poverty
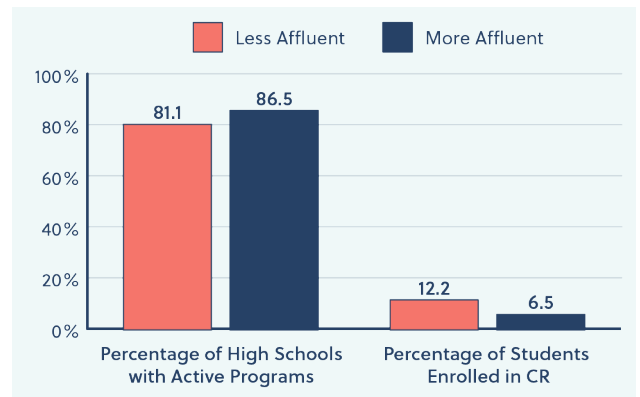
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=148 and more affluent schools N=156; right side of figure: less affluent schools N=120 and more affluent schools N=135.

Figure MO-4: CR by Race/Ethnicity
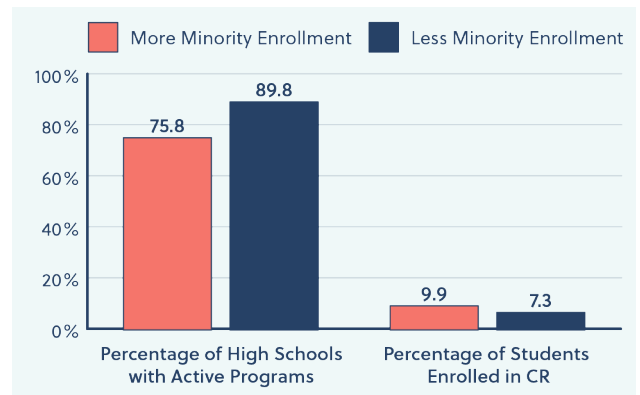
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=128 and less minority schools N=177; right side of figure: more minority schools N=97 and less minority schools N=159.

Rockwood School District

The largest district in Missouri with an active credit recovery program is Rockwood School District (Rockwood), with 4 high schools in our sample, all 4 of which have active CR programs enrolling at least one student (see Table MO-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), Rockwood high schools are much more likely to have CR than those in other districts. Moreover, 4.5 percent of Rockwood students participate, meaning 328 students in the district are enrolled in CR. Participation in CR at Rockwood is considerably less than the national average of 8.1 percent (Figure MO-5).

Schools with High Credit Recovery Enrollment

No high school in Rockwood enrolls a large share of students in credit recovery programs (Figure MO-6).

Figure MO-5: CR Programs and Participation in Rockwood
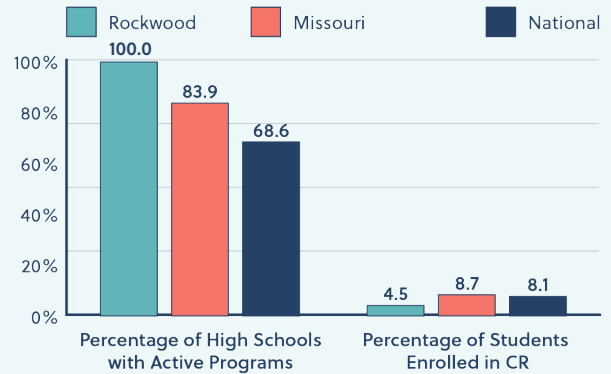
Note: Left side of figure: Rockwood schools N=4, Missouri schools N=305, and national schools N=12,481; right side of figure: Rockwood schools N=4, Missouri schools N=256, and national schools N=8,573.

Figure MO-6: Rockwood High Schools with High Enrollment in CR
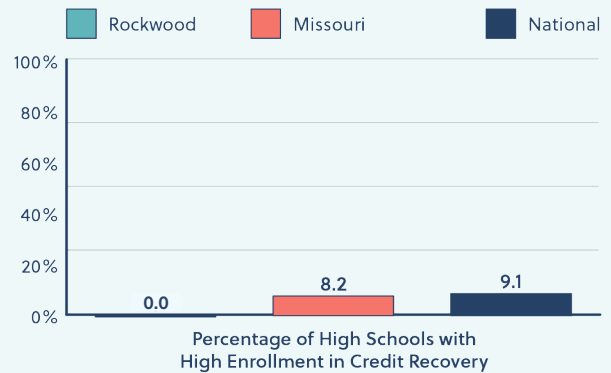
Note: Rockwood schools N=4, Missouri schools N=256, and national schools N=8,559.

Table MO-1: Rockwood at a Glance	
Number of High Schools:	4
Number of Students:	7,297
Number of High Schools with Active CR Programs:	4
Number of Students Participating in CR:	328
Percentage of Students Participating in CR (High Schools with Active Programs):	4.5
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Missouri-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Montana

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Montana describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Billings Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Montana has 152 high schools in our sample, 95 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 14 very small schools in Montana with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure MT-1, this means that 62.5 percent of high schools in the Treasure State have active credit recovery programs. Compared with the national rate of 68.6 percent, Montana high schools are somewhat less likely to have

Figure MT-1: CR Programs and Participation
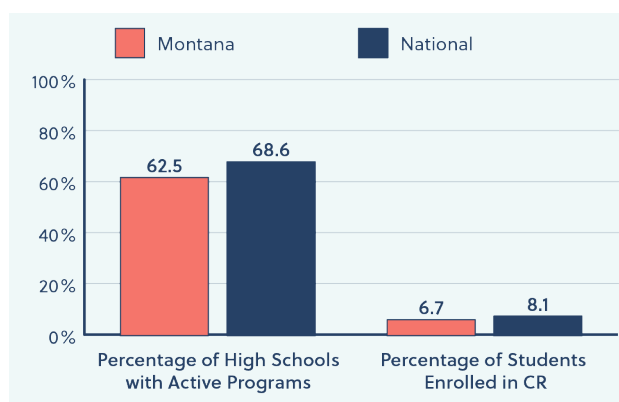
Note: Left side of figure: Montana schools N=152 and national schools N=12,481; right side of figure: Montana schools N=98 and national schools N=8,573.

these programs than high schools in other states. In the 98 Montana high schools with active CR programs, 6.7 percent of students participate, meaning 2,420 students in the state are enrolled in CR. Participation in Montana is slightly less than the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

Some high schools in the Treasure State enroll large shares of students in credit recovery programs. Of Montana's high schools with active CR programs, 5.3 percent enroll more than 20 percent of their students in them, substantially less than the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure MT-2).

Credit Recovery by School Poverty Level

Less affluent schools are less likely to have credit recovery programs, but enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure MT-3).

Credit Recovery in Montana by School Racial/Ethnic Composition

Schools with greater minority enrollment are much more likely to have credit recovery programs, and also enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure MT-4).

Figure MT-2: High Enrollment in CR
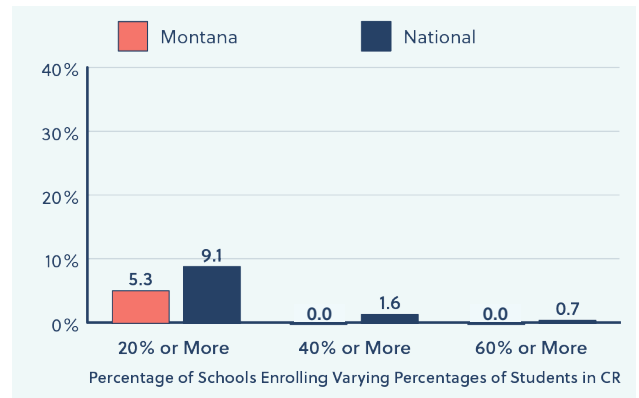
Note: Montana schools N=95 and national schools N=8,559.

Figure MT-3: CR by Poverty
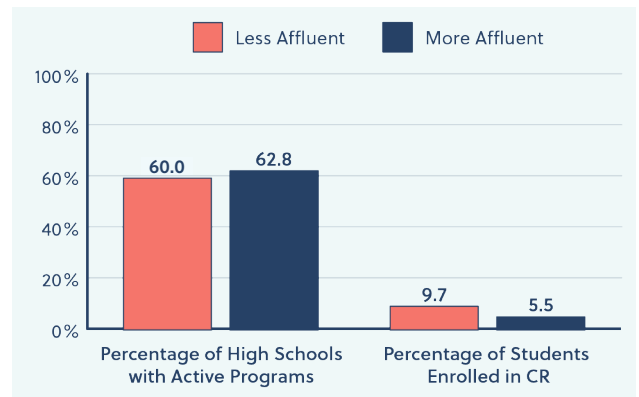
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=70 and more affluent schools N=78; right side of figure: less affluent schools N=44 and more affluent schools N=50.

Figure MT-4: CR by Race/Ethnicity
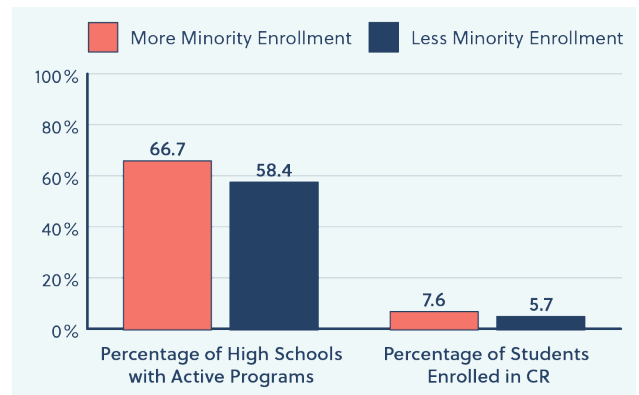
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=75 and less minority schools N=77; right side of figure: more minority schools N=51 and less minority schools N=47.

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Billings Public Schools

The largest district in Montana with an active credit recovery program is Billings Public Schools (BPS), with 3 high schools in our sample, all 3 of which have active CR programs enrolling at least one student (see Table MT-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), BPS high schools are much more likely to have CR than those in other districts. Moreover, 8.8 percent of BPS students participate, meaning 455 students in the district are enrolled in CR. Participation in CR at BPS is similar to the national average of 8.1 percent (Figure MT-5).

Schools with High Credit Recovery Enrollment

No high school in BPS enrolls a large share of students in credit recovery programs (Figure MT-6).

Figure MT-5: CR Programs and Participation in BPS
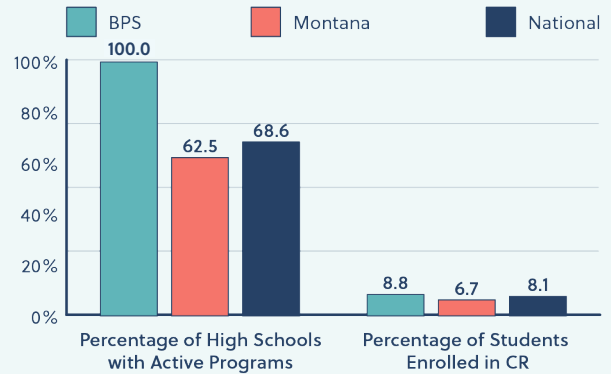
Note: Left side of figure: BPS schools N=3, Montana schools N=152, and national schools N=12,481; right side of figure: BPS schools N=3, Montana schools N=98, and national schools N=8,573.

Figure MT-6: BPS High Schools with High Enrollment in CR
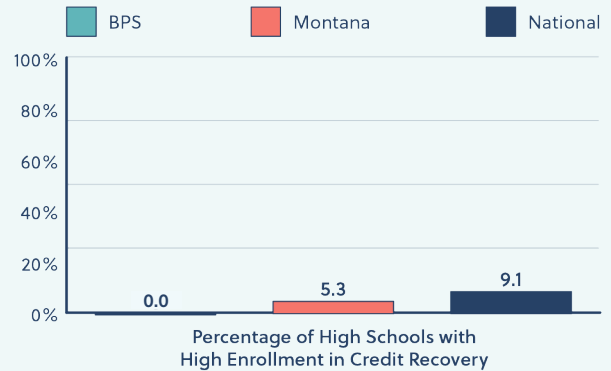
Note: BPS schools N=3, Montana schools N=95, and national schools N=8,559.

Table MT-1: BPS at a Glance	
Number of High Schools:	3
Number of Students:	5,174
Number of High Schools with Active CR Programs:	3
Number of Students Participating in CR:	455
Percentage of Students Participating in CR (High Schools with Active Programs):	8.8
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Montana-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Nebraska

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Nebraska describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Omaha Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Nebraska has 104 high schools in our sample, 82 of which have active CR programs enrolling at least one student.

As shown in Figure NE-1, this means that 78.8 percent of high schools in the Cornhusker State have active credit recovery programs. Compared with the national rate of 68.6 percent, Nebraska high schools are much more likely to have these programs than high schools in other states. In the 82 Nebraska high schools with active CR programs, 8.0 percent of students participate, meaning 5,424 students in the state are enrolled in CR. Participation in Nebraska is similar to the national average of 8.1 percent of students.

Figure NE-1: CR Programs and Participation
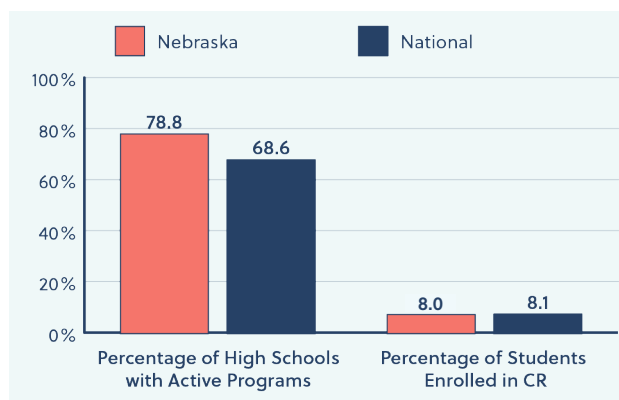
Note: Left side of figure: Nebraska schools N=104 and national schools N=12,481; right side of figure: Nebraska schools N=82 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Cornhusker State enroll large shares of students in credit recovery programs. Of Nebraska's high schools with active CR programs, 7.3 percent enroll more than 20 percent of their students in them, somewhat less than the national average of 9.1 percent, and 2.4 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent (Figure NE-2).

Credit Recovery by School Poverty Level

Less affluent schools are more likely to have credit recovery programs, and also enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure NE-3).

Credit Recovery in Nebraska by School Racial/Ethnic Composition

Schools with greater minority enrollment are much more likely to have credit recovery programs, and also enroll considerably more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure NE-4).

Figure NE-2: High Enrollment in CR
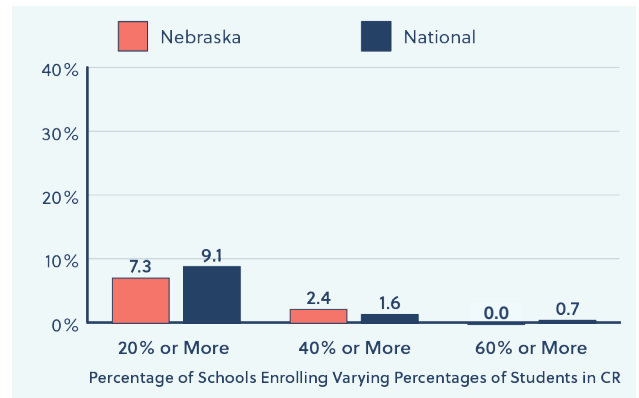
Note: Nebraska schools N=82 and national schools N=8,559.

Figure NE-3: CR by Poverty
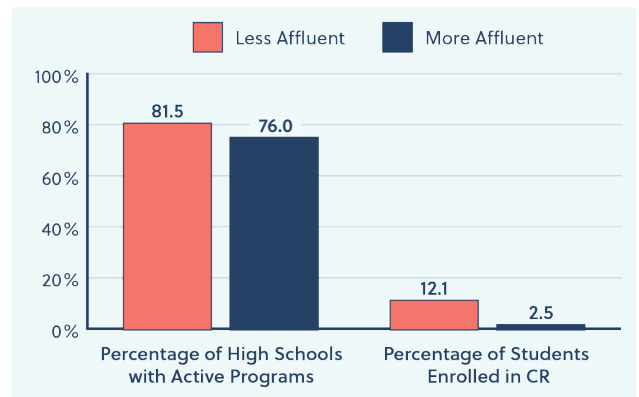
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=54 and more affluent schools N=50; right side of figure: less affluent schools N=44 and more affluent schools N=38.

Figure NE-4: CR by Race/Ethnicity
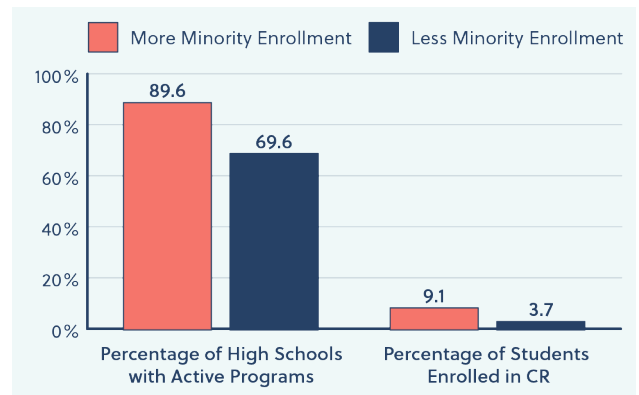
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=48 and less minority schools N=56; right side of figure: more minority schools N=43 and less minority schools N=39.

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Omaha Public Schools

The largest district in Nebraska with an active credit recovery program is Omaha Public Schools (OPS), with 7 high schools in our sample, all 7 of which have active CR programs enrolling at least one student (see Table NE-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), OPS high schools are much more likely to have CR than those in other districts. Moreover, 22.1 percent of OPS students participate, meaning 3,070 students in the district are enrolled in CR. Participation in CR at OPS is considerably greater than the national average of 8.1 percent (Figure NE-5).

Schools with High Credit Recovery Enrollment

Several high schools in OPS enroll large shares of students in CR programs. Specifically, 4 of the 7 high schools in the district with active CR programs (or 57.1 percent) enroll more than 20 percent of their students in CR, a share of schools that is much greater than the national average of 9.1 percent of schools with the programs (Figure NE-6).

Figure NE-5: CR Programs and Participation in OPS
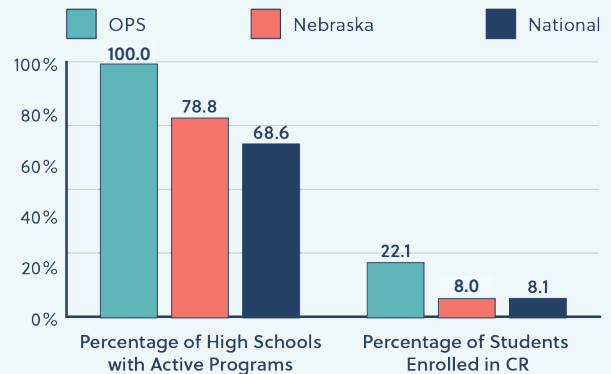
Note: Left side of figure: OPS schools N=7, Nebraska schools N=104, and national schools N=12,481; right side of figure: OPS schools N=7, Nebraska schools N=82, and national schools N=8,573.

Figure NE-6: OPS High Schools with High Enrollment in CR
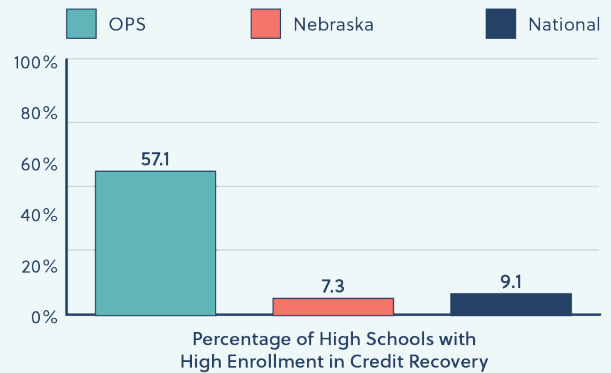
Note: OPS schools N=7, Nebraska schools N=82, and national schools N=8,559.

Table NE-1: OPS at a Glance	
Number of High Schools:	7
Number of Students:	13,893
Number of High Schools with Active CR Programs:	7
Number of Students Participating in CR:	3,070
Percentage of Students Participating in CR (High Schools with Active Programs):	22.1
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	4

State and District Policy Implications

We offer three general (not Nebraska-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Nevada

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Nevada describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Clark County School District, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Nevada has 84 high schools in our sample, 36 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 1 very small school in Nevada with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure NV-1, this means that 42.9 percent of high schools in the Silver State have active credit recovery programs. Compared with the national rate of 68.6 percent, Nevada high schools are much less likely to have these programs than high schools in other states.

Figure NV-1: CR Programs and Participation
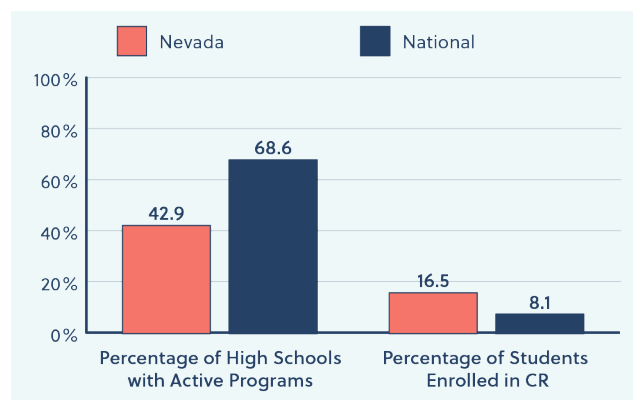
Note: Left side of figure: Nevada schools N=84 and national schools N=12,481; right side of figure: Nevada schools N=36 and national schools N=8,573.

In the 36 Nevada high schools with active CR programs, 16.5 percent of students participate, meaning 5,402 students in the state are enrolled in CR. Participation in Nevada is considerably greater than the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

Quite a few high schools in the Silver State enroll large shares of students in credit recovery programs. Of Nevada's high schools with active CR programs, 19.4 percent enroll more than 20 percent of their students in them, much more than the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure NV-2).

Credit Recovery by School Poverty Level

In Nevada, less affluent schools enroll more students in them in the schools that have the programs than more affluent ones (Figure NV-3).

Credit Recovery in Nevada by School Racial/Ethnic Composition

Nevada's schools with greater minority enrollment enroll considerably more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure NV-4).

Figure NV-2: High Enrollment in CR
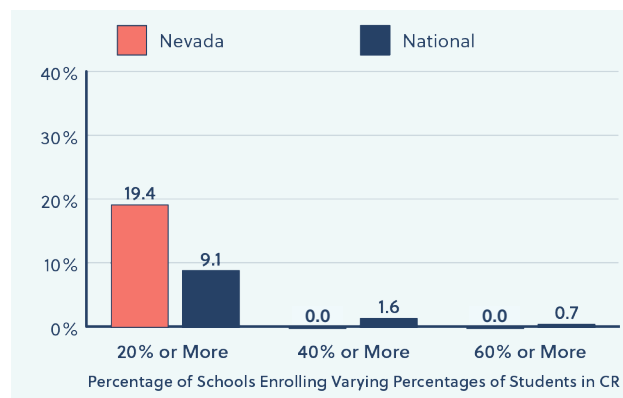
Note: Nevada schools N=36 and national schools N=8,559.

Figure NV-3: CR by Poverty
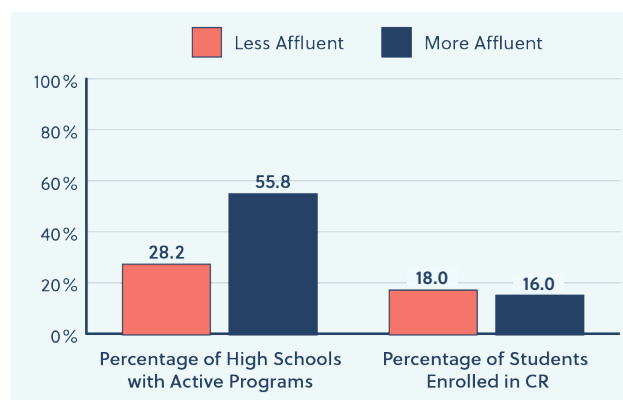
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=39 and more affluent schools N=43; right side of figure: less affluent schools N=11 and more affluent schools N=24.

Figure NV-4: CR by Race/Ethnicity
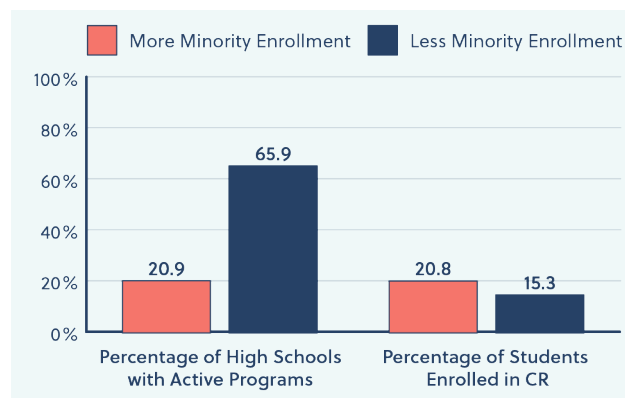
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=43 and less minority schools N=41; right side of figure: more minority schools N=9 and less minority schools N=27.

Clark County School District

The largest district in Nevada with an active credit recovery program is Clark County School District (CCSD), with 43 high schools in our sample, 1 of which have active CR programs enrolling at least one student (see Table NV-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), CCSD high schools are much less likely to have CR than those in other districts. Moreover, 38.1 percent of CCSD students participate, meaning 496 students in the district are enrolled in CR. Participation in CR at CCSD is considerably greater than the national average of 8.1 percent (Figure NV-5).

Schools with High Credit Recovery Enrollment

Just one high school in CCSD enrolls a large share of students in credit recovery programs (Figure NV-6).

Figure NV-5: CR Programs and Participation in CCSD
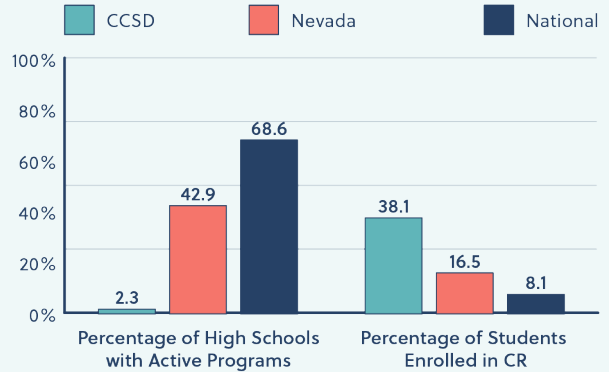
Note: Left side of figure: CCSD schools N=43, Nevada schools N=84, and national schools N=12,481; right side of figure: CCSD schools N=1, Nevada schools N=36, and national schools N=8,573.

Figure NV-6: CCSD High Schools with High Enrollment in CR
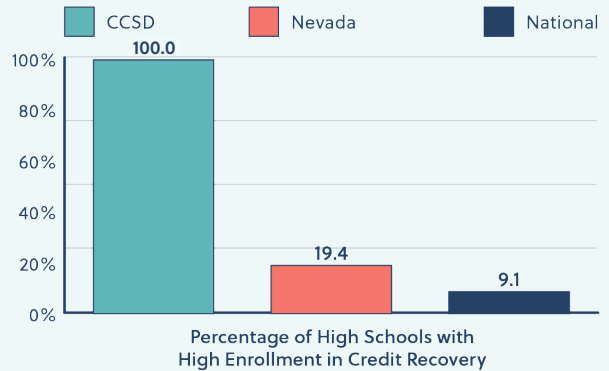
Note: Clark schools N=1, Nevada schools N=36, and national schools N=8,559.

Table NV-1: CCSD at a Glance	
Number of High Schools:	43
Number of Students:	1,303
Number of High Schools with Active CR Programs:	1
Number of Students Participating in CR:	496
Percentage of Students Participating in CR (High Schools with Active Programs):	38.1
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	1

State and District Policy Implications

We offer three general (not Nevada-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

New Hampshire

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of New Hampshire describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Manchester School District, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

New Hampshire has 90 high schools in our sample, 63 of which have active CR programs enrolling at least one student.

As shown in Figure NH-1, this means that 70.0 percent of high schools in the Granite State have active credit recovery programs. Compared with the national rate of 68.6 percent, New Hampshire high schools are approximately equally likely to have these programs as high schools in other states. In the 63 New Hampshire high schools with active CR programs, 8.2 percent of students participate, meaning 3,273 students in the state are enrolled in CR. Participation in New Hampshire is similar to the national average of 8.1 percent of students.

Figure NH-1: CR Programs and Participation
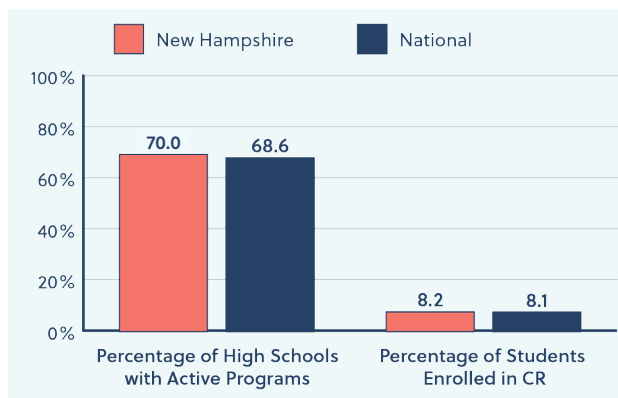
Note: Left side of figure: New Hampshire schools N=90 and national schools N=12,481; right side of figure: New Hampshire schools N=63 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Granite State enroll large shares of students in credit recovery programs. Of New Hampshire's high schools with active CR programs, 11.1 percent enroll more than 20 percent of their students in them, about the same as the national average of 9.1 percent, and 1.6 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent (Figure NH-2).

Credit Recovery by School Poverty Level

In New Hampshire, less affluent schools enroll more students in them in the schools that have the programs than more affluent ones (Figure NH-3).

Credit Recovery in New Hampshire by School Racial/ Ethnic Composition

New Hampshire's schools with greater minority enrollment enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure NH-4).

Figure NH-2: High Enrollment in CR
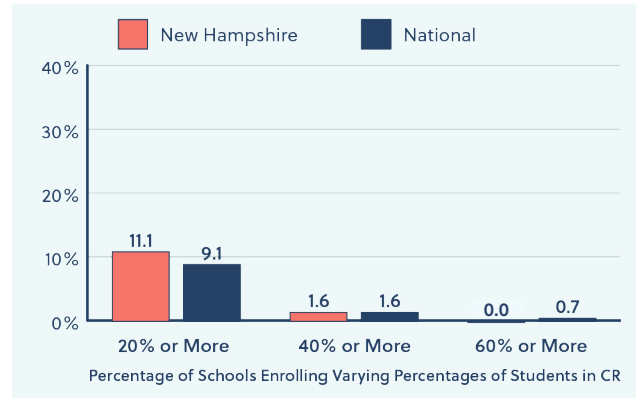
Note: New Hampshire schools N=63 and national schools N=8,559.

Figure NH-3: CR by Poverty
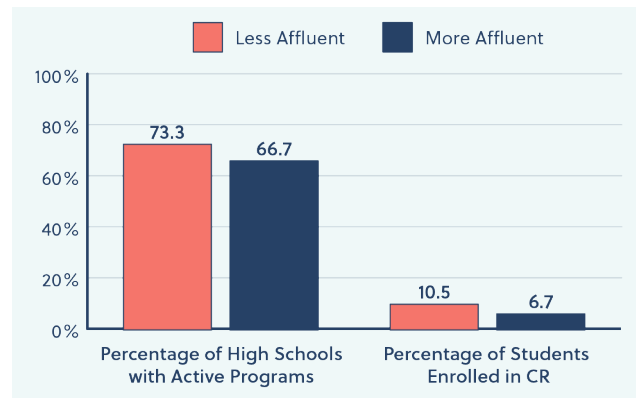
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=45 and more affluent schools N=45; right side of figure: less affluent schools N=33 and more affluent schools N=30.

Figure NH-4: CR by Race/Ethnicity
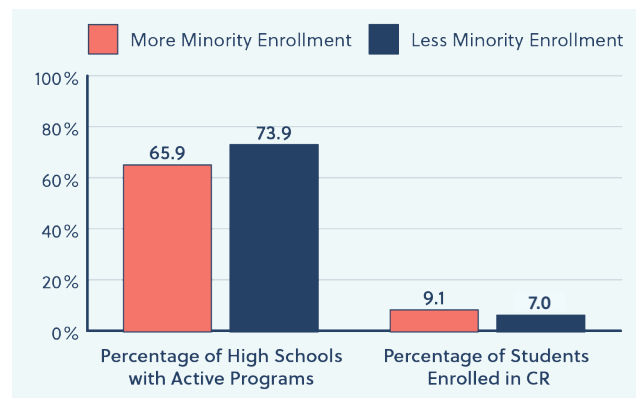
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=44 and less minority schools N=46; right side of figure: more minority schools N=29 and less minority schools N=34.

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Manchester School District

The largest district in New Hampshire with an active credit recovery program is Manchester School District (MSD), with 4 high schools in our sample, all 4 of which have active CR programs enrolling at least one student (see Table NH-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), MSD high schools are much more likely to have CR than those in other districts. Moreover, 12.5 percent of MSD students participate, meaning 549 students in the district are enrolled in CR. Participation in CR at MSD is somewhat greater than the national average of 8.1 percent (Figure NH-5).

Schools with High Credit Recovery Enrollment

Just one high school in MSD enrolls a large share of students in credit recovery programs (Figure NH-6).

Figure NH-5: CR Programs and Participation in MSD
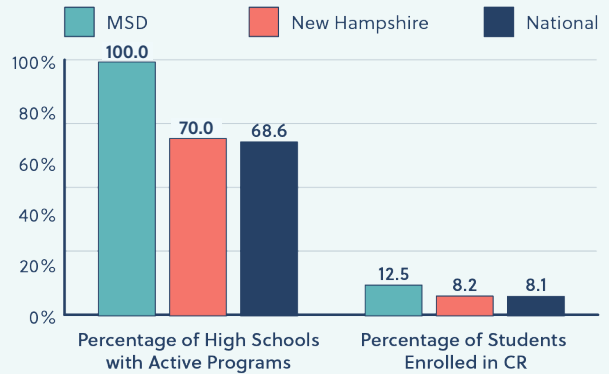
Note: Left side of figure: MSD schools N=4, New Hampshire schools N=90, and national schools N=12,481; right side of figure: MSD schools N=4, New Hampshire schools N=63, and national schools N=8,573.

Figure NH-6: MSD High Schools with High Enrollment in CR
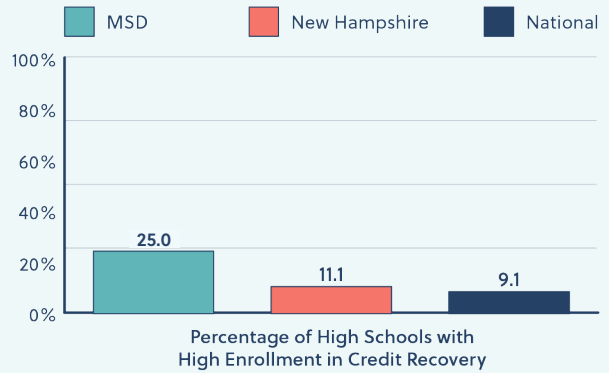
Note: MSD schools N=4, New Hampshire schools N=63, and national schools N=8,559.

Table NH-1: MSD at a Glance	
Number of High Schools:	4
Number of Students:	4,392
Number of High Schools with Active CR Programs:	4
Number of Students Participating in CR:	549
Percentage of Students Participating in CR (High Schools with Active Programs):	12.5
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	1

State and District Policy Implications

We offer three general (not New Hampshire-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

New Jersey

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of New Jersey describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Freehold Regional High School District, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

New Jersey has 313 high schools in our sample, 233 of which have active CR programs enrolling at least one student.

As shown in Figure NJ-1, this means that 74.4 percent of high schools in the Garden State have active credit recovery programs. Compared with the national rate of 68.6 percent, New Jersey high schools are somewhat more likely to have these programs than high schools in other states. In the 233 New Jersey high schools with active CR programs, 4.8 percent of students participate, meaning 13,245 students in the state are enrolled in CR. Participation in New Jersey is somewhat less than the national average of 8.1 percent of students.

Figure NJ-1: CR Programs and Participation
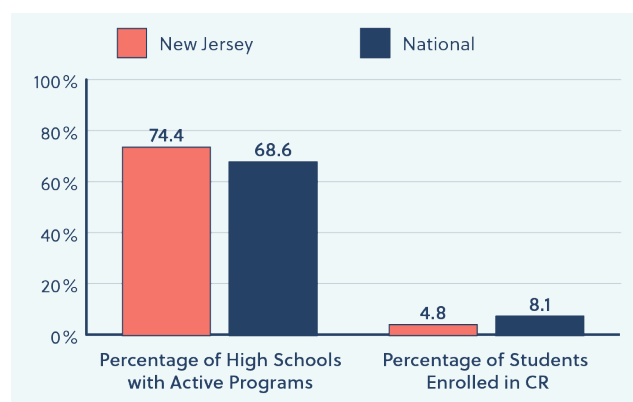
Note: Left side of figure: New Jersey schools N=313 and national schools N=12,481; right side of figure: New Jersey schools N=233 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Garden State enroll large shares of students in credit recovery programs. Of New Jersey's high schools with active CR programs, 5.2 percent enroll more than 20 percent of their students in them, substantially less than the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure NJ-2).

Credit Recovery by School Poverty Level

Less affluent schools are more likely to have credit recovery programs, and also enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure NJ-3).

## Credit Recovery in New Jersey by School Racial/Ethnic Composition

Schools with greater minority enrollment are more likely to have credit recovery programs, and also enroll considerably more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure NJ-4).

Figure NJ-2: High Enrollment in CR
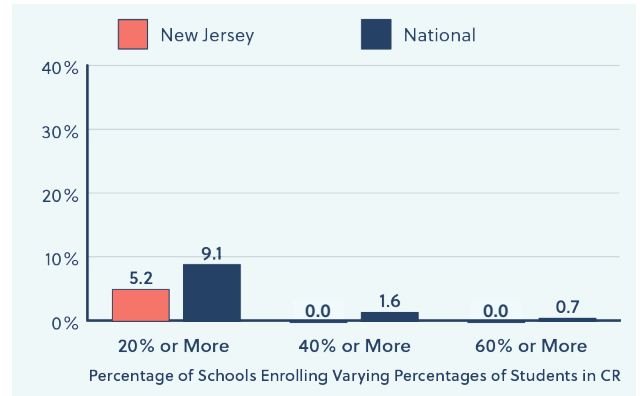
Note: New Jersey schools N=233 and national schools N=8,559.

Figure NJ-3: CR by Poverty
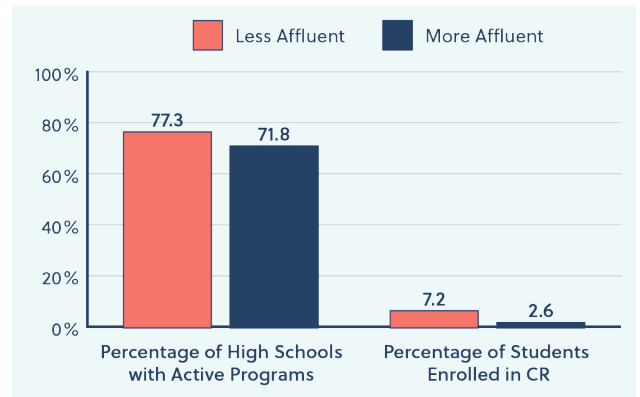
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=150 and more affluent schools N=163; right side of figure: less affluent schools N=116 and more affluent schools N=117.

Figure NJ-4: CR by Race/Ethnicity
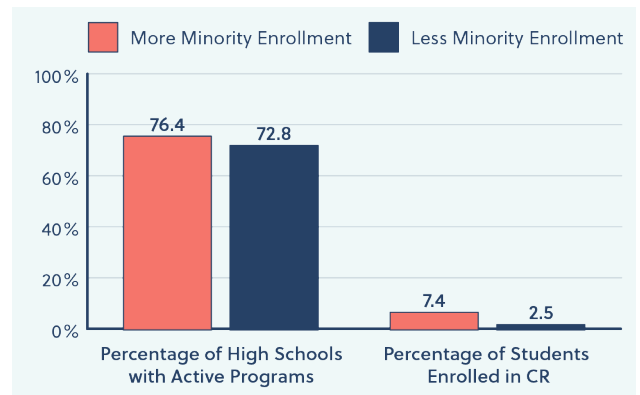
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=144 and less minority schools N=169; right side of figure: more minority schools N=110 and less minority schools N=123.

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Freehold Regional High School District

The largest district in New Jersey with an active credit recovery program is Freehold Regional High School District (FRHSD), with 6 high schools in our sample, all 6 of which have active CR programs enrolling at least one student (see Table NJ-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), FRHSD high schools are much more likely to have CR than those in other districts. Moreover, 0.7 percent of FRHSD students participate, meaning 78 students in the district are enrolled in CR. Participation in CR at FRHSD is considerably less than the national average of 8.1 percent (Figure NJ-5).

Schools with High Credit Recovery Enrollment

No high school in FRHSD enrolls a large share of students in credit recovery programs (Figure NJ-6).

Figure NJ-5: CR Programs and Participation in FRHSD
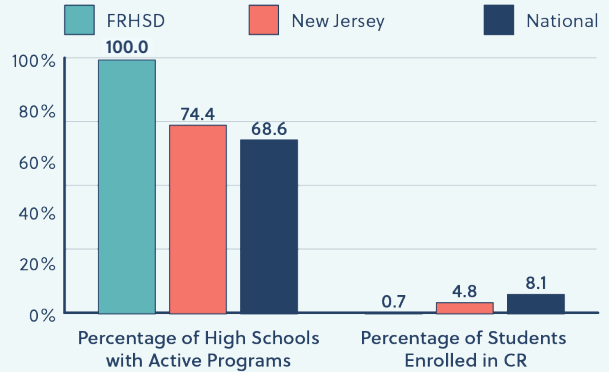
Note: Left side of figure: FRHSD schools N=6, New Jersey schools N=313, and national schools N=12,481; right side of figure: FRHSD schools N=6, New Jersey schools N=233, and national schools N=8,573.

Figure NJ-6: FRHSD High Schools with High Enrollment in CR
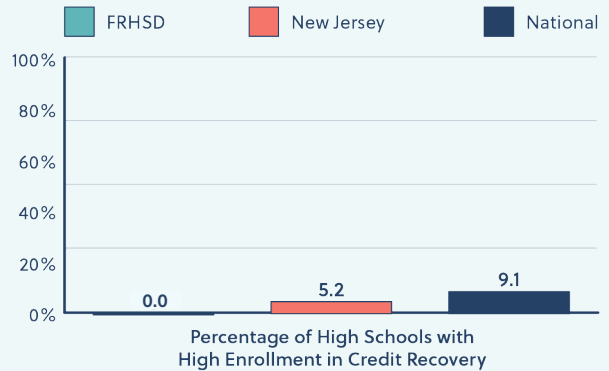
Note: FRHSD schools N=6, New Jersey schools N=233, and national schools N=8,559.

Table NJ-1: FRHSD at a Glance	
Number of High Schools:	6
Number of Students:	11,149
Number of High Schools with Active CR Programs:	6
Number of Students Participating in CR:	78
Percentage of Students Participating in CR (High Schools with Active Programs):	0.7
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not New Jersey-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

New Mexico

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of New Mexico describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Las Cruces Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

New Mexico has 116 high schools in our sample, 78 of which have active CR programs enrolling at least one student.

As shown in Figure NM-1, this means that 67.2 percent of high schools in the Land of Enchantment have active credit recovery programs. Compared with the national rate of 68.6 percent, New Mexico high schools are approximately equally likely to have these programs as high schools in other states. In the 78 New Mexico high schools with active CR programs, 14.7 percent of students participate, meaning 6,990 students in the state are enrolled in CR. Participation in New Mexico is considerably greater than the national average of 8.1 percent of students.

Figure NM-1: CR Programs and Participation
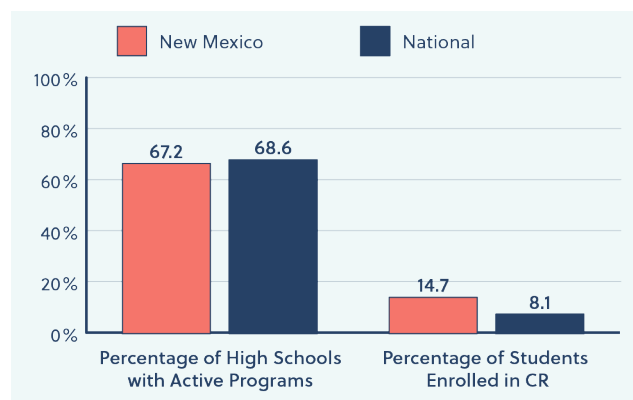
Note: Left side of figure: New Mexico schools N=116 and national schools N=12,481; right side of figure: New Mexico schools N=78 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Quite a few high schools in the Land of Enchantment enroll large shares of students in credit recovery programs. Of New Mexico's high schools with active CR programs, 29.5 percent enroll more than 20 percent of their students in them, much more than the national average of 9.1 percent, and 5.1 percent enroll more than 40 percent of their students in the programs, somewhat more than the national average of 1.6 percent. A few high schools even enroll the large majority of students in the programs, with 2 New Mexico high schools enrolling greater than 60 percent of students in credit recovery (Figure NM-2).

Credit Recovery by School Poverty Level

Less affluent schools are much more likely to have credit recovery programs, and also enroll more students in them in the schools that have the programs than more affluent schools (Figure NM-3).

## Credit Recovery in New Mexico by School Racial/Ethnic Composition

Schools with greater minority enrollment are much more likely to have credit recovery programs, and also enroll considerably more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure NM-4).

Figure NM-2: High Enrollment in CR
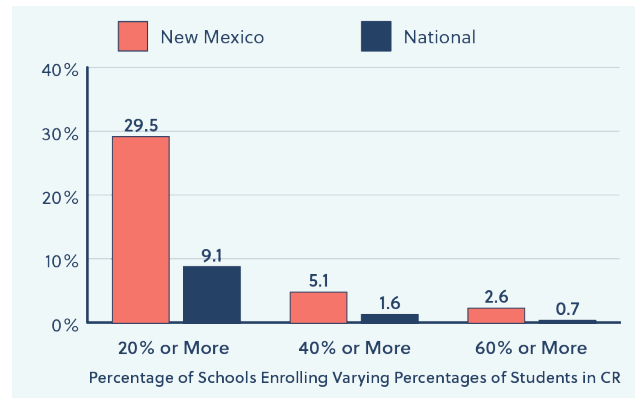
Note: New Mexico schools N=78 and national schools N=8,559.

Figure NM-3: CR by Poverty
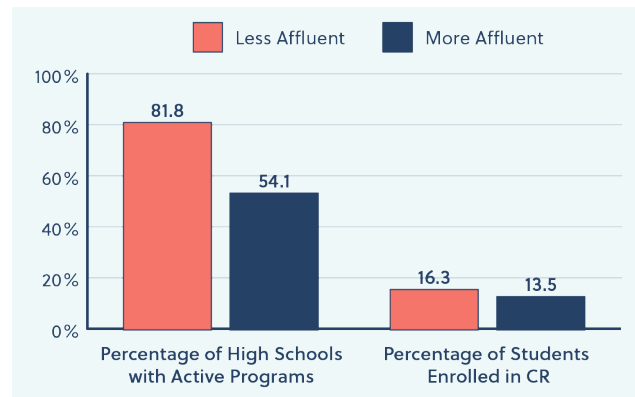
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=55 and more affluent schools N=61; right side of figure: less affluent schools N=45 and more affluent schools N=33.

Figure NM-4: CR by Race/Ethnicity
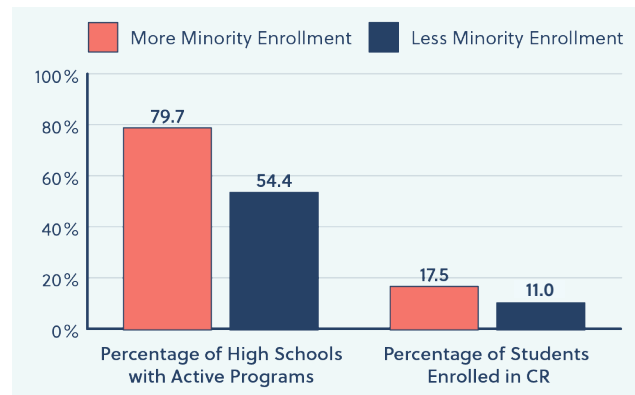
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=59 and less minority schools N=57; right side of figure: more minority schools N=47 and less minority schools N=31.

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Las Cruces Public Schools

The largest district in New Mexico with an active credit recovery program is Las Cruces Public Schools (LCPS), with 4 high schools in our sample, all 4 of which have active CR programs enrolling at least one student (see Table NM-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), LCPS high schools are much more likely to have CR than those in other districts. Moreover, 18.4 percent of LCPS students participate, meaning 1,102 students in the district are enrolled in CR. Participation in CR at LCPS is considerably greater than the national average of 8.1 percent (Figure NM-5).

## Schools with High Credit Recovery Enrollment

Two high schools in LCPS enroll a large share of students in credit recovery programs (Figure NM-6).

Figure NM-5: CR Programs and Participation in LCPS
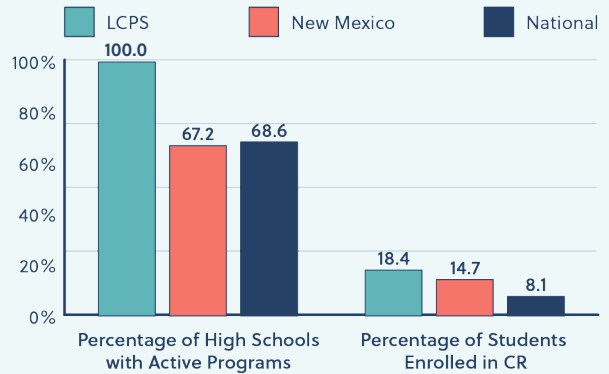
Note: Left side of figure: LCPS schools N=4, New Mexico schools N=116, and national schools N=12,481; right side of figure: LCPS schools N=4, New Mexico schools N=78, and national schools N=8,573.

Figure NM-6: LCPS High Schools with High Enrollment in CR
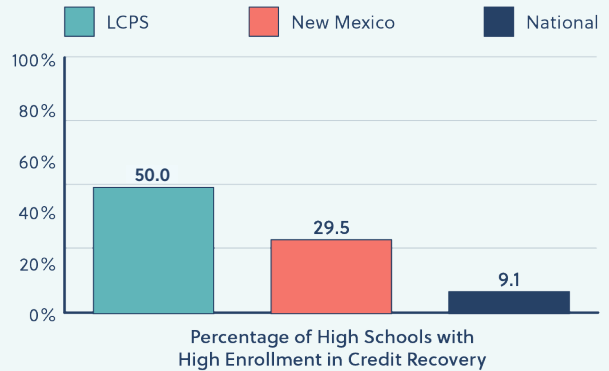
Note: LCPS schools N=4, New Mexico schools N=78, and national schools N=8,559.

Table NM-1: LCPS at a Glance	
Number of High Schools:	4
Number of Students:	5,988
Number of High Schools with Active CR Programs:	4
Number of Students Participating in CR:	1,102
Percentage of Students Participating in CR (High Schools with Active Programs):	18.4
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	2

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State and District Policy Implications

We offer three general (not New Mexico-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

New York

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of New York describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at the City School District of the City of New York, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

New York has 673 high schools in our sample, 411 of which have active CR programs enrolling at least one student.

As shown in Figure NY-1, this means that 61.1 percent of high schools in the Empire State have active credit recovery programs. Compared with the national rate of 68.6 percent, New York high schools are somewhat less likely to have these programs than high schools in other states. In the 411 New York high schools with active CR programs, 6.7 percent of students participate, meaning 24,329 students in the state are enrolled in CR. Participation in New York is slightly less than the national average of 8.1 percent of students.

Figure NY-1: CR Programs and Participation
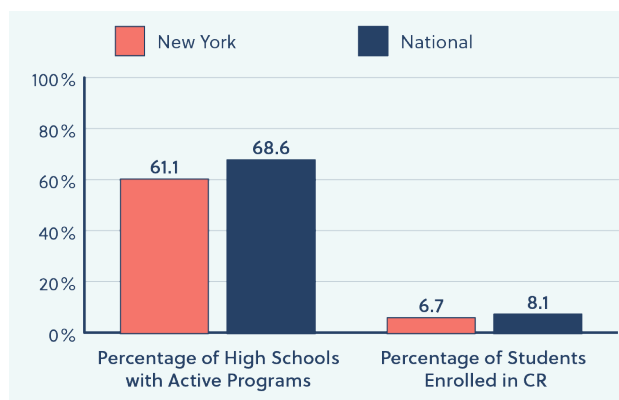
Note: Left side of figure: New York schools N=673 and national schools N=12,481; right side of figure: New York schools N=411 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Empire State enroll large shares of students in credit recovery programs. Of New York's high schools with active CR programs, 8.0 percent enroll more than 20 percent of their students in them, about the same as the national average of 9.1 percent, and 1.0 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent (Figure NY-2).

Credit Recovery by School Poverty Level

Less affluent schools are much less likely to have credit recovery programs, but enroll more students in them in the schools that have the programs than more affluent schools (Figure NY-3).

Credit Recovery in New York by School Racial/Ethnic Composition
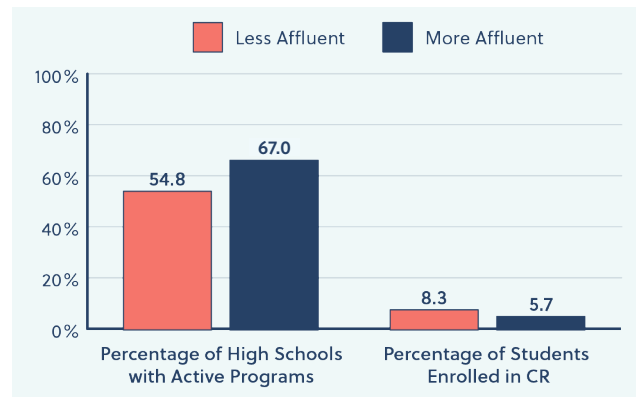
Schools with greater minority enrollment are much less likely to have credit recovery programs, but enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure NY-4).

### Figure NY-2: High Enrollment in CR
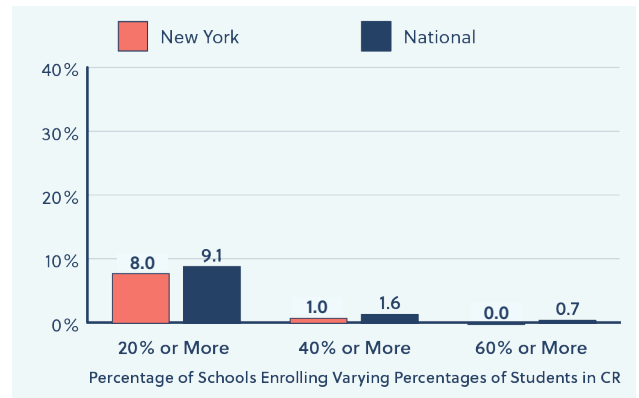
Note: New York schools N=411 and national schools N=8,559.

Figure NY-3: CR by Poverty

Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=321 and more affluent schools N=345; right side of figure: less affluent schools N=176 and more affluent schools N=231.

Figure NY-4: CR by Race/Ethnicity
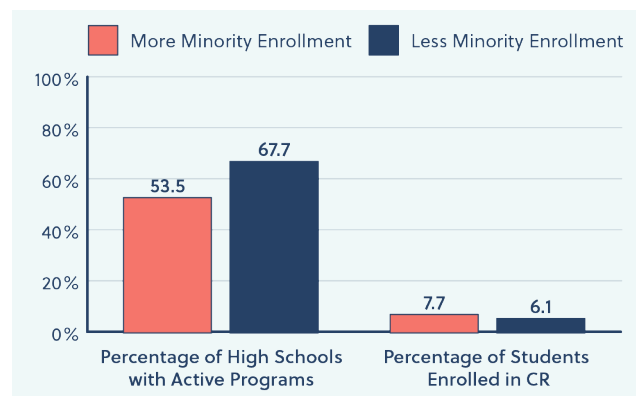
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=314 and less minority schools N=359; right side of figure: more minority schools N=168 and less minority schools N=243.

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The City School District of the City of New York

The largest district in New York with an active credit recovery program is the City School District of the City of New York (NYC Schools), with 229 high schools in our sample, 109 of which have active CR programs enrolling at least one student (see Table NY-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), NYC Schools high schools are much less likely to have CR than those in other districts. Moreover, 3.7 percent of NYC Schools students participate, meaning 2,504 students in the district are enrolled in CR. Participation in CR at NYC Schools is considerably less than the national average of 8.1 percent (Figure NY-5).

## Schools with High Credit Recovery Enrollment

A number of high schools in NYC Schools enroll large shares of students in CR programs. Specifically, 8 of the 109 high schools in the district with active CR programs (or 7.3 percent) enroll more than 20 percent of their students in CR, a share of schools that is somewhat less than the national average of 9.1 percent of schools with the programs (Figure NY-6).

Figure NY-5: CR Programs and Participation in NYC Schools
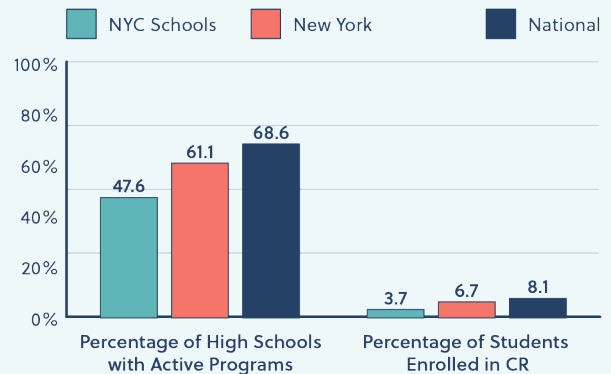
Note: Left side of figure: NYC Schools schools N=229, New York schools N=673, and national schools N=12,481; right side of figure: NYC Schools schools N=109, New York schools N=411, and national schools N=8,573.

Figure NY-6: NYC Schools High Schools with High Enrollment in CR
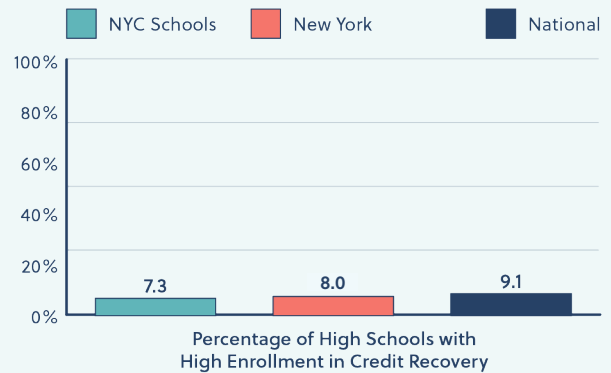
Note: NYC_Schools schools N=109, New York schools N=411, and national schools N=8,559.

Table NY-1: NYC Schools at a Glance	
Number of High Schools:	229
Number of Students:	67,666
Number of High Schools with Active CR Programs:	109
Number of Students Participating in CR:	2,504
Percentage of Students Participating in CR (High Schools with Active Programs):	3.7
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	8

VII. State Profiles: New York | Gotta Give 'Em Credit

State and District Policy Implications

We offer three general (not New York-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

North Carolina

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of North Carolina describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Wake County Public School System, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

North Carolina has 455 high schools in our sample, 238 of which have active CR programs enrolling at least one student.

As shown in Figure NC-1, this means that 52.3 percent of high schools in the Tar Heel State have active credit recovery programs. Compared with the national rate of 68.6 percent, North Carolina high schools are much less likely to have these programs than high schools in other states. In the 238 North Carolina high schools with active CR programs, 3.6 percent of students participate, meaning 9,202 students in the state are enrolled in CR. Participation in North Carolina is considerably less than the national average of 8.1 percent of students.

Figure NC-1: CR Programs and Participation
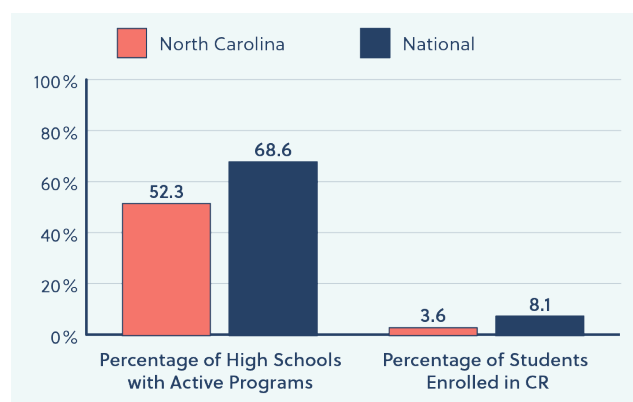
Note: Left side of figure: North Carolina schools N=455 and national schools N=12,481; right side of figure: North Carolina schools N=238 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

No high school in the Tar Heel State enrolls large shares of students in credit recovery programs (Figure NC-2).

Credit Recovery by School Poverty Level

Less affluent schools are about equally likely to have credit recovery programs, but enroll about the same share of students in them as more affluent schools (Figure NC-3).

## Credit Recovery in North Carolina by School Racial/ Ethnic Composition

Schools with greater minority enrollment are more likely to have credit recovery programs, and also enroll about the same share of students in credit recovery as schools with less minority enrollment (Figure NC-4).

Figure NC-2: High Enrollment in CR
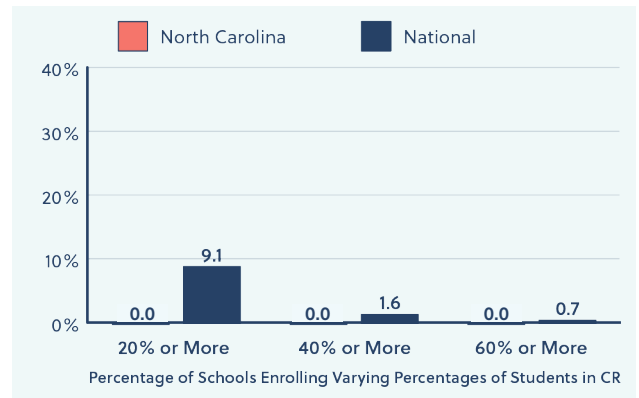
Note: North Carolina schools N=238 and national schools N=8,559.

Figure NC-3: CR by Poverty
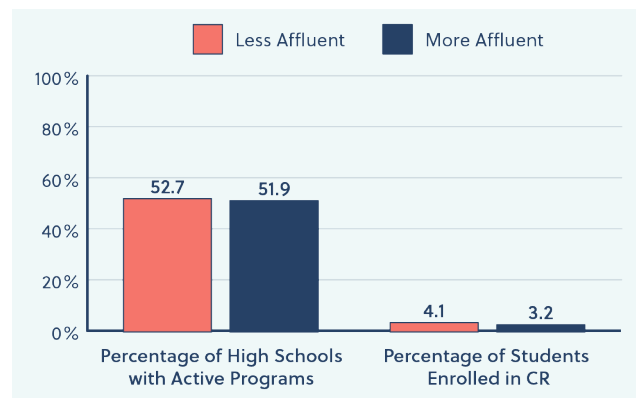
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=222 and more affluent schools N=233; right side of figure: less affluent schools N=117 and more affluent schools N=121.

Figure NC-4: CR by Race/Ethnicity
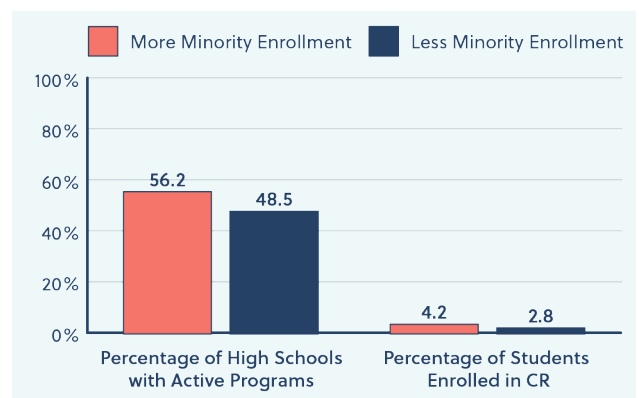
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=226 and less minority schools N=229; right side of figure: more minority schools N=127 and less minority schools N=111.

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Wake County Public School System

The largest district in North Carolina with an active credit recovery program is Wake County Public School System (WCPSS), with 24 high schools in our sample, 16 of which have active CR programs enrolling at least one student (see Table NC-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), WCPSS high schools are approximately equally likely to have CR as those in other districts. Moreover, 3.5 percent of WCPSS students participate, meaning 1,156 students in the district are enrolled in CR. Participation in CR at WCPSS is considerably less than the national average of 8.1 percent (Figure NC-5).

## Schools with High Credit Recovery Enrollment

No high school in WCPSS enrolls a large share of students in credit recovery programs (Figure NC-6).

Figure NC-5: CR Programs and Participation in WCPSS
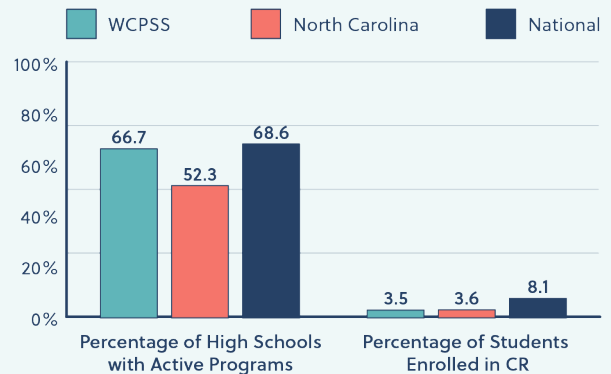
Note: Left side of figure: WCPSS schools N=24, North Carolina schools N=455, and national schools N=12,481; right side of figure: WCPSS schools N=16, North Carolina schools N=238, and national schools N=8,573.

Figure NC-6: WCPSS High Schools with High Enrollment in CR
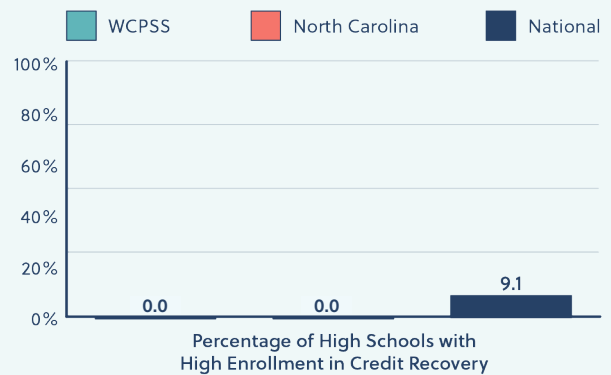
Note: WCPSS schools N=16, North Carolina schools N=238, and national schools N=8,559.

Table NC-1: WCPSS at a Glance	
Number of High Schools:	24
Number of Students:	33,026
Number of High Schools with Active CR Programs:	16
Number of Students Participating in CR:	1,156
Percentage of Students Participating in CR (High Schools with Active Programs):	3.5
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not North Carolina-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

North Dakota

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of North Dakota describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Bismarck Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

North Dakota has 63 high schools in our sample, 36 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 4 very small schools in North Dakota with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure ND-1, this means that 57.1 percent of high schools in the Peace Garden State have active credit recovery programs. Compared with the national rate of 68.6 percent, North Dakota high schools are much less likely to have these programs than high schools in other states. In the

Figure ND-1: CR Programs and Participation
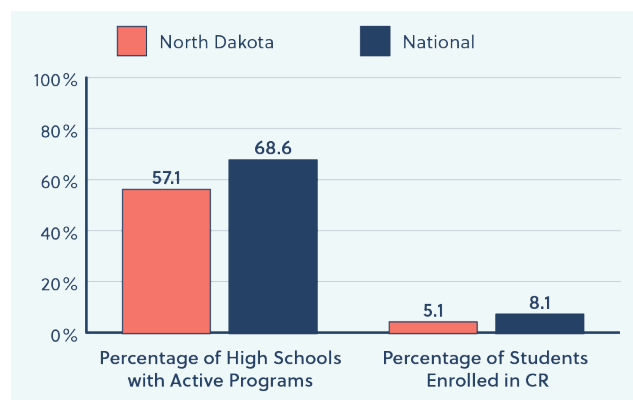
Note: Left side of figure: North Dakota schools N=63 and national schools N=12,481; right side of figure: North Dakota schools N=37 and national schools N=8,573.

37 North Dakota high schools with active CR programs, 5.1 percent of students participate, meaning 802 students in the state are enrolled in CR. Participation in North Dakota is somewhat less than the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

No high school in the Peace Garden State enrolls large shares of students in credit recovery programs (Figure ND-2).

Credit Recovery by School Poverty Level

In North Dakota, less affluent schools enroll more students in them in the schools that have the programs than more affluent ones (Figure ND-3).

## Credit Recovery in North Dakota by School Racial/Ethnic Composition

North Dakota's schools with greater minority enrollment enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure ND-4).

Figure ND-2: High Enrollment in CR
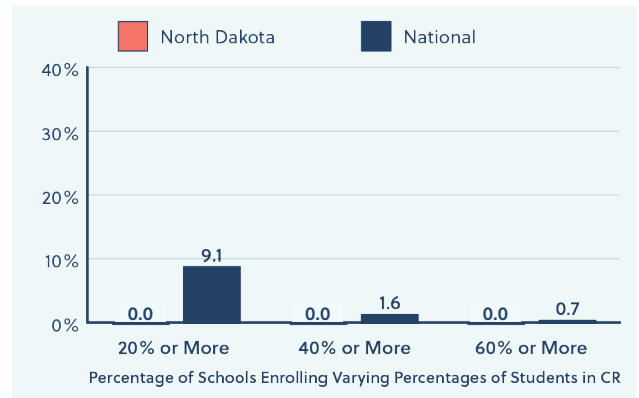
Note: North Dakota schools N=36 and national schools N=8,559.

Figure ND-3: CR by Poverty
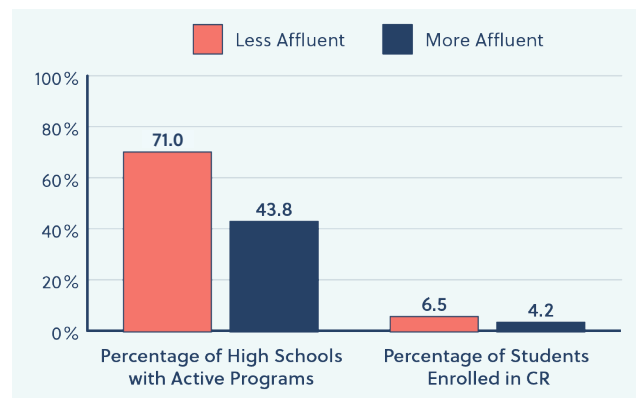
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=31 and more affluent schools N=32; right side of figure: less affluent schools N=22 and more affluent schools N=14.

Figure ND-4: CR by Race/Ethnicity
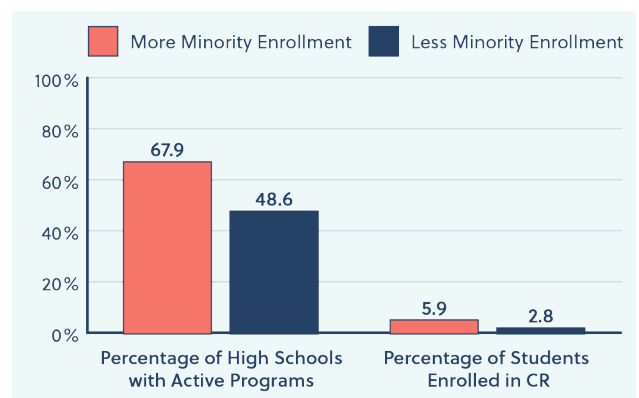
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=28 and less minority schools N=35; right side of figure: more minority schools N=20 and less minority schools N=17.

Bismarck Public Schools

The largest district in North Dakota with an active credit recovery program is Bismarck Public Schools (BPS), with 2 high schools in our sample, 1 of which have active CR programs enrolling at least one student (see Table ND-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), BPS high schools are much less likely to have CR than those in other districts. Moreover, 0.6 percent of BPS students participate, meaning 8 students in the district are enrolled in CR. Participation in CR at BPS is considerably less than the national average of 8.1 percent (Figure ND-5).

## Schools with High Credit Recovery Enrollment

No high school in BPS enrolls a large share of students in credit recovery programs (Figure ND-6).

Figure ND-5: CR Programs and Participation in BPS
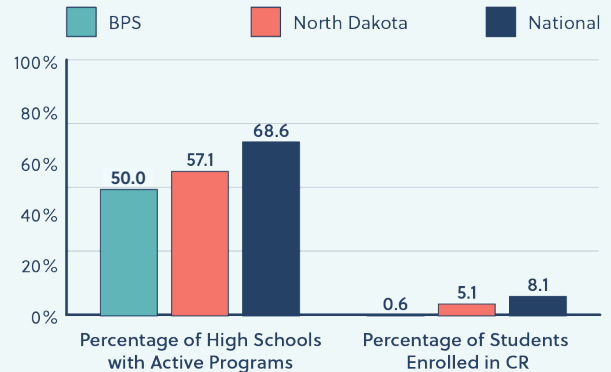
Note: Left side of figure: BPS schools N=2, North Dakota schools N=63, and national schools N=12,481; right side of figure: BPS schools N=1, North Dakota schools N=37, and national schools N=8,573.

Figure ND-6: BPS High Schools with High Enrollment in CR
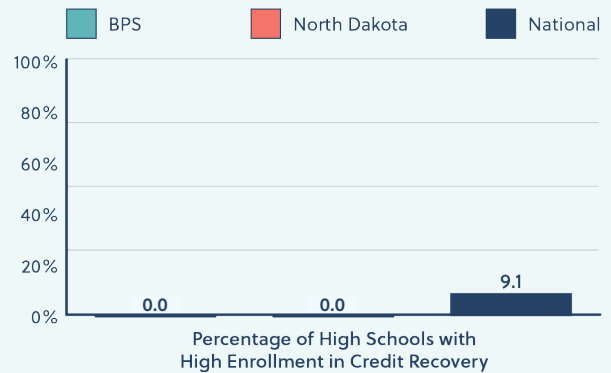
Note: BPS schools N=1, North Dakota schools N=36, and national schools N=8,559.

Table ND-1: BPS at a Glance	
Number of High Schools:	2
Number of Students:	1,336
Number of High Schools with Active CR Programs:	1
Number of Students Participating in CR:	8
Percentage of Students Participating in CR (High Schools with Active Programs):	0.6
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not North Dakota-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Ohio

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Ohio describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Columbus City Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Ohio has 539 high schools in our sample, 262 of which have active CR programs enrolling at least one student.

As shown in Figure OH-1, this means that 48.6 percent of high schools in the Buckeye State have active credit recovery programs. Compared with the national rate of 68.6 percent, Ohio high schools are much less likely to have these programs than high schools in other states. In the 262 Ohio high schools with active CR programs, 8.0 percent of students participate, meaning 16,692 students in the state are enrolled in CR. Participation in Ohio is similar to the national average of 8.1 percent of students.

Figure OH-1: CR Programs and Participation
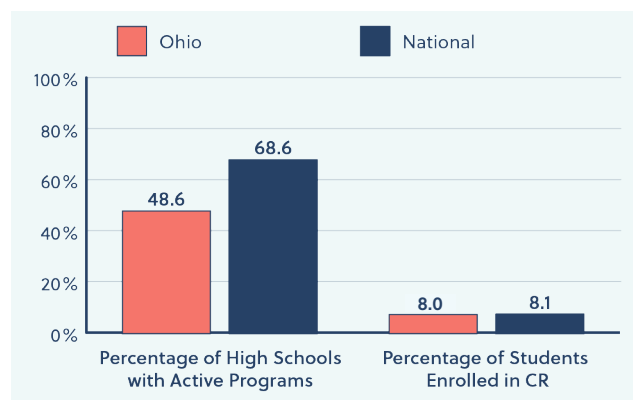
Note: Left side of figure: Ohio schools N=539 and national schools N=12,481; right side of figure: Ohio schools N=262 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Buckeye State enroll large shares of students in credit recovery programs. Of Ohio's high schools with active CR programs, 9.9 percent enroll more than 20 percent of their students in them, about the same as the national average of 9.1 percent, and 2.3 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent. A few high schools even enroll the large majority of students in the programs, with 6 Ohio high schools enrolling greater than 60 percent of students in credit recovery (Figure OH-2).

Credit Recovery by School Poverty Level

Less affluent schools are more likely to have credit recovery programs, and also enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure OH-3).

## Credit Recovery in Ohio by School Racial/Ethnic Composition

Schools with greater minority enrollment are much more likely to have credit recovery programs, and also enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure OH-4).

Figure OH-2: High Enrollment in CR
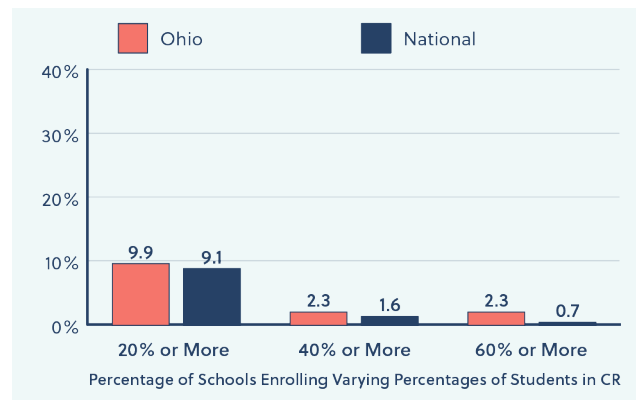
Note: Ohio schools N=262 and national schools N=8,559.

Figure OH-3: CR by Poverty
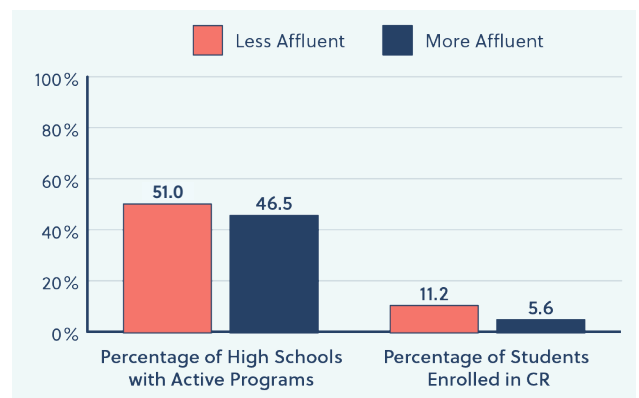
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=261 and more affluent schools N=273; right side of figure: less affluent schools N=133 and more affluent schools N=127.

Figure OH-4: CR by Race/Ethnicity
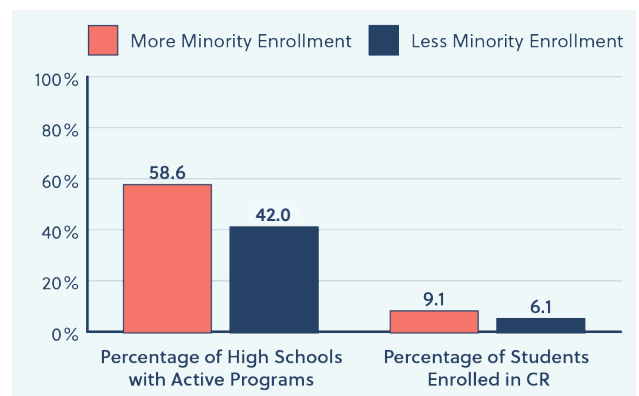
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=215 and less minority schools N=324; right side of figure: more minority schools N=126 and less minority schools N=136.

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Columbus City Schools

The largest district in Ohio with an active credit recovery program is Columbus City Schools (CCS), with 13 high schools in our sample, all 13 of which have active CR programs enrolling at least one student (see Table OH-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), CCS high schools are much more likely to have CR than those in other districts. Moreover, 15.3 percent of CCS students participate, meaning 1,576 students in the district are enrolled in CR. Participation in CR at CCS is considerably greater than the national average of 8.1 percent (Figure OH-5).

## Schools with High Credit Recovery Enrollment

Just one high school in CCS enrolls a large share of students in credit recovery programs (Figure OH-6).

Figure OH-5: CR Programs and Participation in CCS
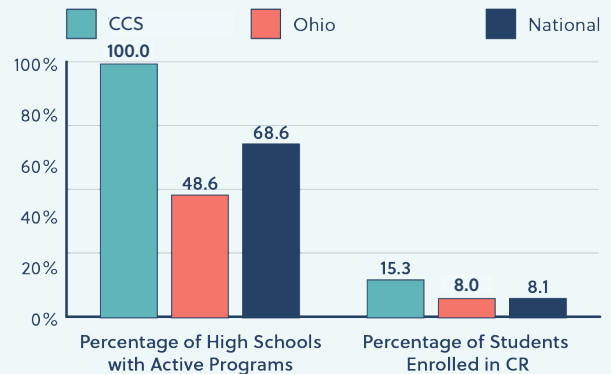
Note: Left side of figure: CCS schools N=13, Ohio schools N=539, and national schools N=12,481; right side of figure: CCS schools N=13, Ohio schools N=262, and national schools N=8,573.

Figure OH-6: CCS High Schools with High Enrollment in CR
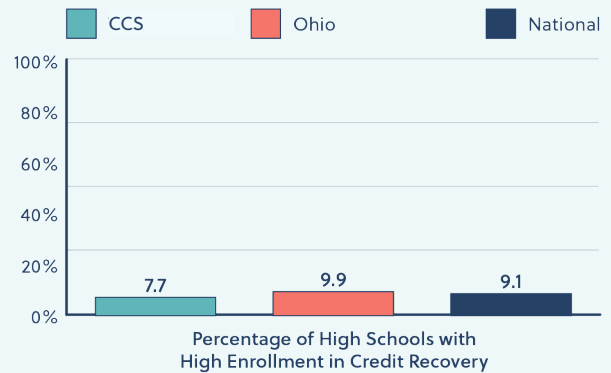
Note: CCS schools N=13, Ohio schools N=262, and national schools N=8,559.

Table OH-1: CCS at a Glance	
Number of High Schools:	13
Number of Students:	10,300
Number of High Schools with Active CR Programs:	13
Number of Students Participating in CR:	1,576
Percentage of Students Participating in CR (High Schools with Active Programs):	15.3
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	1

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State and District Policy Implications

We offer three general (not Ohio-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Oklahoma

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Oklahoma describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Tulsa Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Oklahoma has 444 high schools in our sample, 284 of which have active CR programs enrolling at least one student.

As shown in Figure OK-1, this means that 64.0 percent of high schools in the Sooner State have active credit recovery programs. Compared with the national rate of 68.6 percent, Oklahoma high schools are somewhat less likely to have these programs than high schools in other states. In the 284 Oklahoma high schools with active CR programs, 8.8 percent of students participate, meaning 11,772 students in the state are enrolled in CR. Participation in Oklahoma is similar to the national average of 8.1 percent of students.

Figure OK-1: CR Programs and Participation
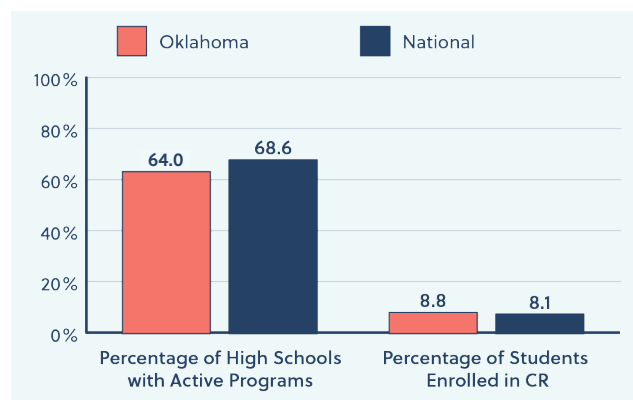
Note: Left side of figure: Oklahoma schools N=444 and national schools N=12,481; right side of figure: Oklahoma schools N=284 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Sooner State enroll large shares of students in credit recovery programs. Of Oklahoma's high schools with active CR programs, 7.4 percent enroll more than 20 percent of their students in them, somewhat less than the national average of 9.1 percent, and 1.1 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent. A few high schools even enroll the large majority of students in the programs, with 2 Oklahoma high schools enrolling greater than 60 percent of students in credit recovery (Figure OK-2).

Credit Recovery by School Poverty Level

Less affluent schools are more likely to have credit recovery programs, but enroll fewer students in them in the schools that have the programs than more affluent schools (Figure OK-3).

## Credit Recovery in Oklahoma by School Racial/Ethnic Composition

Schools with greater minority enrollment are more likely to have credit recovery programs, but enroll fewer students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure OK-4).

### Figure OK-2: High Enrollment in CR
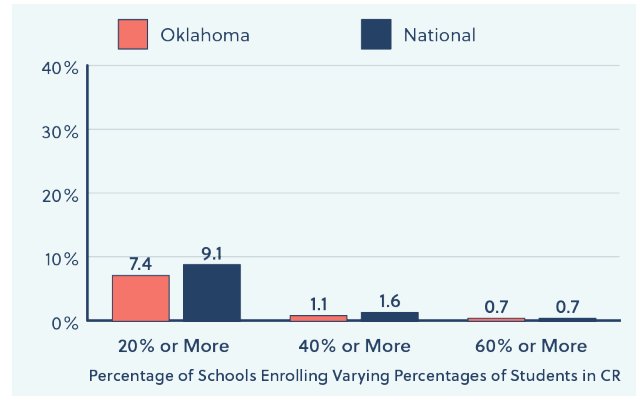
Note: Oklahoma schools N=284 and national schools N=8,559.

Figure OK-3: CR by Poverty
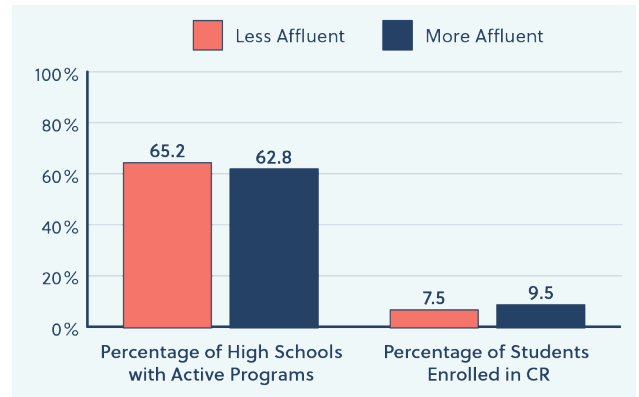
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=221 and more affluent schools N=223; right side of figure: less affluent schools N=144 and more affluent schools N=140.

Figure OK-4: CR by Race/Ethnicity
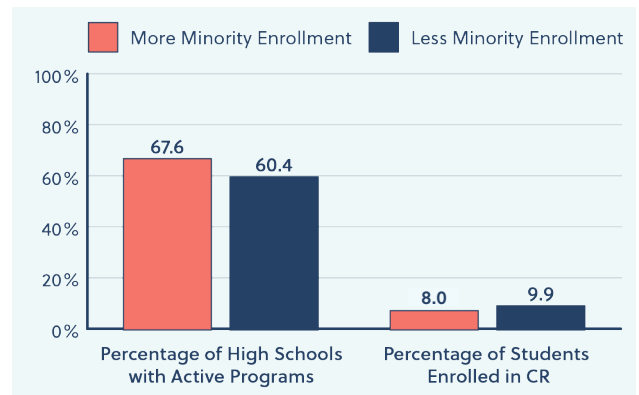
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=222 and less minority schools N=222; right side of figure: more minority schools N=150 and less minority schools N=134.

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Tulsa Public Schools

The largest district in Oklahoma with an active credit recovery program is Tulsa Public Schools (TPS), with 10 high schools in our sample, all 10 of which have active CR programs enrolling at least one student (see Table OK-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), TPS high schools are much more likely to have CR than those in other districts. Moreover, 13.0 percent of TPS students participate, meaning 1,071 students in the district are enrolled in CR. Participation in CR at TPS is somewhat greater than the national average of 8.1 percent (Figure OK-5).

## Schools with High Credit Recovery Enrollment

Several high schools in TPS enroll large shares of students in CR programs. Specifically, 3 of the 10 high schools in the district with active CR programs (or 30.0 percent) enroll more than 20 percent of their students in CR, a share of schools that is much greater than the national average of 9.1 percent of schools with the programs (Figure OK-6).

Figure OK-5: CR Programs and Participation in TPS
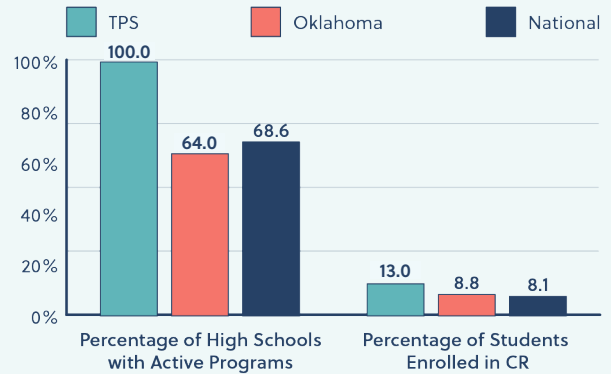
Note: Left side of figure: TPS schools N=10, Oklahoma schools N=444, and national schools N=12,481; right side of figure: TPS schools N=10, Oklahoma schools N=284, and national schools N=8,573.

Figure OK-6: TPS High Schools with High Enrollment in CR
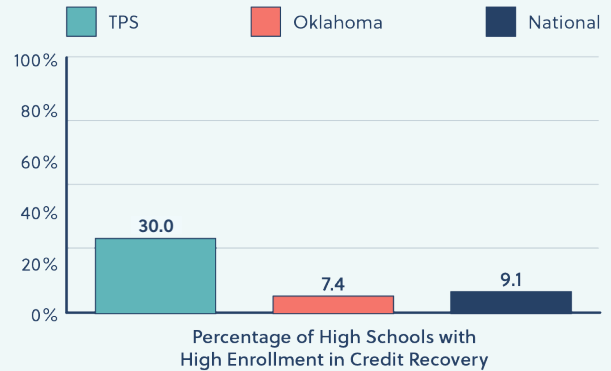
Note: TPS schools N=10, Oklahoma schools N=284, and national schools N=8,559.

Table OK-1: TPS at a Glance	
Number of High Schools:	10
Number of Students:	8,237
Number of High Schools with Active CR Programs:	10
Number of Students Participating in CR:	1,071
Percentage of Students Participating in CR (High Schools with Active Programs):	13.0
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	3

State and District Policy Implications

We offer three general (not Oklahoma-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Oregon

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Oregon describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Portland Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Oregon has 175 high schools in our sample, 117 of which have active CR programs enrolling at least one student.

As shown in Figure OR-1, this means that 66.9 percent of high schools in the Beaver State have active credit recovery programs. Compared with the national rate of 68.6 percent, Oregon high schools are approximately equally likely to have these programs as high schools in other states. In the 117 Oregon high schools with active CR programs, 11.2 percent of students participate, meaning 11,180 students in the state are enrolled in CR. Participation in Oregon is somewhat greater than the national average of 8.1 percent of students.

Figure OR-1: CR Programs and Participation
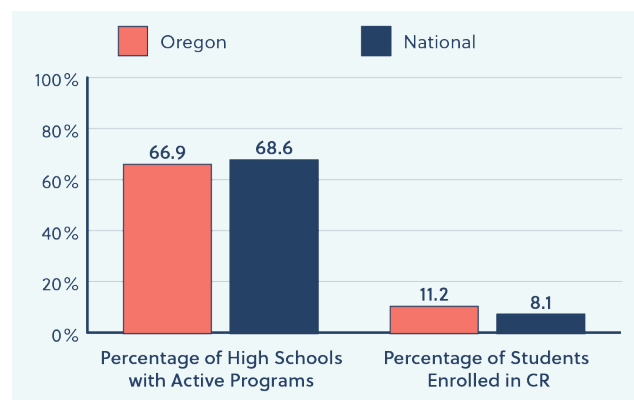
Note: Left side of figure: Oregon schools N=175 and national schools N=12,481; right side of figure: Oregon schools N=117 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Quite a few high schools in the Beaver State enroll large shares of students in credit recovery programs. Of Oregon's high schools with active CR programs, 22.2 percent enroll more than 20 percent of their students in them, much more than the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure OR-2).

Credit Recovery by School Poverty Level

Less affluent schools are less likely to have credit recovery programs, but enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure OR-3).

## Credit Recovery in Oregon by School Racial/Ethnic Composition

Schools with greater minority enrollment are more likely to have credit recovery programs, but enroll about the same share of students in credit recovery as schools with less minority enrollment (Figure OR-4).

Figure OR-2: High Enrollment in CR
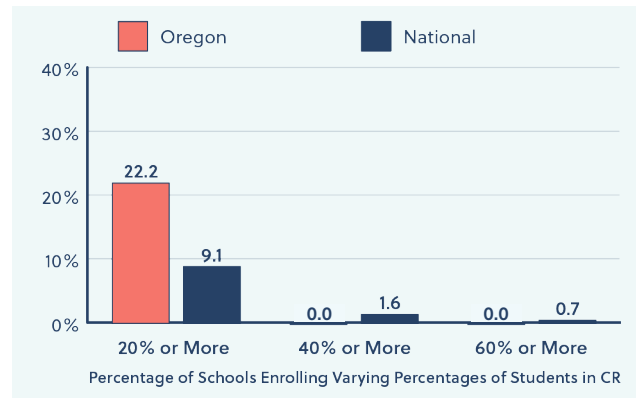
Note: Oregon schools N=117 and national schools N=8,559.

Figure OR-3: CR by Poverty
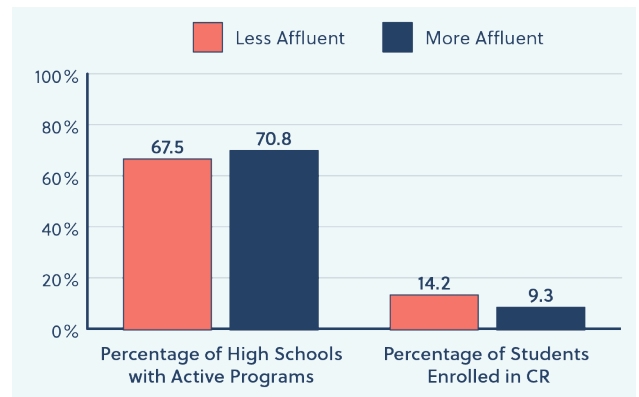
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=80 and more affluent schools N=89; right side of figure: less affluent schools N=54 and more affluent schools N=63.

Figure OR-4: CR by Race/Ethnicity
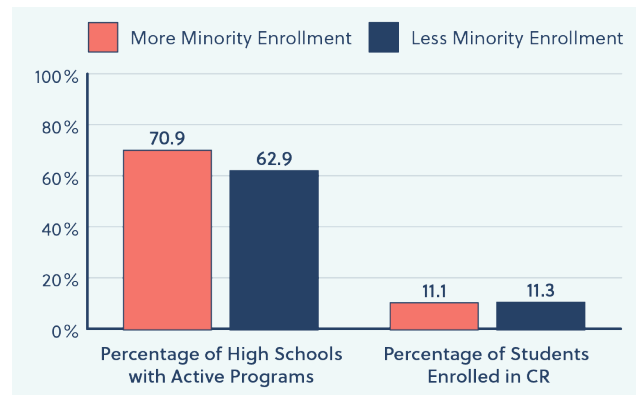
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=86 and less minority schools N=89; right side of figure: more minority schools N=61 and less minority schools N=56.

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Portland Public Schools

The largest district in Oregon with an active credit recovery program is Portland Public Schools (PPS), with 9 high schools in our sample, all 9 of which have active CR programs enrolling at least one student (see Table OR-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), PPS high schools are much more likely to have CR than those in other districts. Moreover, 19.7 percent of PPS students participate, meaning 2,202 students in the district are enrolled in CR. Participation in CR at PPS is considerably greater than the national average of 8.1 percent (Figure OR-5).

Schools with High Credit Recovery Enrollment

Several high schools in PPS enroll large shares of students in CR programs. Specifically, 6 of the 9 high schools in the district with active CR programs (or 66.7 percent) enroll more than 20 percent of their students in CR, a share of schools that is much greater than the national average of 9.1 percent of schools with the programs (Figure OR-6).

Figure OR-5: CR Programs and Participation in PPS
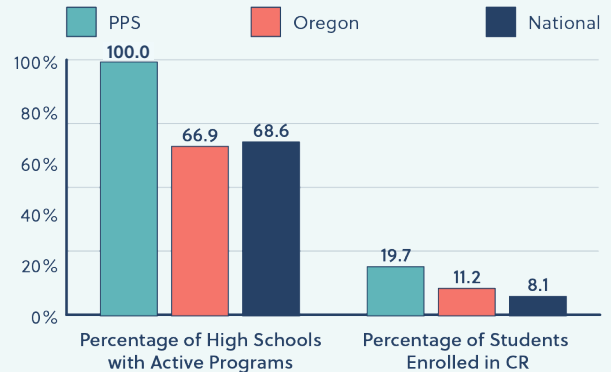
Note: Left side of figure: PPS schools N=9, Oregon schools N=175, and national schools N=12,481; right side of figure: PPS schools N=9, Oregon schools N=117, and national schools N=8,573.

Figure OR-6: PPS High Schools with High Enrollment in CR
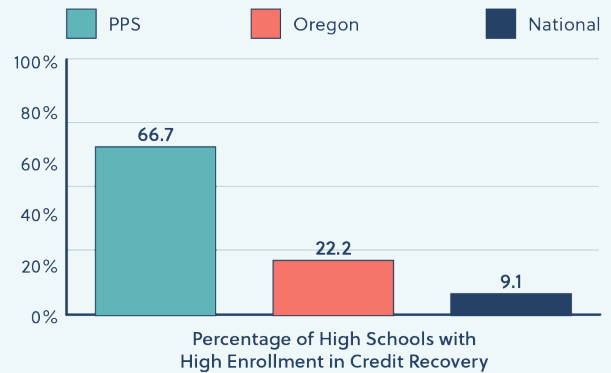
Note: PPS schools N=9, Oregon schools N=117, and national schools N=8,559.

Table OR-1: PPS at a Glance	
Number of High Schools:	9
Number of Students:	11,177
Number of High Schools with Active CR Programs:	9
Number of Students Participating in CR:	2,202
Percentage of Students Participating in CR (High Schools with Active Programs):	19.7
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	6

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State and District Policy Implications

We offer three general (not Oregon-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Pennsylvania

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Pennsylvania describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at the School District of Philadelphia, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Pennsylvania has 415 high schools in our sample, 255 of which have active CR programs enrolling at least one student.

As shown in Figure PA-1, this means that 61.4 percent of high schools in the Keystone State have active credit recovery programs. Compared with the national rate of 68.6 percent, Pennsylvania high schools are somewhat less likely to have these programs than high schools in other states. In the 255 Pennsylvania high schools with active CR programs, 4.6 percent of students participate, meaning 11,129 students in the state are enrolled in CR. Participation in Pennsylvania is considerably less than the national average of 8.1 percent of students.

Figure PA-1: CR Programs and Participation
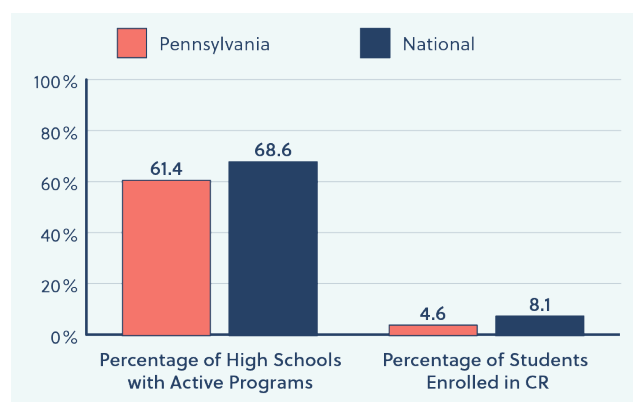
Note: Left side of figure: Pennsylvania schools N=415 and national schools N=12,481; right side of figure: Pennsylvania schools N=255 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Very few high schools in the Keystone State enroll large shares of students in credit recovery programs. Of Pennsylvania's high schools with active CR programs, 3.1 percent enroll more than 20 percent of their students in them, substantially less than the national average of 9.1 percent, and 1.6 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent. One high school even enrolls greater than 60 percent of its students in the programs (Figure PA-2).

Credit Recovery by School Poverty Level

Less affluent schools are more likely to have credit recovery programs, and also enroll more students in them in the schools that have the programs than more affluent schools (Figure PA-3).

## Credit Recovery in Pennsylvania by School Racial/ Ethnic Composition

Schools with greater minority enrollment are about equally likely to have credit recovery programs, but enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure PA-4).

Figure PA-2: High Enrollment in CR
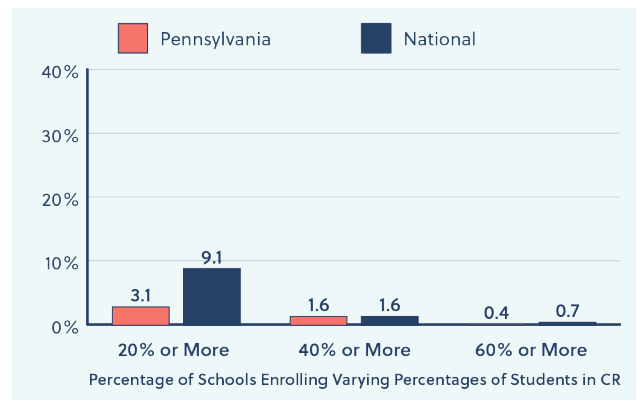
Note: Pennsylvania schools N=255 and national schools N=8,559.

Figure PA-3: CR by Poverty
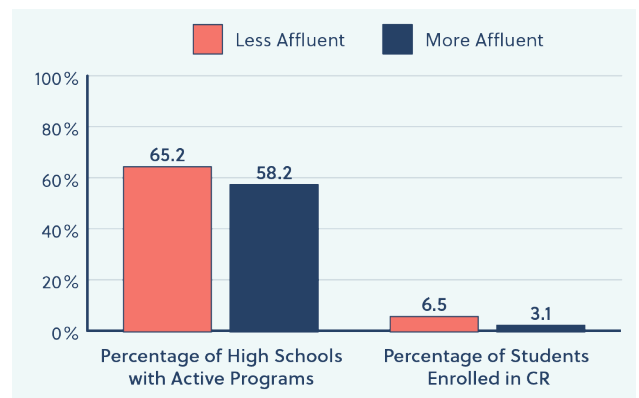
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=204 and more affluent schools N=208; right side of figure: less affluent schools N=133 and more affluent schools N=121.

Figure PA-4: CR by Race/Ethnicity
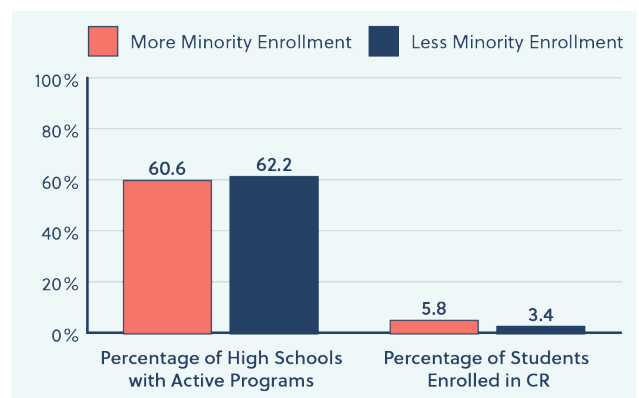
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=193 and less minority schools N=222; right side of figure: more minority schools N=117 and less minority schools N=138.

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The School District of Philadelphia

The largest district in Pennsylvania with an active credit recovery program is the School District of Philadelphia (SDP), with 36 high schools in our sample, 27 of which have active CR programs enrolling at least one student (see Table PA-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), SDP high schools are somewhat more likely to have CR than those in other districts. Moreover, 5.5 percent of SDP students participate, meaning 1,197 students in the district are enrolled in CR. Participation in CR at SDP is somewhat less than the national average of 8.1 percent (Figure PA-5).

Schools with High Credit Recovery Enrollment

Two high schools in SDP enroll a large share of students in credit recovery programs (Figure PA-6).

Figure PA-5: CR Programs and Participation in SDP
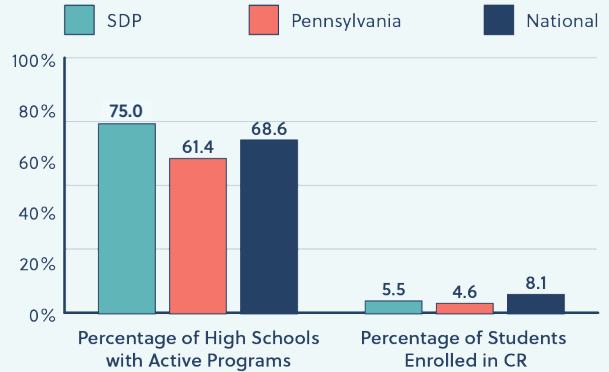
Note: Left side of figure: SDP schools N=36, Pennsylvania schools N=415, and national schools N=12,481; right side of figure: SDP schools N=27, Pennsylvania schools N=255, and national schools N=8,573.

Figure PA-6: SDP High Schools with High Enrollment in CR
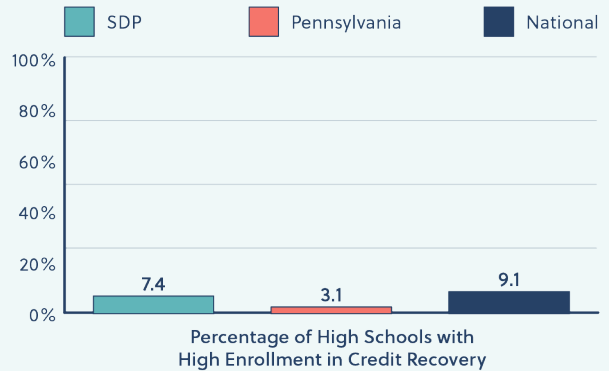
Note: SDP schools N=27, Pennsylvania schools N=255, and national schools N=8,559.

Table PA-1: SDP at a Glance	
Number of High Schools:	36
Number of Students:	21,761
Number of High Schools with Active CR Programs:	27
Number of Students Participating in CR:	1,197
Percentage of Students Participating in CR (High Schools with Active Programs):	5.5
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	2

State and District Policy Implications

We offer three general (not Pennsylvania-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Rhode Island

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Rhode Island describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Providence Public School District, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Rhode Island has 46 high schools in our sample, 27 of which have active CR programs enrolling at least one student.

As shown in Figure RI-1, this means that 58.7 percent of high schools in the Ocean State have active credit recovery programs. Compared with the national rate of 68.6 percent, Rhode Island high schools are somewhat less likely to have these programs than high schools in other states. In the 27 Rhode Island high schools with active CR programs, 17.7 percent of students participate, meaning 3,577 students in the state are enrolled in CR.

Figure RI-1: CR Programs and Participation
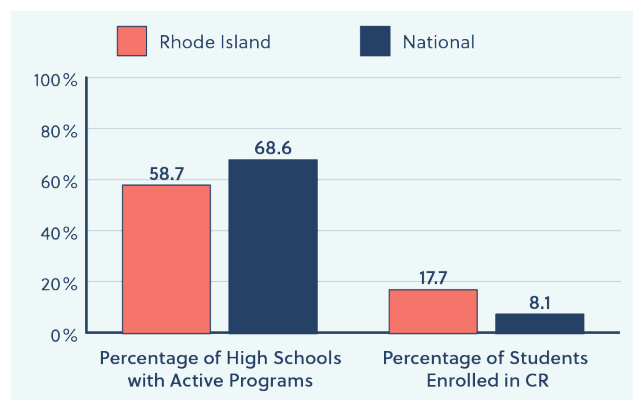
Note: Left side of figure: Rhode Island schools N=46 and national schools N=12,481; right side of figure: Rhode Island schools N=27 and national schools N=8,573.

Participation in Rhode Island is considerably greater than the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

Quite a few high schools in the Ocean State enroll large shares of students in credit recovery programs. Of Rhode Island's high schools with active CR programs, 37.0 percent enroll more than 20 percent of their students in them, much more than the national average of 9.1 percent, and 22.2 percent enroll more than 40 percent of their students in the programs, far more than the national average of 1.6 percent. Some high schools even enroll the large majority of students in the programs, with 7.4 percent of Rhode Island high schools enrolling greater than 60 percent of students in credit recovery (Figure RI-2).

Credit Recovery by School Poverty Level

In Rhode Island, less affluent schools enroll considerably more students in them in the schools that have the programs than more affluent ones (Figure RI-3).

## Credit Recovery in Rhode Island by School Racial/Ethnic Composition

Rhode Island's schools with greater minority enrollment enroll considerably more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure RI-4).

Figure RI-2: High Enrollment in CR
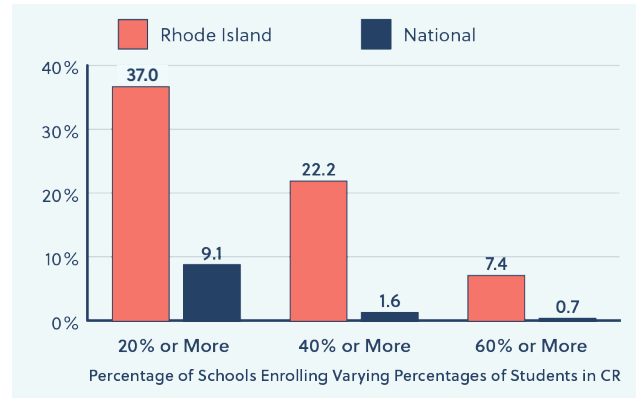
Note: Rhode Island schools N=27 and national schools N=8,559.

Figure RI-3: CR by Poverty
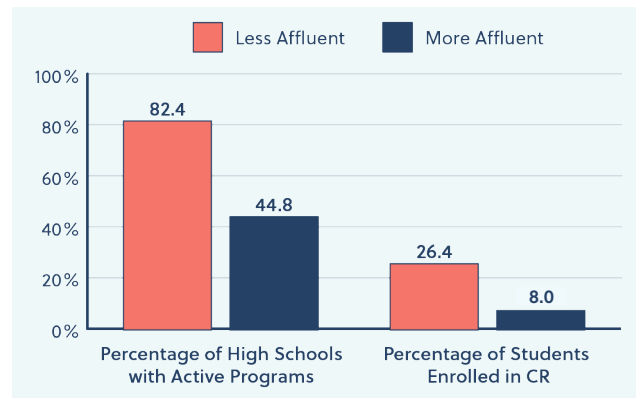
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=17 and more affluent schools N=29; right side of figure: less affluent schools N=14 and more affluent schools N=13.

Figure RI-4: CR by Race/Ethnicity
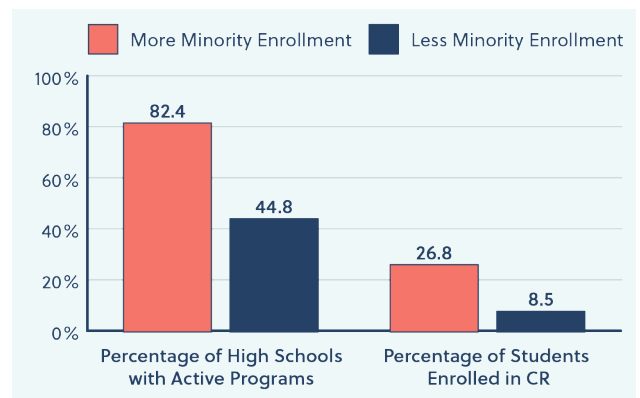
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=17 and less minority schools N=29; right side of figure: more minority schools N=14 and less minority schools N=13.

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Providence Public School District

The largest district in Rhode Island with an active credit recovery program is Providence Public School District (PPSD), with 6 high schools in our sample, all 6 of which have active CR programs enrolling at least one student (see Table RI-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), PPSD high schools are much more likely to have CR than those in other districts. Moreover, 35.9 percent of PPSD students participate, meaning 1,790 students in the district are enrolled in CR. Participation in CR at PPSD is considerably greater than the national average of 8.1 percent (Figure RI-5).

Schools with High Credit Recovery Enrollment

Several high schools in PPSD enroll large shares of students in CR programs. Specifically, 5 of the 6 high schools in the district with active CR programs (or 83.3 percent) enroll more than 20 percent of their students in CR, a share of schools that is much greater than the national average of 9.1 percent of schools with the programs (Figure RI-6).

Figure RI-5: CR Programs and Participation in PPSD
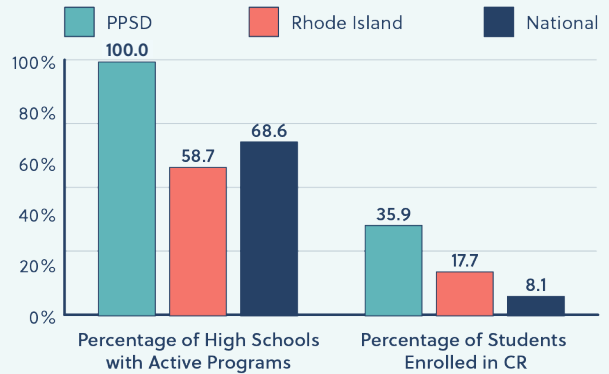
Note: Left side of figure: PPSD schools N=6, Rhode Island schools N=46, and national schools N=12,481; right side of figure: PPSD schools N=6, Rhode Island schools N=27, and national schools N=8,573.

Figure RI-6: PPSD High Schools with High Enrollment in CR
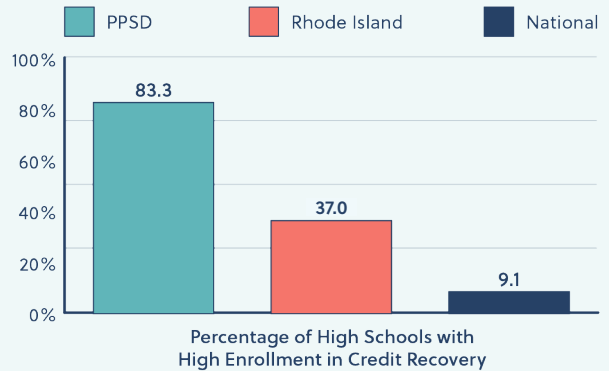
Note: PPSD schools N=6, Rhode Island schools N=27, and national schools N=8,559.

Table RI-1: PPSD at a Glance	
Number of High Schools:	6
Number of Students:	4,986
Number of High Schools with Active CR Programs:	6
Number of Students Participating in CR:	1,790
Percentage of Students Participating in CR (High Schools with Active Programs):	35.9
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	5

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State and District Policy Implications

We offer three general (not Rhode Island-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

South Carolina

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of South Carolina describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Greenville County Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

South Carolina has 197 high schools in our sample, 171 of which have active CR programs enrolling at least one student.

As shown in Figure SC-1, this means that 86.8 percent of high schools in the Palmetto State have active credit recovery programs. Compared with the national rate of 68.6 percent, South Carolina high schools are much more likely to have these programs than high schools in other states. In the 171 South Carolina high schools with active CR programs, 8.5 percent of students participate, meaning 16,094 students in the state are enrolled in CR. Participation in South Carolina is similar to the national average of 8.1 percent of students.

Figure SC-1: CR Programs and Participation
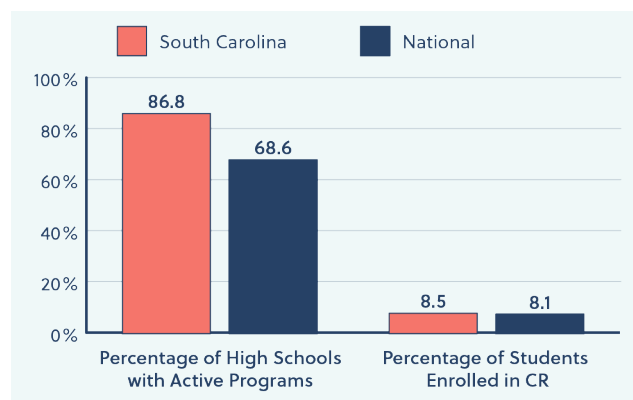
Note: Left side of figure: South Carolina schools N=197 and national schools N=12,481; right side of figure: South Carolina schools N=171 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Palmetto State enroll large shares of students in credit recovery programs. Of South Carolina's high schools with active CR programs, 8.2 percent enroll more than 20 percent of their students in them, about the same as the national average of 9.1 percent, and 0.6 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent. One high school even enrolls greater than 60 percent of its students in the programs (Figure SC-2).

Credit Recovery by School Poverty Level

Less affluent schools are less likely to have credit recovery programs, but enroll more students in them in the schools that have the programs than more affluent schools (Figure SC-3).

Credit Recovery in South Carolina by School Racial/Ethnic Composition

Schools with greater minority enrollment are about equally likely to have credit recovery programs, but enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure SC-4).

Figure SC-2: High Enrollment in CR
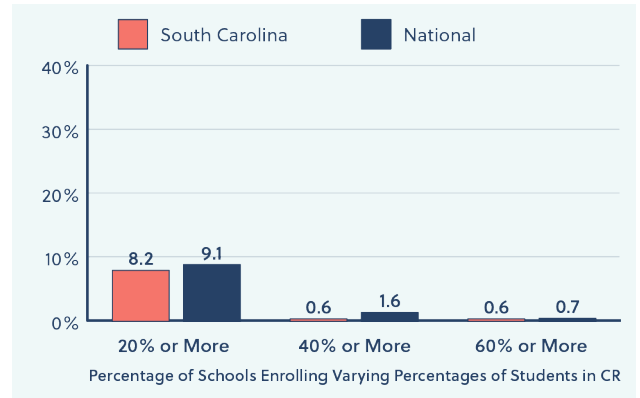
Note: South Carolina schools N=171 and national schools N=8,559.

Figure SC-3: CR by Poverty
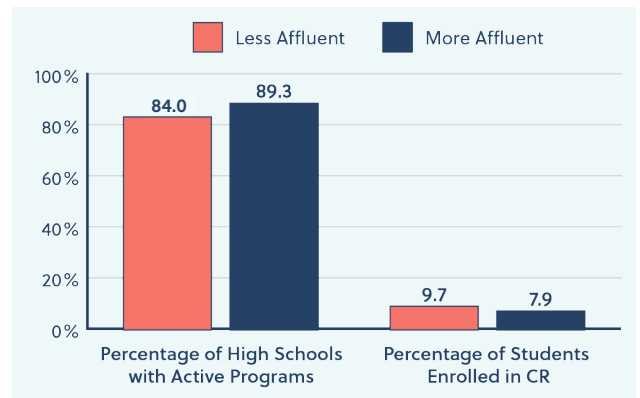
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=94 and more affluent schools N=103; right side of figure: less affluent schools N=79 and more affluent schools N=92.

Figure SC-4: CR by Race/Ethnicity
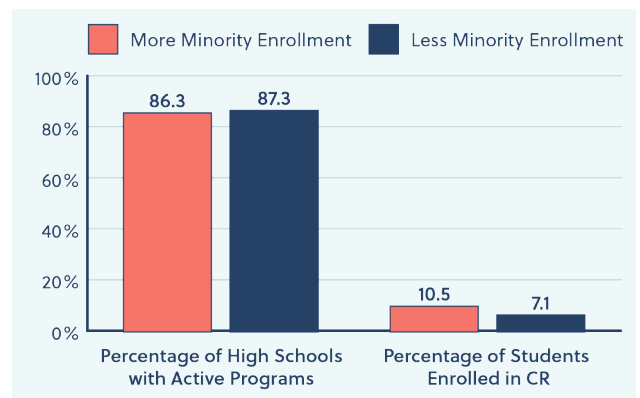
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=95 and less minority schools N=102; right side of figure: more minority schools N=82 and less minority schools N=89.

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Greenville County Schools

The largest district in South Carolina with an active credit recovery program is Greenville County Schools (GCS), with 17 high schools in our sample, 16 of which have active CR programs enrolling at least one student (see Table SC-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), GCS high schools are much more likely to have CR than those in other districts. Moreover, 7.8 percent of GCS students participate, meaning 1,654 students in the district are enrolled in CR. Participation in CR at GCS is similar to the national average of 8.1 percent (Figure SC-5).

Schools with High Credit Recovery Enrollment

No high school in GCS enrolls a large share of students in credit recovery programs (Figure SC-6).

Figure SC-5: CR Programs and Participation in GCS
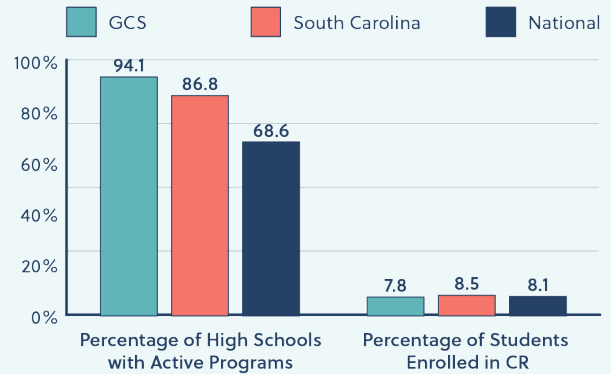
Note: Left side of figure: GCS schools N=17, South Carolina schools N=197, and national schools N=12,481; right side of figure: GCS schools N=16, South Carolina schools N=171, and national schools N=8,573.

Figure SC-6: GCS High Schools with High Enrollment in CR
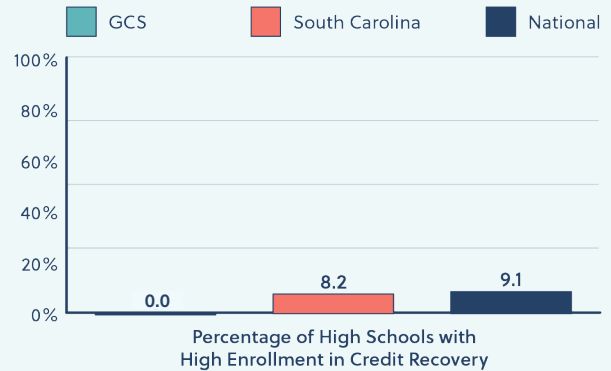
Note: GCS schools N=16, South Carolina schools N=171, and national schools N=8,559.

Table SC-1: GCS at a Glance	
Number of High Schools:	17
Number of Students:	21,202
Number of High Schools with Active CR Programs:	16
Number of Students Participating in CR:	1,654
Percentage of Students Participating in CR (High Schools with Active Programs):	7.8
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not South Carolina-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

South Dakota

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of South Dakota describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Sioux Falls School District 49-5, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

South Dakota has 150 high schools in our sample, 87 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 3 very small schools in South Dakota with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure SD-1, this means that 58.0 percent of high schools in the Mount Rushmore State have active credit recovery programs. Compared with the national rate of 68.6 percent, South Dakota high schools are much less likely to have these programs than high schools in other states.

Figure SD-1: CR Programs and Participation
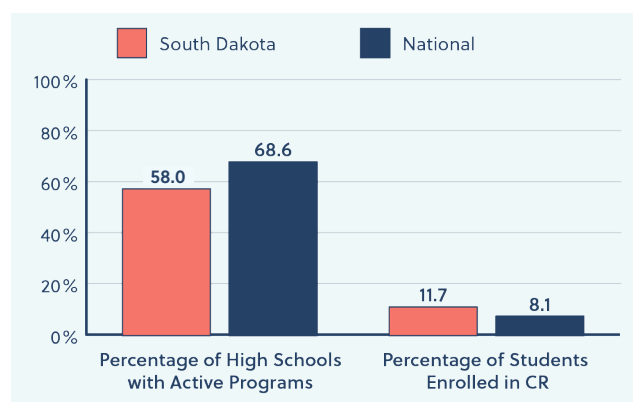
Note: Left side of figure: South Dakota schools N=150 and national schools N=12,481; right side of figure: South Dakota schools N=87 and national schools N=8,573.

In the 87 South Dakota high schools with active CR programs, 11.7 percent of students participate, meaning 3,192 students in the state are enrolled in CR. Participation in South Dakota is somewhat greater than the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

Some high schools in the Mount Rushmore State enroll large shares of students in credit recovery programs. Of South Dakota's high schools with active CR programs, 6.9 percent enroll more than 20 percent of their students in them, somewhat less than the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure SD-2).

Credit Recovery by School Poverty Level

Less affluent schools are more likely to have credit recovery programs, and also enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure SD-3).

Credit Recovery in South Dakota by School Racial/Ethnic Composition

Schools with greater minority enrollment are much more likely to have credit recovery programs, and also enroll considerably more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure SD-4).

Figure SD-2: High Enrollment in CR
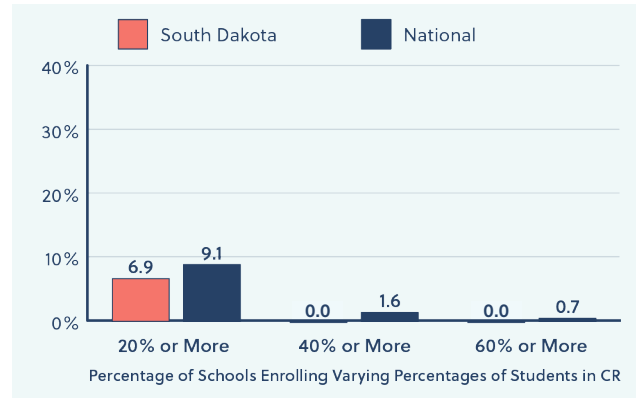
Note: South Dakota schools N=87 and national schools N=8,559.

Figure SD-3: CR by Poverty
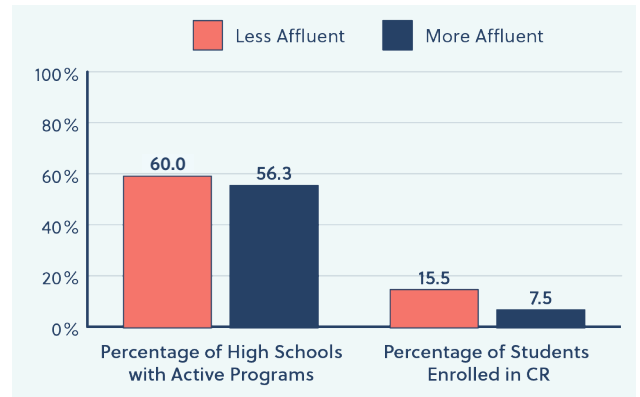
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=70 and more affluent schools N=80; right side of figure: less affluent schools N=42 and more affluent schools N=45.

Figure SD-4: CR by Race/Ethnicity
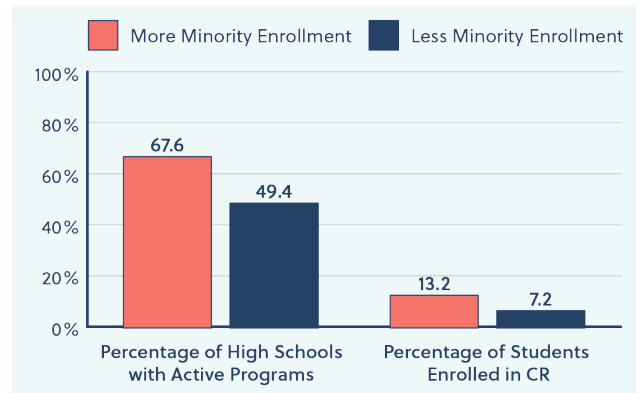
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=71 and less minority schools N=79; right side of figure: more minority schools N=48 and less minority schools N=39.

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Sioux Falls School District 49-5

The largest district in South Dakota with an active credit recovery program is Sioux Falls School District 49-5 (SFSD), with 4 high schools in our sample, all 4 of which have active CR programs enrolling at least one student (see Table SD-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), SFSD high schools are much more likely to have CR than those in other districts. Moreover, 17.5 percent of SFSD students participate, meaning 1,130 students in the district are enrolled in CR. Participation in CR at SFSD is considerably greater than the national average of 8.1 percent (Figure SD-5).

Schools with High Credit Recovery Enrollment

Two high schools in SFSD enroll a large share of students in credit recovery programs (Figure SD-6).

Figure SD-5: CR Programs and Participation in SFSD
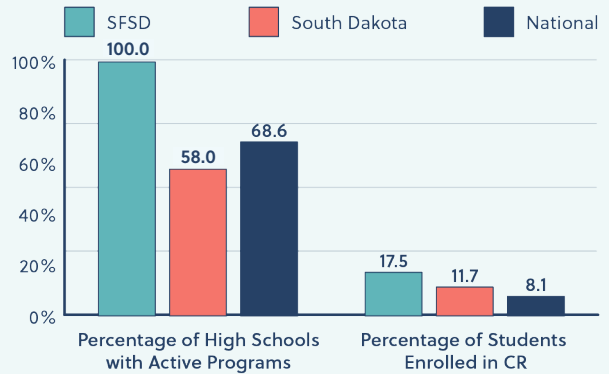
Note: Left side of figure: SFSD schools N=4, South Dakota schools N=150, and national schools N=12,481; right side of figure: SFSD schools N=4, South Dakota schools N=87, and national schools N=8,573.

Figure SD-6: SFSD High Schools with High Enrollment in CR
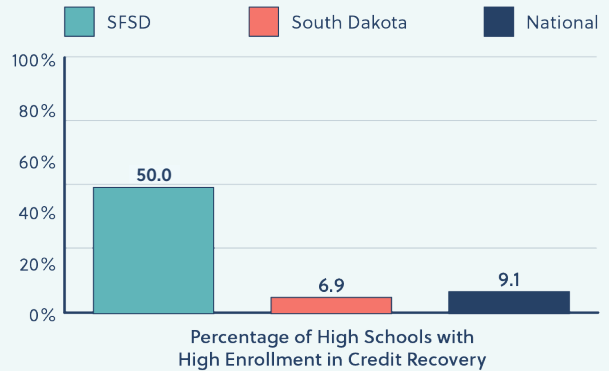
Note: SFSD schools N=4, South Dakota schools N=87, and national schools N=8,559.

Table SD-1: SFSD at a Glance	
Number of High Schools:	4
Number of Students:	6,457
Number of High Schools with Active CR Programs:	4
Number of Students Participating in CR:	1,130
Percentage of Students Participating in CR (High Schools with Active Programs):	17.5
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	2

State and District Policy Implications

We offer three general (not South Dakota-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Tennessee

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Tennessee describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Shelby County Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Tennessee has 280 high schools in our sample, 229 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 5 very small schools in Tennessee with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure TN-1, this means that 81.8 percent of high schools in the Volunteer State have active credit recovery programs. Compared with the national rate of 68.6 percent, Tennessee high schools are much more likely to have these programs than high schools in other states. In the

Figure TN-1: CR Programs and Participation
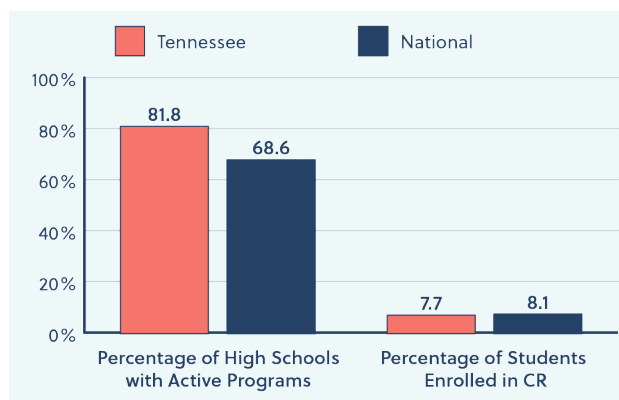
Note: Left side of figure: Tennessee schools N=280 and national schools N=12,481; right side of figure: Tennessee schools N=230 and national schools N=8,573.

230 Tennessee high schools with active CR programs, 7.7 percent of students participate, meaning 17,595 students in the state are enrolled in CR. Participation in Tennessee is similar to the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

Some high schools in the Volunteer State enroll large shares of students in credit recovery programs. Of Tennessee's high schools with active CR programs, 7.4 percent enroll more than 20 percent of their students in them, somewhat less than the national average of 9.1 percent, and 3.5 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent. Some high schools even enroll the large majority of students in the programs, with 3.1 percent of Tennessee high schools enrolling greater than 60 percent of students in credit recovery (Figure TN-2).

Credit Recovery by School Poverty Level

Less affluent schools are much less likely to have credit recovery programs, but enroll more students in them in the schools that have the programs than more affluent schools (Figure TN-3).

Credit Recovery in Tennessee by School Racial/Ethnic Composition

Schools with greater minority enrollment are much less likely to have credit recovery programs, and also enroll about the same share of students in credit recovery as schools with less minority enrollment (Figure TN-4).

Figure TN-2: High Enrollment in CR
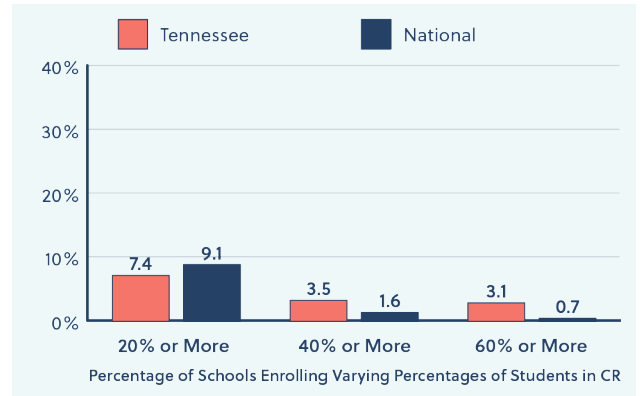
Note: Tennessee schools N=229 and national schools N=8,559.

Figure TN-3: CR by Poverty
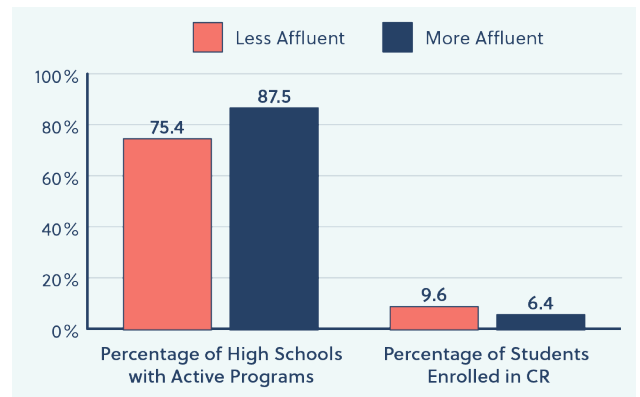
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=138 and more affluent schools N=136; right side of figure: less affluent schools N=104 and more affluent schools N=120.

Figure TN-4: CR by Race/Ethnicity
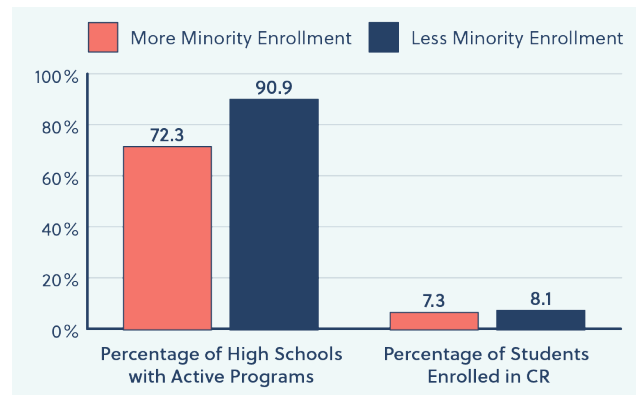
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=137 and less minority schools N=143; right side of figure: more minority schools N=99 and less minority schools N=131.

Shelby County Schools

The largest district in Tennessee with an active credit recovery program is Shelby County Schools (SCS), with 38 high schools in our sample, 13 of which have active CR programs enrolling at least one student (see Table TN-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), SCS high schools are much less likely to have CR than those in other districts. Moreover, 6.7 percent of SCS students participate, meaning 928 students in the district are enrolled in CR. Participation in CR at SCS is slightly less than the national average of 8.1 percent (Figure TN-5).

Schools with High Credit Recovery Enrollment

Two high schools in SCS enroll a large share of students in credit recovery programs (Figure TN-6).

Figure TN-5: CR Programs and Participation in SCS
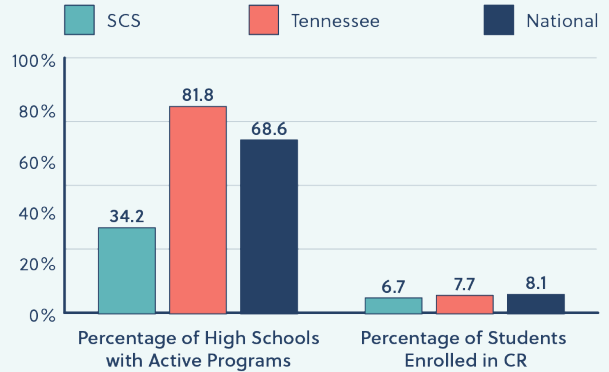
Note: Left side of figure: SCS schools N=38, Tennessee schools N=280, and national schools N=12,481; right side of figure: SCS schools N=13, Tennessee schools N=230, and national schools N=8,573.

Figure TN-6: SCS High Schools with High Enrollment in CR
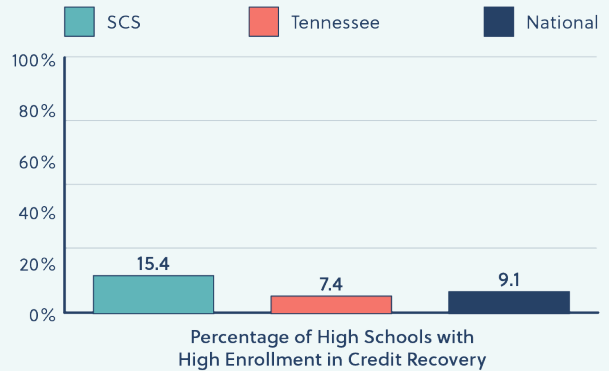
Note: SCS schools N=13, Tennessee schools N=229, and national schools N=8,559.

Table TN-1: SCS at a Glance	
Number of High Schools:	38
Number of Students:	13,853
Number of High Schools with Active CR Programs:	13
Number of Students Participating in CR:	928
Percentage of Students Participating in CR (High Schools with Active Programs):	6.7
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	2

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State and District Policy Implications

We offer three general (not Tennessee-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Texas

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Texas describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Houston Independent School District, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Texas has 1,087 high schools in our sample, 829 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 1 very small school in Texas with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure TX-1, this means that 76.3 percent of high schools in the Lone Star State have active credit recovery programs. Compared with the national rate of 68.6 percent, Texas high schools are somewhat more likely to have these programs than high schools in other

Figure TX-1: CR Programs and Participation
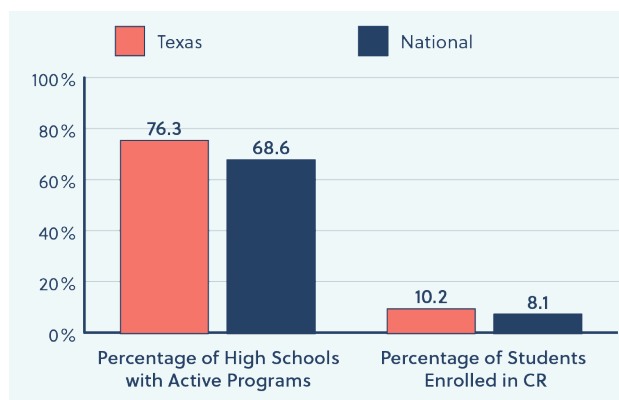
Note: Left side of figure: Texas schools N=1,087 and national schools N=12,481; right side of figure: Texas schools N=829 and national schools N=8,573.

states. In the 829 Texas high schools with active CR programs, 10.2 percent of students participate, meaning 105,196 students in the state are enrolled in CR. Participation in Texas is slightly greater than the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

Quite a few high schools in the Lone Star State enroll large shares of students in credit recovery programs. Of Texas's high schools with active CR programs, 10.1 percent enroll more than 20 percent of their students in them, about the same as the national average of 9.1 percent, and 0.6 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent. A few high schools even enroll the large majority of students in the programs, with 3 Texas high schools enrolling greater than 60 percent of students in credit recovery (Figure TX-2).

Credit Recovery by School Poverty Level

Less affluent schools are more likely to have credit recovery programs, and also enroll more students in them in the schools that have the programs than more affluent schools (Figure TX-3).

Credit Recovery in Texas by School Racial/Ethnic Composition

Schools with greater minority enrollment are about equally likely to have credit recovery programs, and also enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure TX-4).

Figure TX-2: High Enrollment in CR
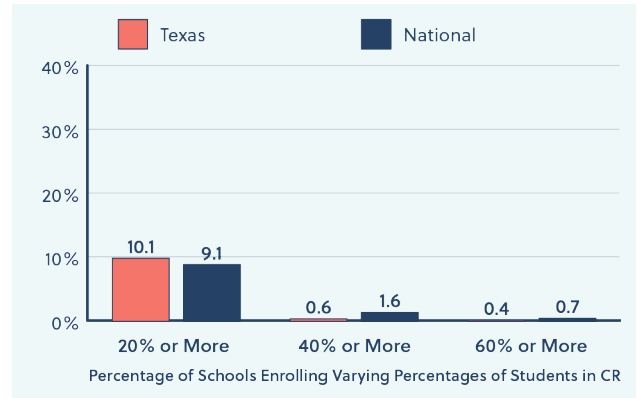
Note: Texas schools N=829 and national schools N=8,559.

Figure TX-3: CR by Poverty
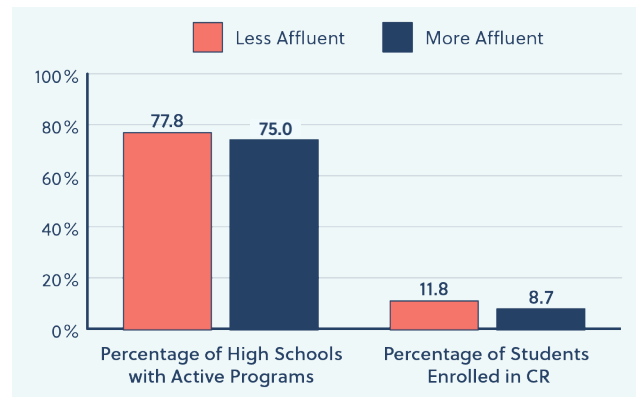
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=492 and more affluent schools N=595; right side of figure: less affluent schools N=383 and more affluent schools N=446.

Figure TX-4: CR by Race/Ethnicity
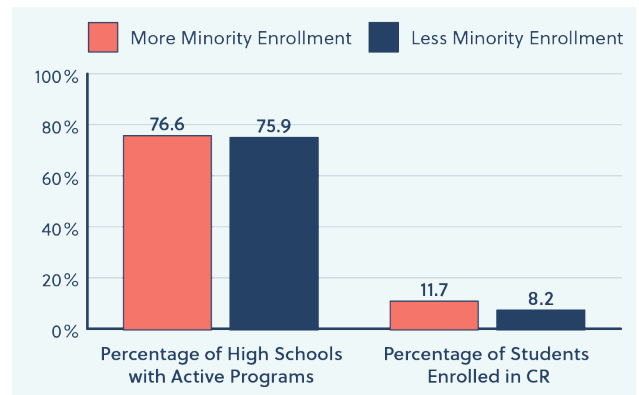
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=501 and less minority schools N=586; right side of figure: more minority schools N=384 and less minority schools N=445.

Houston Independent School District

The largest district in Texas with an active credit recovery program is Houston Independent School District (HISD), with 38 high schools in our sample, 32 of which have active CR programs enrolling at least one student (see Table TX-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), HISD high schools are much more likely to have CR than those in other districts. Moreover, 17.2 percent of HISD students participate, meaning 7,510 students in the district are enrolled in CR. Participation in CR at HISD is considerably greater than the national average of 8.1 percent (Figure TX-5).

Schools with High Credit Recovery Enrollment

A number of high schools in HISD enroll large shares of students in CR programs. Specifically, 11 of the 32 high schools in the district with active CR programs (or 34.4 percent) enroll more than 20 percent of their students in CR, a share of schools that is much greater than the national average of 9.1 percent of schools with the programs (Figure TX-6).

Figure TX-5: CR Programs and Participation in HISD
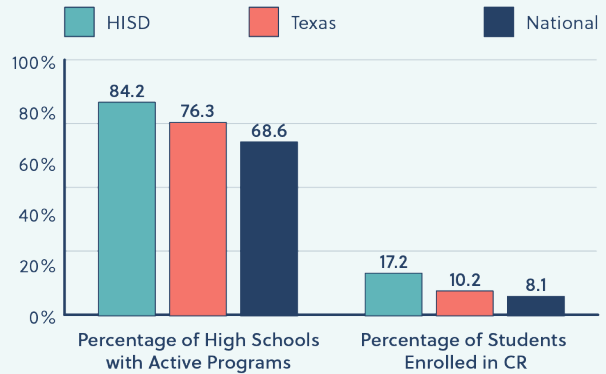
Note: Left side of figure: HISD schools N=38, Texas schools N=1,087, and national schools N=12,481; right side of figure: HISD schools N=32, Texas schools N=829, and national schools N=8,573.

Figure TX-6: HISD High Schools with High Enrollment in CR
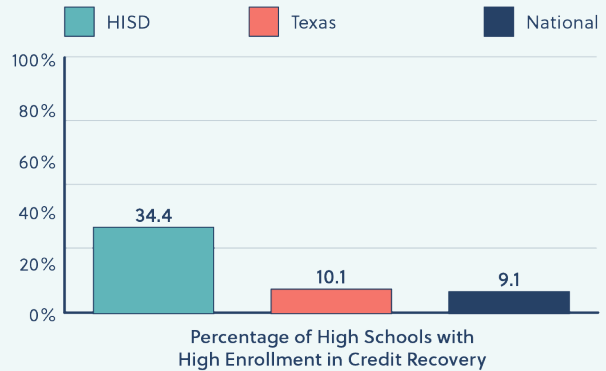
Note: HISD schools N=32, Texas schools N=829, and national schools N=8,559.

Table TX-1: HISD at a Glance	
Number of High Schools:	38
Number of Students:	43,661
Number of High Schools with Active CR Programs:	32
Number of Students Participating in CR:	7,510
Percentage of Students Participating in CR (High Schools with Active Programs):	17.2
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	11

State and District Policy Implications

We offer three general (not Texas-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Utah

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Utah describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Alpine School District, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Utah has 100 high schools in our sample, 80 of which have active CR programs enrolling at least one student.

As shown in Figure UT-1, this means that 80.0 percent of high schools in the Beehive State have active credit recovery programs. Compared with the national rate of 68.6 percent, Utah high schools are much more likely to have these programs than high schools in other states. In the 80 Utah high schools with active CR programs, 11.3 percent of students participate, meaning 11,432 students in the state are enrolled in CR. Participation in Utah is somewhat greater than the national average of 8.1 percent of students.

Figure UT-1: CR Programs and Participation
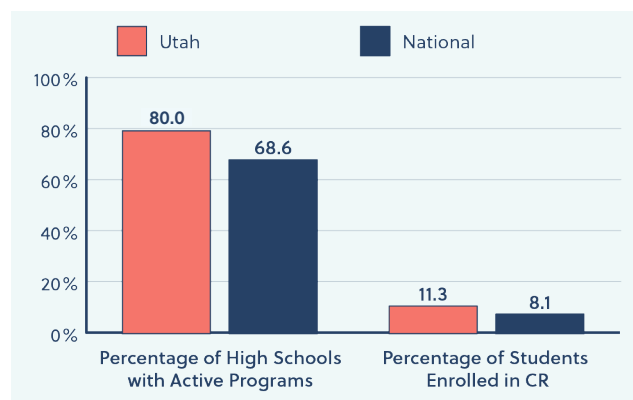
Note: Left side of figure: Utah schools N=100 and national schools N=12,481; right side of figure: Utah schools N=80 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Beehive State enroll large shares of students in credit recovery programs. Of Utah's high schools with active CR programs, 12.5 percent enroll more than 20 percent of their students in them, somewhat more than the national average of 9.1 percent, and 2.5 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent. One high school even enrolls greater than 60 percent of its students in the programs (Figure UT-2).

Credit Recovery by School Poverty Level

Less affluent schools are more likely to have credit recovery programs, and also enroll more students in them in the schools that have the programs than more affluent schools (Figure UT-3).

Credit Recovery in Utah by School Racial/Ethnic Composition

Utah's schools with greater minority enrollment enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure UT-4).

Figure UT-2: High Enrollment in CR
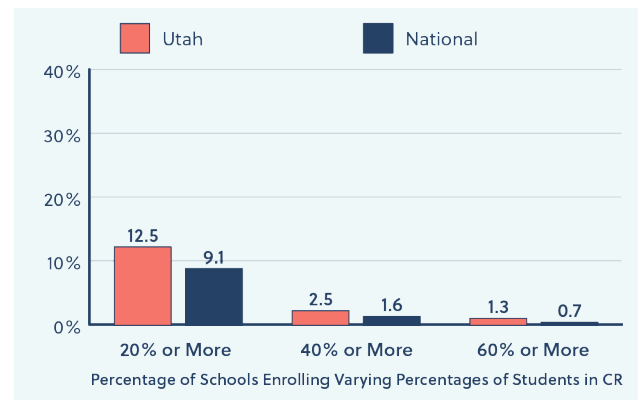
Note: Utah schools N=80 and national schools N=8,559.

Figure UT-3: CR by Poverty
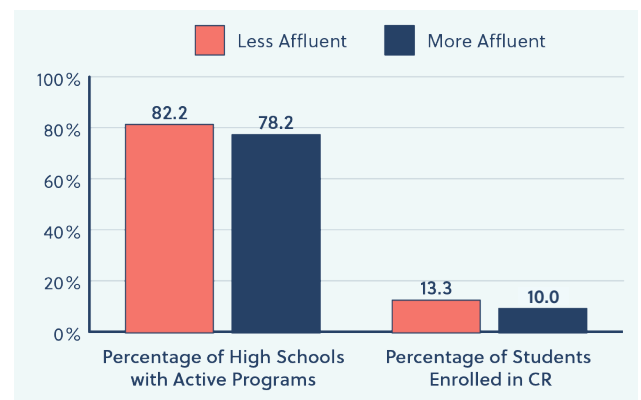
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=45 and more affluent schools N=55; right side of figure: less affluent schools N=37 and more affluent schools N=43.

Figure UT-4: CR by Race/Ethnicity
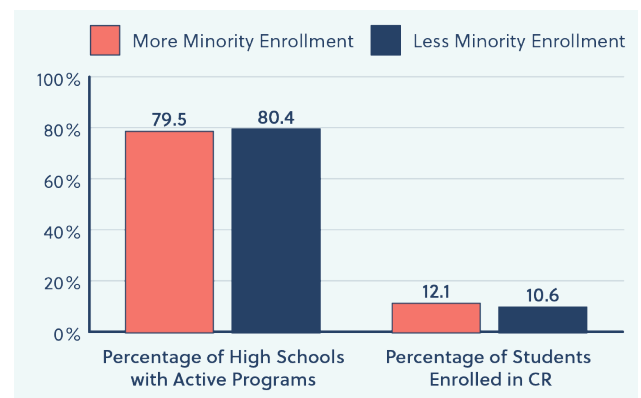
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=44 and less minority schools N=56; right side of figure: more minority schools N=35 and less minority schools N=45.

Alpine School District

The largest district in Utah with an active credit recovery program is Alpine School District (ASD), with 8 high schools in our sample, 7 of which have active CR programs enrolling at least one student (see Table UT-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), ASD high schools are much more likely to have CR than those in other districts. Moreover, 15.2 percent of ASD students participate, meaning 2,058 students in the district are enrolled in CR. Participation in CR at ASD is considerably greater than the national average of 8.1 percent (Figure UT-5).

Schools with High Credit Recovery Enrollment

Two high schools in ASD enroll a large share of students in credit recovery programs (Figure UT-6).

Figure UT-5: CR Programs and Participation in ASD
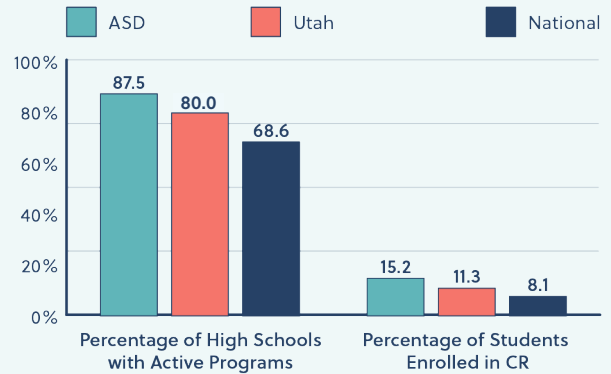
Note: Left side of figure: ASD schools N=8, Utah schools N=100, and national schools N=12,481; right side of figure: ASD schools N=7, Utah schools N=80, and national schools N=8,573.

Figure UT-6: ASD High Schools with High Enrollment in CR
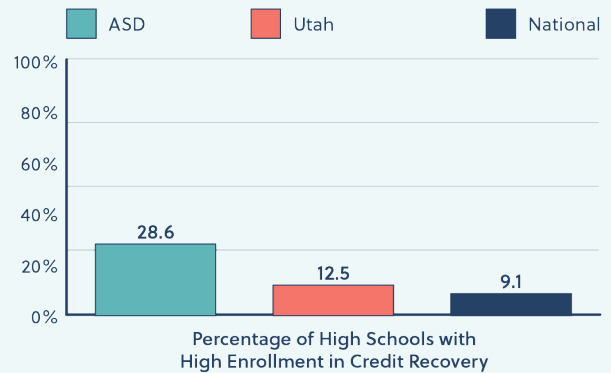
Note: ASD schools N=7, Utah schools N=80, and national schools N=8,559.

Table UT-1: ASD at a Glance	
Number of High Schools:	8
Number of Students:	13,538
Number of High Schools with Active CR Programs:	7
Number of Students Participating in CR:	2,058
Percentage of Students Participating in CR (High Schools with Active Programs):	15.2
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	2

State and District Policy Implications

We offer three general (not Utah-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Vermont

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Vermont describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Burlington School District, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Vermont has 27 high schools in our sample, 15 of which have active CR programs enrolling at least one student.

As shown in Figure VT-1, this means that 55.6 percent of high schools in the Green Mountain State have active credit recovery programs. Compared with the national rate of 68.6 percent, Vermont high schools are much less likely to have these programs than high schools in other states. In the 15 Vermont high schools with active CR programs, 4.6 percent of students participate, meaning 398 students in the state are enrolled in CR. Participation in Vermont is considerably less than the national average of 8.1 percent of students.

Figure VT-1: CR Programs and Participation
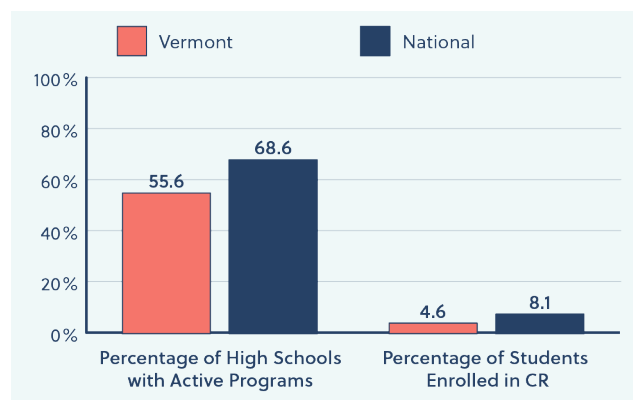
Note: Left side of figure: Vermont schools N=27 and national schools N=12,481; right side of figure: Vermont schools N=15 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

No high school in the Green Mountain State enrolls large shares of students in credit recovery programs (Figure VT-2).

Credit Recovery by School Poverty Level

In Vermont, less affluent schools enroll about the same share of students in them as more affluent ones (Figure VT-3).

Credit Recovery in Vermont by School Racial/Ethnic Composition

Vermont's schools with greater minority enrollment enroll about the same share of students in credit recovery as schools with less minority enrollment (Figure VT-4).

Figure VT-2: High Enrollment in CR
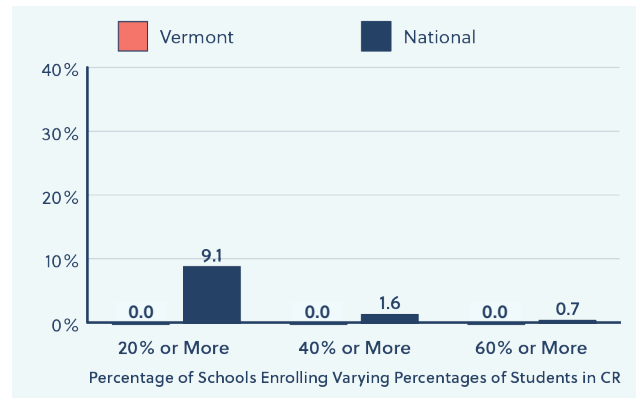
Note: Vermont schools N=15 and national schools N=8,559.

Figure VT-3: CR by Poverty
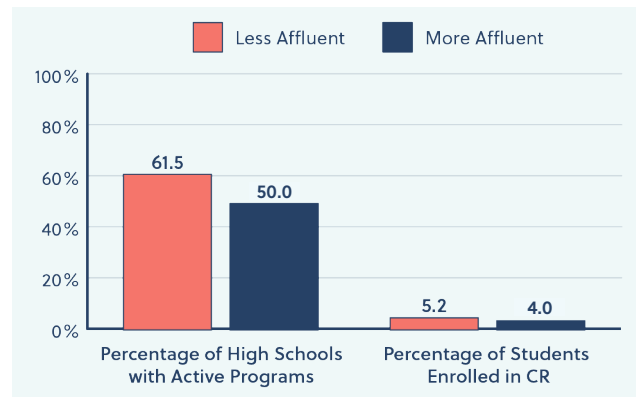
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=13 and more affluent schools N=14; right side of figure: less affluent schools N=8 and more affluent schools N=7.

Figure VT-4: CR by Race/Ethnicity
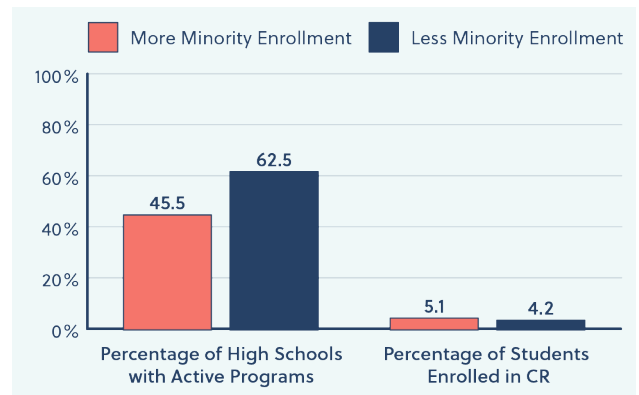
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=11 and less minority schools N=16; right side of figure: more minority schools N=5 and less minority schools N=10.

Burlington School District

The largest district in Vermont with an active credit recovery program is Burlington School District (BSD), with 1 high schools in our sample, all 1 of which have active CR programs enrolling at least one student (see Table VT-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), BSD high schools are much more likely to have CR than those in other districts. Moreover, 4.5 percent of BSD students participate, meaning 47 students in the district are enrolled in CR. Participation in CR at BSD is considerably less than the national average of 8.1 percent (Figure VT-5).

Schools with High Credit Recovery Enrollment

No high school in BSD enrolls a large share of students in credit recovery programs (Figure VT-6).

Figure VT-5: CR Programs and Participation in BSD
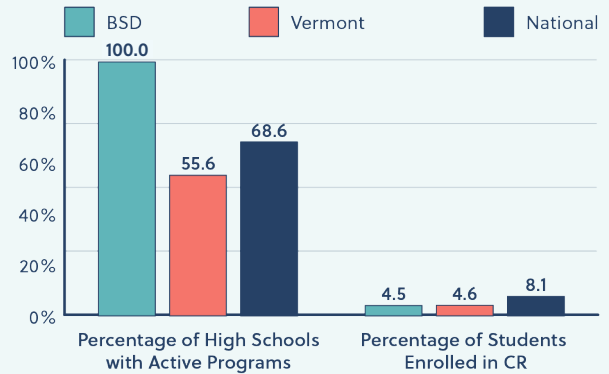
Note: Left side of figure: BSD schools N=1, Vermont schools N=27, and national schools N=12,481; right side of figure: BSD schools N=1, Vermont schools N=15, and national schools N=8,573.

Figure VT-6: BSD High Schools with High Enrollment in CR
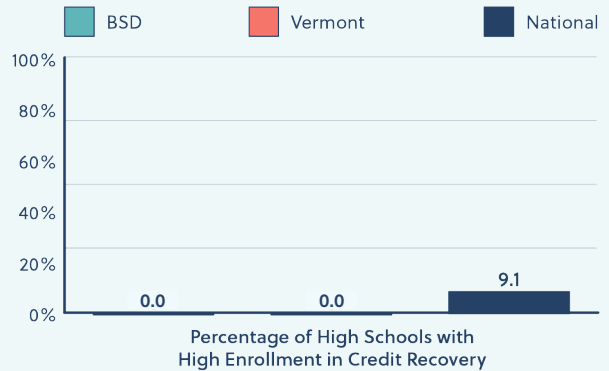
Note: BSD schools N=1, Vermont schools N=15, and national schools N=8,559.

Table VT-1: BSD at a Glance	
Number of High Schools:	1
Number of Students:	1,048
Number of High Schools with Active CR Programs:	1
Number of Students Participating in CR:	47
Percentage of Students Participating in CR (High Schools with Active Programs):	4.5
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Vermont-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Virginia

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Virginia describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Fairfax County Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Virginia has 275 high schools in our sample, 190 of which have active CR programs enrolling at least one student.

As shown in Figure VA-1, this means that 69.1 percent of high schools in the Old Dominion State have active credit recovery programs. Compared with the national rate of 68.6 percent, Virginia high schools are approximately equally likely to have these programs as high schools in other states. In the 190 Virginia high schools with active CR programs, 6.3 percent of students participate, meaning 16,360 students in the state are enrolled in CR. Participation in Virginia is slightly less than the national average of 8.1 percent of students.

Figure VA-1: CR Programs and Participation
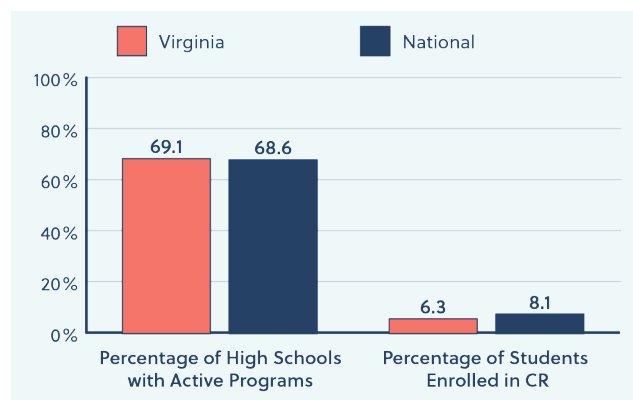
Note: Left side of figure: Virginia schools N=275 and national schools N=12,481; right side of figure: Virginia schools N=190 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Some high schools in the Old Dominion State enroll large shares of students in credit recovery programs. Of Virginia's high schools with active CR programs, 8.9 percent enroll more than 20 percent of their students in them, about the same as the national average of 9.1 percent, and 0.5 percent enroll more than 40 percent of their students in the programs, somewhat less than the national average of 1.6 percent (Figure VA-2).

Credit Recovery by School Poverty Level

Less affluent schools are less likely to have credit recovery programs, but enroll more students in them in the schools that have the programs than more affluent schools (Figure VA-3).

Credit Recovery in Virginia by School Racial/Ethnic Composition

Schools with greater minority enrollment are more likely to have credit recovery programs, and also enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure VA-4).

Figure VA-2: High Enrollment in CR
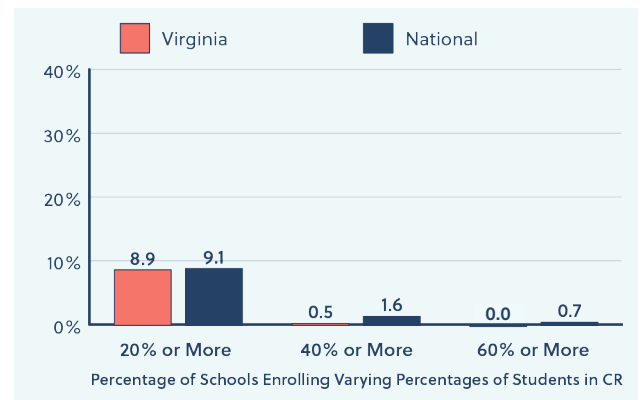
Note: Virginia schools N=190 and national schools N=8,559.

Figure VA-3: CR by Poverty
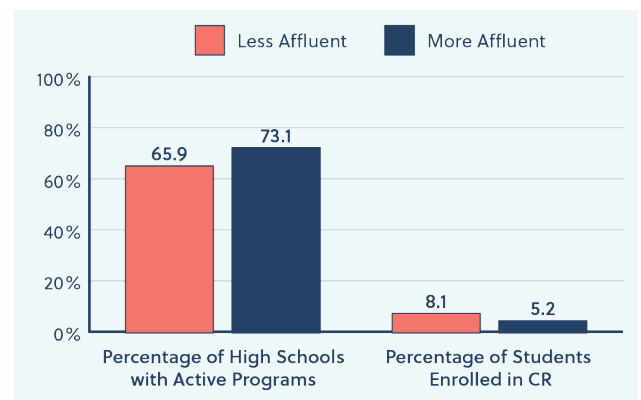
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=135 and more affluent schools N=134; right side of figure: less affluent schools N=89 and more affluent schools N=98.

Figure VA-4: CR by Race/Ethnicity
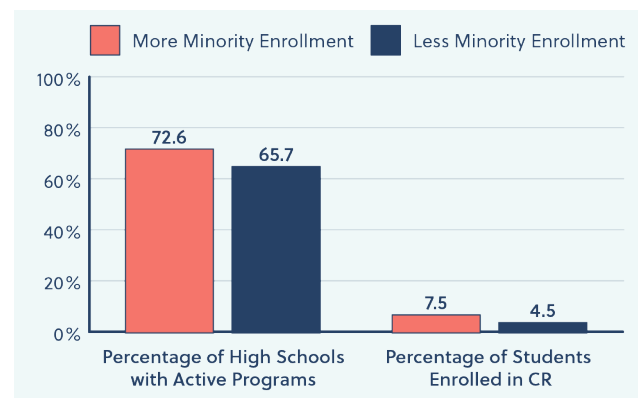
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=135 and less minority schools N=140; right side of figure: more minority schools N=98 and less minority schools N=92.

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Fairfax County Public Schools

The largest district in Virginia with an active credit recovery program is Fairfax County Public Schools (FCPS), with 22 high schools in our sample, 19 of which have active CR programs enrolling at least one student (see Table VA-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), FCPS high schools are much more likely to have CR than those in other districts. Moreover, 1.1 percent of FCPS students participate, meaning 473 students in the district are enrolled in CR. Participation in CR at FCPS is considerably less than the national average of 8.1 percent (Figure VA-5).

Schools with High Credit Recovery Enrollment

No high school in FCPS enrolls a large share of students in credit recovery programs (Figure VA-6).

Figure VA-5: CR Programs and Participation in FCPS
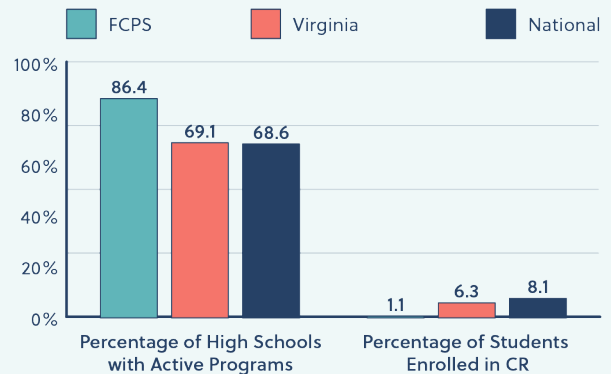
Note: Left side of figure: FCPS schools N=22, Virginia schools N=275, and national schools N=12,481; right side of figure: FCPS schools N=19, Virginia schools N=190, and national schools N=8,573.

Figure VA-6: FCPS High Schools with High Enrollment in CR
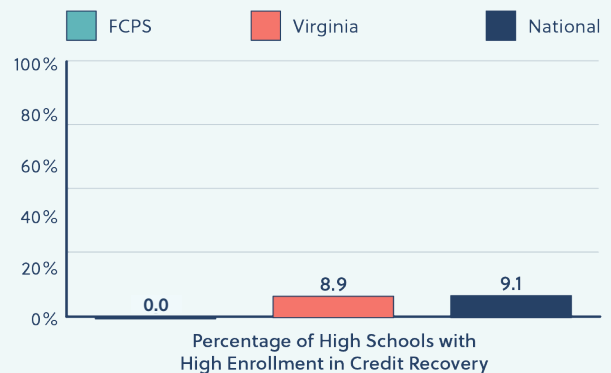
Note: FCPS schools N=19, Virginia schools N=190, and national schools N=8,559.

Table VA-1: FCPS at a Glance	
Number of High Schools:	22
Number of Students:	42,992
Number of High Schools with Active CR Programs:	19
Number of Students Participating in CR:	473
Percentage of Students Participating in CR (High Schools with Active Programs):	1.1
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Virginia-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Washington

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Washington describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Seattle Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Washington has 256 high schools in our sample, 158 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 1 very small school in Washington with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure WA-1, this means that 61.7 percent of high schools in the Evergreen State have active credit recovery programs. Compared with the national rate of 68.6 percent, Washington high schools are somewhat less likely to have these programs than high schools in other states.

Figure WA-1: CR Programs and Participation
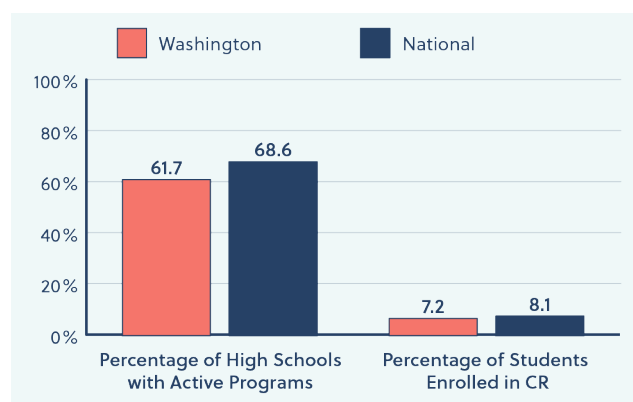
Note: Left side of figure: Washington schools N=256 and national schools N=12,481; right side of figure: Washington schools N=158 and national schools N=8,573.

In the 158 Washington high schools with active CR programs, 7.2 percent of students participate, meaning 13,091 students in the state are enrolled in CR. Participation in Washington is similar to the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

Some high schools in the Evergreen State enroll large shares of students in credit recovery programs. Of Washington's high schools with active CR programs, 5.1 percent enroll more than 20 percent of their students in them, substantially less than the national average of 9.1 percent, and 1.3 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent (Figure WA-2).

Credit Recovery by School Poverty Level

Less affluent schools are about equally likely to have credit recovery programs, but enroll more students in them in the schools that have the programs than more affluent schools (Figure WA-3).

Credit Recovery in Washington by School Racial/Ethnic Composition

Schools with greater minority enrollment are about equally likely to have credit recovery programs, and also enroll more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure WA-4).

Figure WA-2: High Enrollment in CR
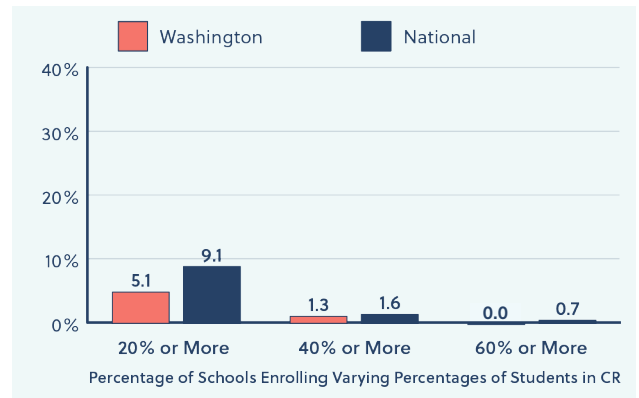
Note: Washington schools N=158 and national schools N=8,559.

Figure WA-3: CR by Poverty
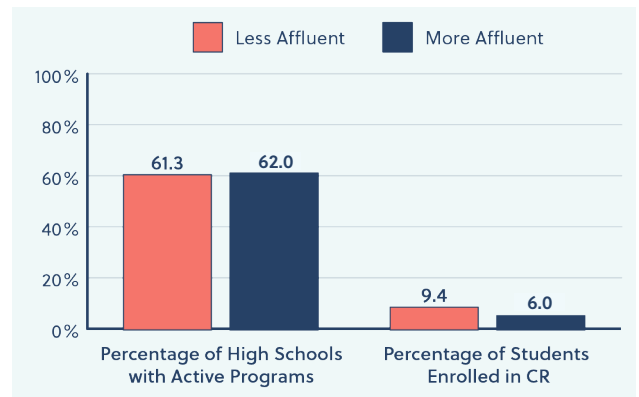
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=106 and more affluent schools N=150; right side of figure: less affluent schools N=65 and more affluent schools N=93.

Figure WA-4: CR by Race/Ethnicity
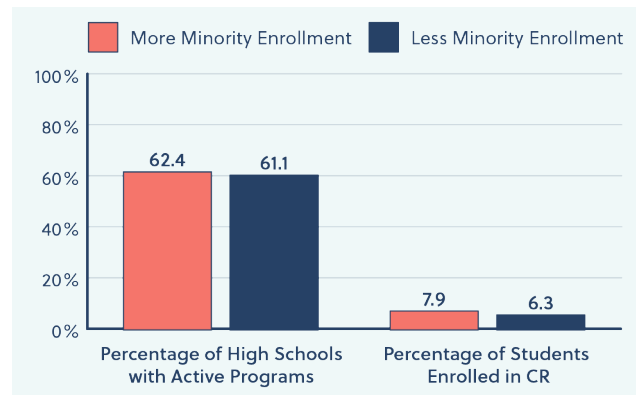
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=125 and less minority schools N=131; right side of figure: more minority schools N=78 and less minority schools N=80.

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Seattle Public Schools

The largest district in Washington with an active credit recovery program is Seattle Public Schools (SPS), with 11 high schools in our sample, 7 of which have active CR programs enrolling at least one student (see Table WA-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), SPS high schools are somewhat less likely to have CR than those in other districts. Moreover, 4.9 percent of SPS students participate, meaning 368 students in the district are enrolled in CR. Participation in CR at SPS is somewhat less than the national average of 8.1 percent (Figure WA-5).

Schools with High Credit Recovery Enrollment

No high school in SPS enrolls a large share of students in credit recovery programs (Figure WA-6).

Figure WA-5: CR Programs and Participation in SPS
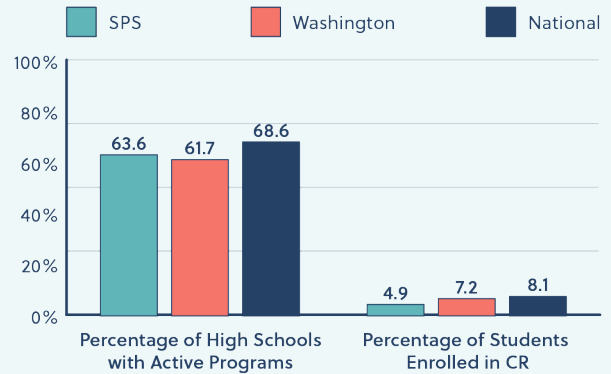
Note: Left side of figure: SPS schools N=11, Washington schools N=256, and national schools N=12,481; right side of figure: SPS schools N=7, Washington schools N=158, and national schools N=8,573.

Figure WA-6: SPS High Schools with High Enrollment in CR
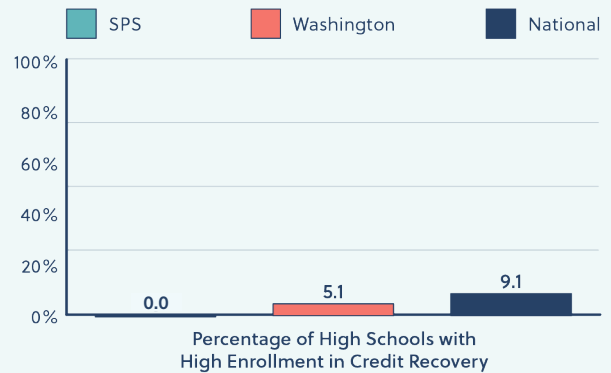
Note: SPS schools N=7, Washington schools N=158, and national schools N=8,559.

Table WA-1: SPS at a Glance	
Number of High Schools:	11
Number of Students:	7,513
Number of High Schools with Active CR Programs:	7
Number of Students Participating in CR:	368
Percentage of Students Participating in CR (High Schools with Active Programs):	4.9
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not Washington-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

West Virginia

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of West Virginia describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Kanawga County Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

West Virginia has 87 high schools in our sample, 84 of which have active CR programs enrolling at least one student.

As shown in Figure WV-1, this means that 96.6 percent of high schools in the Mountain State have active credit recovery programs. Compared with the national rate of 68.6 percent, West Virginia high schools are much more likely to have these programs than high schools in other states. In the 84 West Virginia high schools with active CR programs, 7.2 percent of students participate, meaning 4,844 students in the state are enrolled in CR. Participation in West Virginia is similar to the national average of 8.1 percent of students.

Figure WV-1: CR Programs and Participation
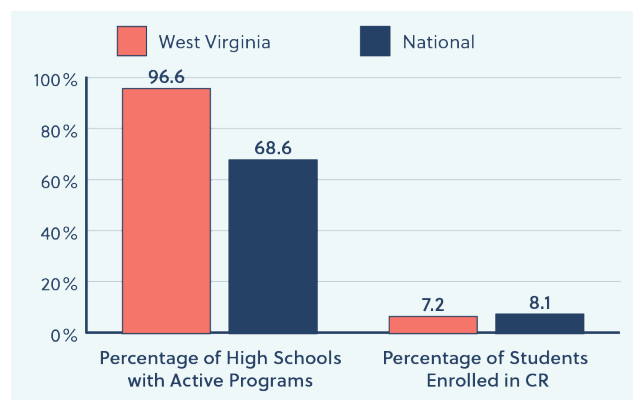
Note: Left side of figure: West Virginia schools N=87 and national schools N=12,481; right side of figure: West Virginia schools N=84 and national schools N=8,573.

Schools with High Credit Recovery Enrollment

Very few high schools in the Mountain State enroll large shares of students in credit recovery programs. Of West Virginia's high schools with active CR programs, 4.8 percent enroll more than 20 percent of their students in them, substantially less than the national average of 9.1 percent, and none enroll more than 40 percent of their students in the programs (Figure WV-2).

Credit Recovery by School Poverty Level

Less affluent schools are more likely to have credit recovery programs, and also enroll more students in them in the schools that have the programs than more affluent schools (Figure WV-3).

Credit Recovery in West Virginia by School Racial/ Ethnic Composition

Schools with greater minority enrollment are more likely to have credit recovery programs, but enroll fewer students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure WV-4).

Figure WV-2: High Enrollment in CR
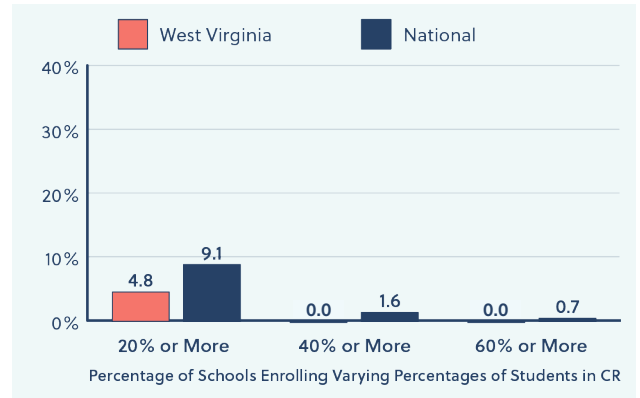
Note: West Virginia schools N=84 and national schools N=8,559.

Figure WV-3: CR by Poverty
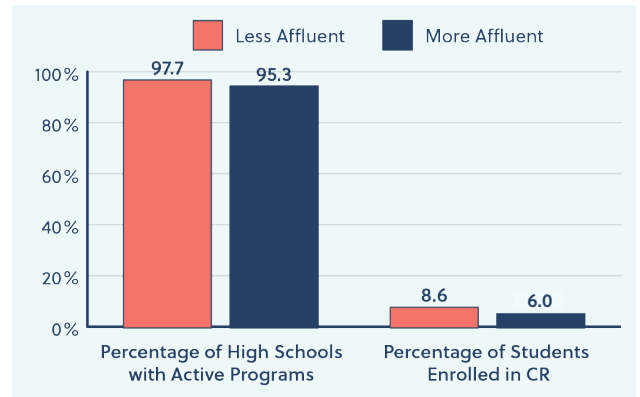
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=44 and more affluent schools N=43; right side of figure: less affluent schools N=43 and more affluent schools N=41.

Figure WV-4: CR by Race/Ethnicity
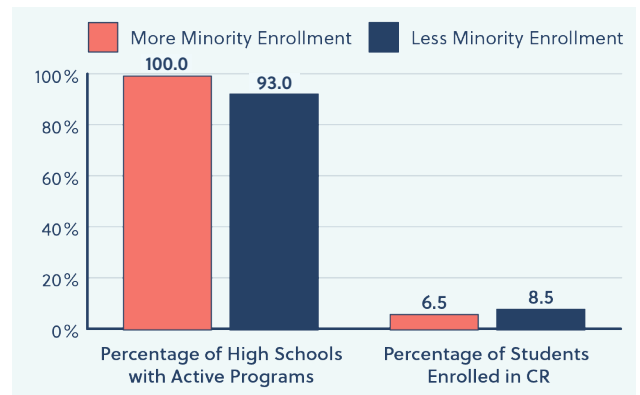
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=44 and less minority schools N=43; right side of figure: more minority schools N=44 and less minority schools N=40.

Kanawga County Schools

The largest district in West Virginia with an active credit recovery program is Kanawga County Schools (KCS), with 8 high schools in our sample, all 8 of which have active CR programs enrolling at least one student (see Table WV-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), KCS high schools are much more likely to have CR than those in other districts. Moreover, 10.8 percent of KCS students participate, meaning 834 students in the district are enrolled in CR. Participation in CR at KCS is slightly greater than the national average of 8.1 percent (Figure WV-5).

Schools with High Credit Recovery Enrollment

No high school in KCS enrolls a large share of students in credit recovery programs (Figure WV-6).

Figure WV-5: CR Programs and Participation in KCS
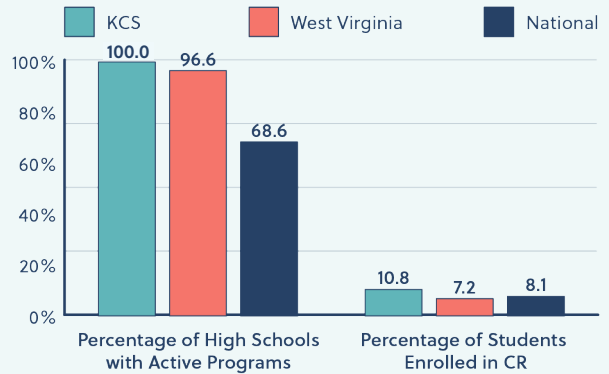
Note: Left side of figure: KCS schools N=8, West Virginia schools N=87, and national schools N=12,481; right side of figure: KCS schools N=8, West Virginia schools N=84, and national schools N=8,573.

Figure WV-6: KCS High Schools with High Enrollment in CR
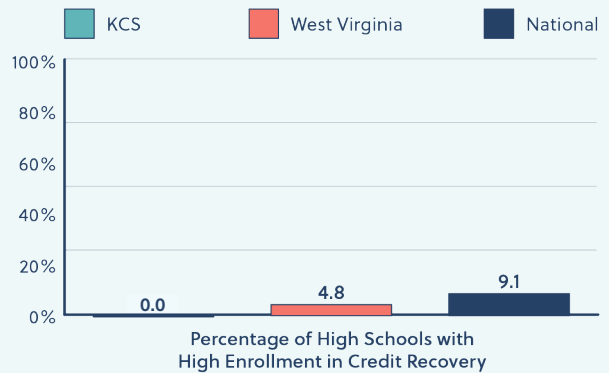
Note: KCS schools N=8, West Virginia schools N=84, and national schools N=8,559.

Table WV-1: KCS at a Glance	
Number of High Schools:	8
Number of Students:	7,726
Number of High Schools with Active CR Programs:	8
Number of Students Participating in CR:	834
Percentage of Students Participating in CR (High Schools with Active Programs):	10.8
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

State and District Policy Implications

We offer three general (not West Virginia-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Wisconsin

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Wisconsin describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Milwaukee Public Schools, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Wisconsin has 376 high schools in our sample, 273 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 3 very small schools in Wisconsin with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure WI-1, this means that 72.6 percent of high schools in the Badger State have active credit recovery programs. Compared with the national rate of 68.6 percent, Wisconsin high schools are somewhat more likely to have these programs than high schools in other

Figure WI-1: CR Programs and Participation
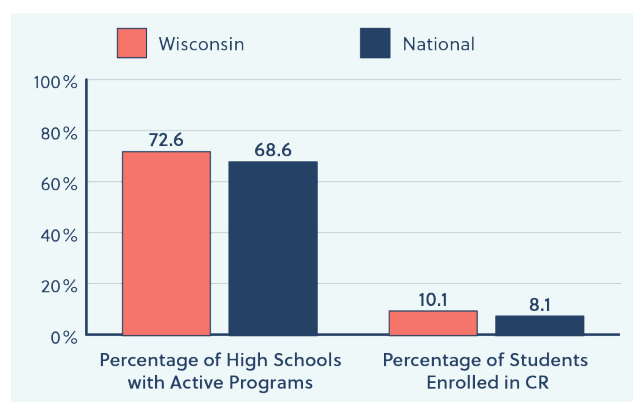
Note: Left side of figure: Wisconsin schools N=376 and national schools N=12,481; right side of figure: Wisconsin schools N=274 and national schools N=8,573.

states. In the 274 Wisconsin high schools with active CR programs, 10.1 percent of students participate, meaning 18,817 students in the state are enrolled in CR. Participation in Wisconsin is slightly greater than the national average of 8.1 percent of students.

## Schools with High Credit Recovery Enrollment

Some high schools in the Badger State enroll large shares of students in credit recovery programs. Of Wisconsin's high schools with active CR programs, 11.4 percent enroll more than 20 percent of their students in them, about the same as the national average of 9.1 percent, and 2.6 percent enroll more than 40 percent of their students in the programs, about the same as the national average of 1.6 percent. A few high schools even enroll the large majority of students in the programs, with 4 Wisconsin high schools enrolling greater than 60 percent of students in credit recovery (Figure WI-2).

Credit Recovery by School Poverty Level

Less affluent schools are less likely to have credit recovery programs, but enroll considerably more students in them in the schools that have the programs than more affluent schools (Figure WI-3).

Credit Recovery in Wisconsin by School Racial/Ethnic Composition

Schools with greater minority enrollment are more likely to have credit recovery programs, and also enroll considerably more students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure WI-4).

Figure WI-2: High Enrollment in CR
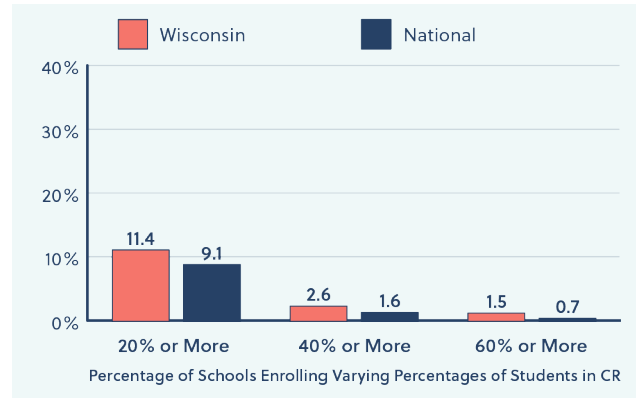
Note: Wisconsin schools N=273 and national schools N=8,559.

Figure WI-3: CR by Poverty
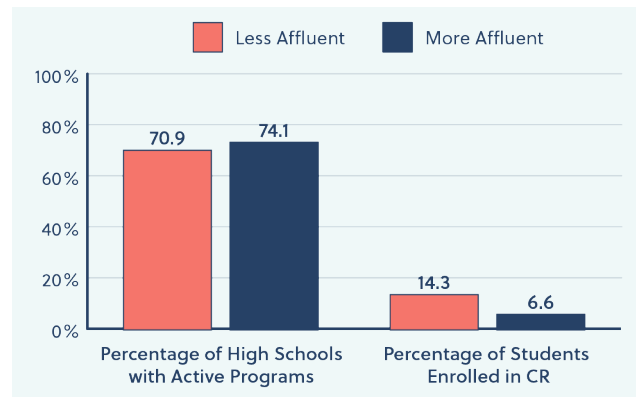
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=179 and more affluent schools N=193; right side of figure: less affluent schools N=127 and more affluent schools N=143.

Figure WI-4: CR by Race/Ethnicity
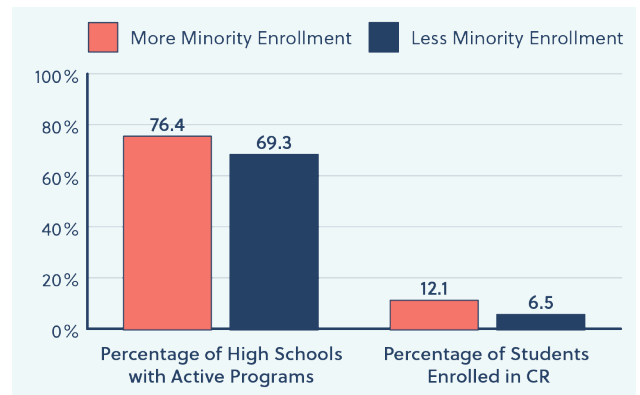
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=174 and less minority schools N=202; right side of figure: more minority schools N=133 and less minority schools N=141.

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Milwaukee Public Schools

The largest district in Wisconsin with an active credit recovery program is Milwaukee Public Schools (MPS), with 18 high schools in our sample, 15 of which have active CR programs enrolling at least one student (see Table WI-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), MPS high schools are much more likely to have CR than those in other districts. Moreover, 27.3 percent of MPS students participate, meaning 3,465 students in the district are enrolled in CR. Participation in CR at MPS is considerably greater than the national average of 8.1 percent (Figure WI-5).

Schools with High Credit Recovery Enrollment

A number of high schools in MPS enroll large shares of students in CR programs. Specifically, 12 of the 15 high schools in the district with active CR programs (or 80.0 percent) enroll more than 20 percent of their students in CR, a share of schools that is much greater than the national average of 9.1 percent of schools with the programs (Figure WI-6).

Figure WI-5: CR Programs and Participation in MPS
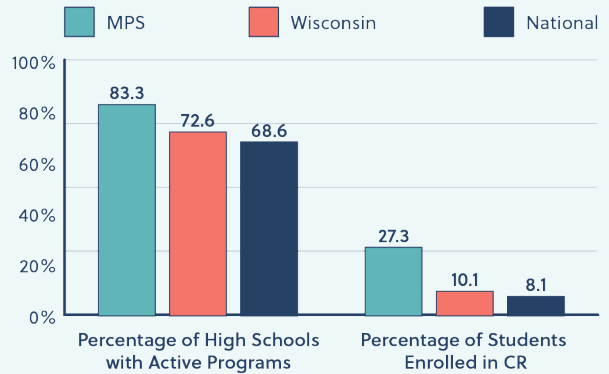
Note: Left side of figure: MPS schools N=18, Wisconsin schools N=376, and national schools N=12,481; right side of figure: MPS schools N=15, Wisconsin schools N=274, and national schools N=8,573.

Figure WI-6: MPS High Schools with High Enrollment in CR
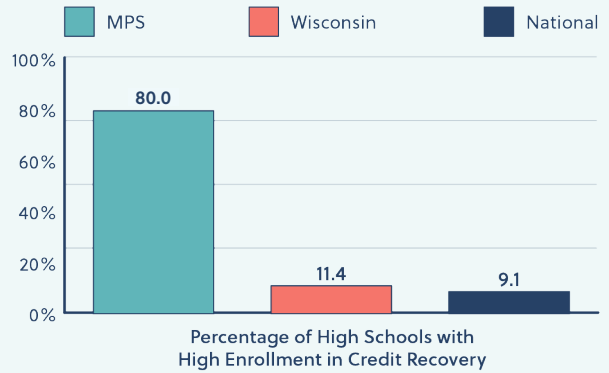
Note: MPS schools N=15, Wisconsin schools N=273, and national schools N=8,559.

Table WI-1: MPS at a Glance	
Number of High Schools:	18
Number of Students:	12,694
Number of High Schools with Active CR Programs:	15
Number of Students Participating in CR:	3,465
Percentage of Students Participating in CR (High Schools with Active Programs):	27.3
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	12

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State and District Policy Implications

We offer three general (not Wisconsin-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Wyoming

Credit recovery (CR) programs allow high school students to recover credits from one or more courses that they have either failed or failed to complete. These programs are often technology-enabled and can be competency-based too, meaning that students proceed through the content and assessments at their own pace rather than having to complete a designated amount of seat-time.

In principle, CR enables students to get back on track for graduation. Yet there is widespread concern that CR courses are less rigorous than their traditional counterparts. Understanding statewide prevalence of and enrollment in CR is critical, because enrolling large shares of students in such programs may indicate that schools are overusing or misusing CR—and not teaching students to high standards in the first place.

This profile of Wyoming describes the percentage of students participating in CR programs, the proportion of schools enrolling large shares of students in them, and how the programs vary by school demographics. We also provide a brief look at Laramie County School District 1, the largest district in the state with an active CR program. We exclude atypical high schools, including juvenile justice facilities, vocational schools, virtual schools, and other atypical schools. (For more detail, see *Data and Methods* in the main report.)

Prevalence of Credit Recovery

Wyoming has 55 high schools in our sample, 36 of which have active CR programs enrolling at least one student. (So that we do not distort the analysis by including schools that serve very few students, throughout this profile we exclude the 3 very small schools in Wyoming with fewer than 20 students enrolled when calculating the percentage of schools with credit recovery programs.)

As shown in Figure WY-1, this means that 65.5 percent of high schools in the Equality State have active credit recovery programs. Compared with the national rate of 68.6 percent, Wyoming high schools are approximately equally likely to have these programs as high schools in other

Figure WY-1: CR Programs and Participation
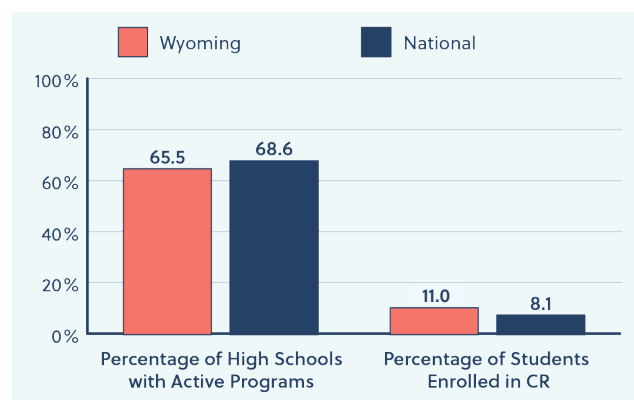
Note: Left side of figure: Wyoming schools N=55 and national schools N=12,481; right side of figure: Wyoming schools N=38 and national schools N=8,573.

states. In the 38 Wyoming high schools with active CR programs, 11.0 percent of students participate, meaning 2,039 students in the state are enrolled in CR. Participation in Wyoming is slightly greater than the national average of 8.1 percent of students.

Schools with High Credit Recovery Enrollment

Some high schools in the Equality State enroll large shares of students in credit recovery programs. Of Wyoming's high schools with active CR programs, 13.9 percent enroll more than 20 percent of their students in them, somewhat more than the national average of 9.1 percent, and 5.6 percent enroll more than 40 percent of their students in the programs, somewhat more than the national average of 1.6 percent. One high school even enrolls greater than 60 percent of its students in the programs (Figure WY-2).

Credit Recovery by School Poverty Level

In Wyoming, less affluent schools enroll more students in them in the schools that have the programs than more affluent ones (Figure WY-3).

Credit Recovery in Wyoming by School Racial/Ethnic Composition

Wyoming's schools with greater minority enrollment enroll fewer students in credit recovery in the schools that have the programs than schools with less minority enrollment (Figure WY-4).

Figure WY-2: High Enrollment in CR
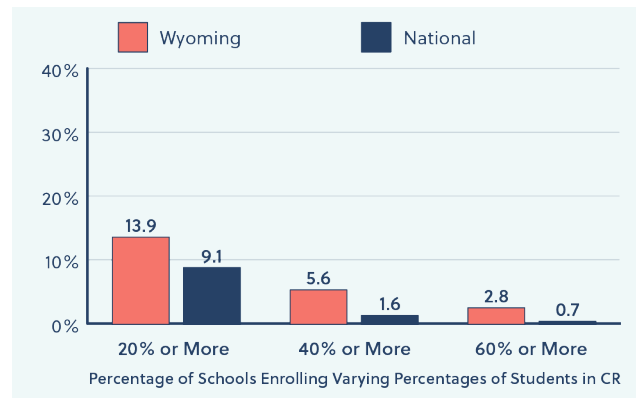
Note: Wyoming schools N=36 and national schools N=8,559.

Figure WY-3: CR by Poverty
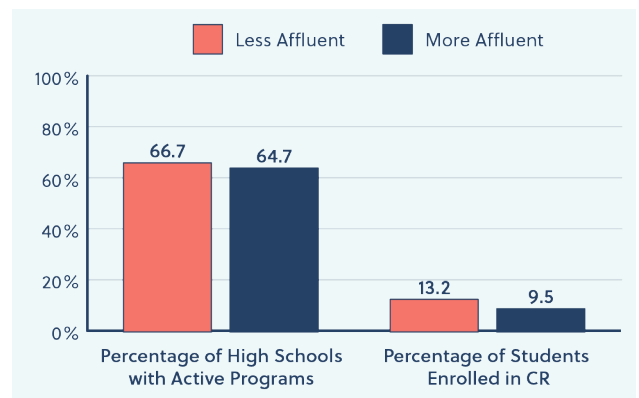
Note: Schools are categorized as more or less affluent based on whether they are above or below the median percentage of students who qualify for free or reduced-price lunch in each state. Left side of figure: less affluent schools N=21 and more affluent schools N=34; right side of figure: less affluent schools N=15 and more affluent schools N=22.

Figure WY-4: CR by Race/Ethnicity
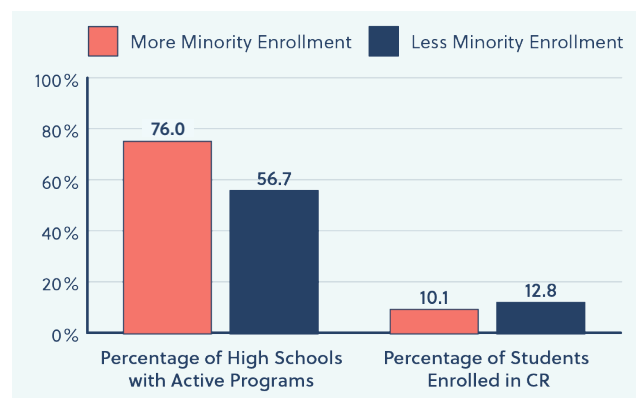
Note: Schools are categorized based on whether they are above or below the median percentage of white students in each state. Left side of figure: more minority schools N=25 and less minority schools N=30; right side of figure: more minority schools N=19 and less minority schools N=19.

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Laramie County School District 1

The largest district in Wyoming with an active credit recovery program is Laramie County School District 1 (LCSD1), with 3 high schools in our sample, all 3 of which have active CR programs enrolling at least one student (see Table WY-1).

Prevalence of Credit Recovery

Compared with the national percentage of high schools with active CR programs (68.6 percent), LCSD1 high schools are much more likely to have CR than those in other districts. Moreover, 8.9 percent of LCSD1 students participate, meaning 335 students in the district are enrolled in CR. Participation in CR at LCSD1 is similar to the national average of 8.1 percent (Figure WY-5).

Schools with High Credit Recovery Enrollment

No high school in LCSD1 enrolls a large share of students in credit recovery programs (Figure WY-6).

Figure WY-5: CR Programs and Participation in LCSD1
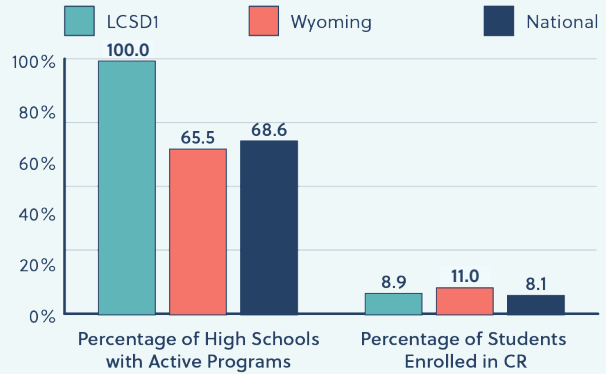
Note: Left side of figure: LCSD1 schools N=3, Wyoming schools N=55, and national schools N=12,481; right side of figure: LCSD1 schools N=3, Wyoming schools N=38, and national schools N=8,573.

Figure WY-6: LCSD1 High Schools with High Enrollment in CR
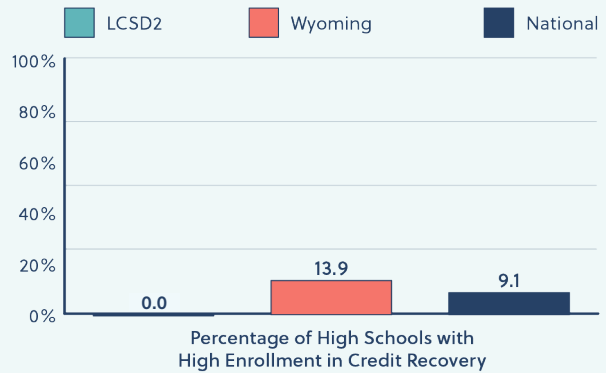
Note: LCSD1 schools N=3, Wyoming schools N=36, and national schools N=8,559.

Table WY-1: LCSD1 at a Glance	
Number of High Schools:	3
Number of Students:	3,768
Number of High Schools with Active CR Programs:	3
Number of Students Participating in CR:	335
Percentage of Students Participating in CR (High Schools with Active Programs):	8.9
Number of High Schools Enrolling More than 20% of Students in CR (High Schools with Active Programs):	0

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State and District Policy Implications

We offer three general (not Wyoming-specific) policy recommendations for states looking to improve the quality and transparency of their CR program:

1. Report additional data about credit recovery programs.

Schools and districts can help ensure that CR programs are high quality by collecting and reporting additional data. Such information might include, for instance, how many CR courses students are taking; what percentage of a student's required credits are earned through CR; the type of tests or exit exams required to demonstrate mastery of course material (and subsequent scores and pass rates); instructor qualifications; and curricula or software used.

2. Adopt formal state credit recovery policies.

States can adopt or amend state policies to include clear student eligibility requirements, rigorous vetting of online programs, and reviews of programs with high enrollment. These policies can help prevent misuse and overuse at the local level. If a state fails to act, districts should consider enacting CR policies on their own.

3. Use external assessments to hold students and schools accountable.

States and/or districts can require students to pass the same end-of-course exams (or similar tests) that students enrolled in traditional courses take—and report results of students in CR and traditional courses separately. This would help ensure that CR programs have rigorous content and that their students are acquiring the necessary skills and knowledge they would have acquired had they completed the traditional coursework.

Appendix

Supplemental figures for state and regional enrollment in credit recovery appear below.

Supplements to Maps

Tables A-1 and A-2 provide numerical data relative to the maps in Figures 14 and 15.

Table A-1: In Iowa, Nevada, and Ohio, less than half of high schools have active credit recovery programs, and in Maryland and West Virginia, over 90 percent of high schools do.

State	Percentage of Schools with Active CR Programs	Number of Schools with Active CR Programs	Overall Number of Schools
IA	36.4%	80	220
NV	42.9%	36	84
OH	48.6%	262	539
MA	50.0%	112	224
NC	52.3%	238	455
LA	56.5%	52	92
VT	55.6%	15	27
ND	57.1%	36	63
MN	57.6%	121	210
ID	58.0%	47	81
SD	58.0%	87	150
KY	58.4%	111	190
RI	58.7%	27	46
AZ	62.4%	161	258
NY	61.1%	411	673
PA	61.4%	255	415
WA	61.7%	158	256
MT	62.5%	95	152
OK	64.0%	284	444

Table A-1 (cont'd): In Iowa, Nevada, and Ohio, less than half of high schools have active credit recovery programs, and in Maryland and West Virginia, over 90 percent of high schools do.

State	Percentage of Schools with Active CR Programs	Number of Schools with Active CR Programs	Overall Number of Schools
AK	63.6%	21	33
KS	65.7%	130	198
CT	66.5%	107	161
NM	67.2%	78	116
OR	66.9%	117	175
WY	65.5%	36	55
VA	69.1%	190	275
CA	69.9%	733	1,048
NH	70.0%	63	90
MI	70.7%	118	167
WI	72.6%	273	376
IL	73.5%	433	589
ME	73.1%	68	93
FL	73.5%	319	434
NJ	74.4%	233	313
MS	74.5%	117	157
IN	75.7%	196	259
TX	76.3%	829	1,087
CO	77.2%	179	232
NE	78.8%	82	104
UT	80.0%	80	100
TN	81.8%	229	280
GA	82.8%	313	378
AL	82.4%	164	199
MO	83.9%	256	305
DC	81.8%	18	22
HI	84.8%	28	33
DE	85.7%	18	21
SC	86.8%	171	197
AR	87.1%	122	140
MD	93.3%	166	178
WV	96.6%	84	87
Total	68.6%	8,559	12,481

Table A-2: Twenty states and the District of Columbia have a higher proportion of students in schools with active programs enrolled in credit recovery than the national average.

State	Enrollment in CR in Typical High Schools with Active Programs			Enrollment in CR in all Typical High Schools		
	Percent	Student N	School N	Percent	Student N	School N
FL	2.2%	604,636	319	1.8%	711,551	435
NC	3.6%	255,604	238	2.1%	426,925	455
MS	4.1%	87,694	117	3.2%	114,614	157
AK	4.5%	19,157	21	3.5%	24,711	33
VT	4.6%	8,659	15	2.4%	16,583	27
MA	4.6%	121,178	112	2.6%	213,509	224
PA	4.6%	241,942	255	2.8%	400,984	415
HI	4.7%	40,199	28	4.2%	44,958	33
NJ	4.8%	275,931	233	3.7%	357,471	313
GA	5.0%	410,584	313	4.2%	484,036	378
CT	5.0%	98,253	107	3.4%	142,903	162
ND	5.1%	15,718	37	3.8%	21,088	67
AL	5.7%	137,722	164	4.9%	162,418	199
KY	5.9%	103,043	111	3.4%	180,482	191
VA	6.3%	259,683	190	4.6%	355,854	275
IA	6.4%	49,176	80	2.6%	123,273	220
NY	6.7%	363,115	411	4.3%	559,713	673
MT	6.7%	36,116	98	5.9%	41,463	166
ID	7.1%	37,903	47	4.2%	64,613	81
WA	7.2%	181,818	158	4.9%	265,402	257
WV	7.2%	67,284	84	7.0%	69,179	87
ME	7.4%	37,188	68	5.9%	46,690	93
TN	7.7%	228,504	230	6.8%	260,368	285
MD	7.8%	213,044	166	7.3%	227,980	178
KS	7.9%	79,954	131	5.7%	110,724	199
DE	7.9%	19,906	18	7.0%	22,308	21
IL	8.0%	425,144	433	6.2%	544,052	589
OH	8.0%	208,650	262	4.3%	383,928	539
NE	8.0%	67,799	82	7.3%	74,566	104
CO	8.1%	182,809	179	6.9%	215,075	234
NH	8.2%	39,913	63	5.7%	57,072	90
SC	8.5%	189,341	171	7.9%	204,732	197

Table A-2 (cont'd): Twenty states and the District of Columbia have a higher proportion of students in schools with active programs enrolled in credit recovery than the national average.

State	Enrollment in CR in Typical High Schools with Active Programs			Enrollment in CR in all Typical High Schools		
	Percent	Student N	School N	Percent	Student N	School N
MO	8.7%	193,049	256	7.2%	232,891	305
OK	8.8%	133,777	284	6.9%	170,692	444
MN	8.9%	111,768	121	5.2%	189,183	210
LA	9.0%	39,053	52	4.7%	75,471	92
MI	9.2%	77,082	119	6.7%	106,101	170
WI	10.1%	186,310	274	8.0%	235,155	379
TX	10.2%	1,031,334	829	8.0%	1,319,855	1,088
AZ	10.2%	213,386	164	8.2%	267,939	264
IN	10.2%	213,138	196	8.2%	265,218	259
WY	11.0%	18,536	38	8.6%	23,699	58
OR	11.2%	99,823	117	7.2%	153,692	175
UT	11.3%	101,171	80	9.6%	120,115	100
SD	11.7%	27,280	87	9.0%	35,662	153
AR	12.1%	89,645	122	10.8%	100,467	140
DC	12.7%	11,152	18	11.0%	12,797	22
CA	12.9%	1,192,161	734	9.5%	1,610,810	1,058
NM	14.7%	47,550	78	9.4%	74,101	116
NV	16.5%	32,737	36	4.4%	122,231	85
RI	17.7%	20,211	27	9.7%	36,833	46
Total	8.1%	8,946,830	8,573	6.0%	12,082,137	12,541

Note: Percentages have been rounded to the nearest tenth and consequently may appear equal to the legend of Figure 15.

High Credit Recovery Enrollment by Region

Figure A-1 shows credit recovery enrollment by region.

Figure A-1: Schools in the West with active credit recovery programs are much more likely to enroll 20 percent of their students in credit recovery programs than schools in other regions, especially the Northeast and the South.
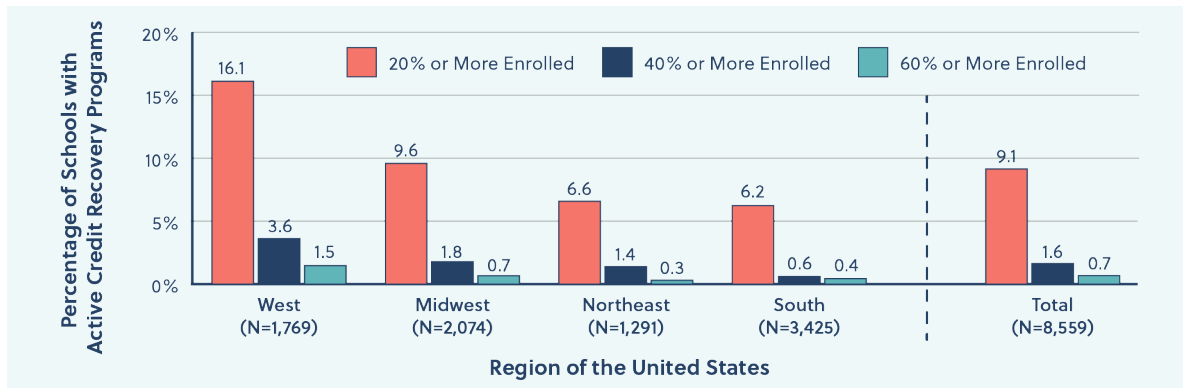
Endnotes

1. Stephen Smiley, "Fast. Isolating. Superficial. What class is like for the millions of high-schoolers now taking courses online," *Slate*, May 23, 2017. http://www.slate.com/articles/news_and_politics/schooled/2017/05/what_class_is_like_for_high_schoolers_taking_their_courses_online.html.

2. The study examined schools serving students in grades nine through twelve that are not any of the following: an alternative school, a juvenile justice facility, a full-time online (virtual) school, a vocational school, a school that serves only students with special needs, or a school listed as "other" than a high school in the NCES data, even if it serves students in grades nine through twelve.

3. Specifically, this refers to high schools embedded in the 45 largest districts wherein both the schools and district report having active CR programs. And these 13 districts include Sweetwater USD (CA); Baltimore County (MD); Jefferson County (CO); Chaffey Joint Union (CA); Katy ISD (TX); Dallas ISD (TX); City of Chicago (IL); Montgomery County (MD); Houston ISD (TX); Phoenix Union (AZ); Antelope Valley Union (CA); Clark County (NV); and Grossmont Union (CA).

4. Malkus's fine study categorizes credit recovery data differently than we do and compares them to other student outcomes. Our study examines CR by school type and in the nation's largest districts and includes customized profiles for each state, with data on the largest district in each state with an active CR program. Malkus, Nat, "Second chance or second track? Credit recovery participation in U.S. high schools," American Enterprise Institute, September 2018.

5. Jennifer Zinth, "Credit Recovery and Proficiency-Based Credit," Education Commission of the States, June 2011, https://www.ecs.org/clearinghouse/94/23/9423.pdf.

6. Some of the most common private vendors include Apex Learning, Edgenuity, Edmentum, and Odyssey. Large state-run entities administering online credit recovery include North Carolina's Virtual Public Schools and the Florida Virtual School. For more information about states' roles in administering online credit recovery, see Samantha Lillian Viano, "Online Learning as a Remedy for Course Failure: An Assessment of Credit Recovery as an Intervention to Earn Credits and Graduate from High School," (PhD dissertation, Vanderbilt University, 2018).

7. "8 Signs Your Credit Recovery Program Could Be a Credit Mill," Apex Learning, accessed August 14, 2018, https://cdn.apexlearning.com/al/Credit-Mill-Infographic.pdf.

8. Zoë Kirsch, "The New Diploma Mills," *Slate*, May 23, 2017, http://www.slate.com/articles/news_and_politics/schooled/2017/05/u_s_high_schools_may_be_over_relying_on_online_credit_recovery_to_boost.html.

9. Office of the State Superintendent of Education, "Analysis of Attendance and Graduation Outcomes at Public High Schools in the District of Columbia," January 16, 2018, https://osse.dc.gov/sites/default/files/dc/sites/osse/release_content/attachments/Analysis%20of%20Attendance%20and%20Graduation%20Outcomes%20at%20Public%20High%20Schools%20in%20DC%20-%20Jan%2016%202018%20-%20sm.pdf.

10. T. Keung Hui, "NC Students Who Fail Classes Can Still Graduate. But Is the Online Program Being Abused?" *News and Observer*, November 2, 2017, https://www.newsobserver.com/news/local/education/article182103416.html; Editorial Board, "What's Behind LAUSD's Higher Graduation Rates?" *Los Angeles Times*, August 12, 2016, http://www.latimes.com/la-ed-lausd-graduation-rates-credit-recovery-story-gallery-storygallery.html#; Susan Edelman, Lorena Mongelli, and Bruce Golding, "'Fail Me' School's Kids Can Take Year's Worth of Classes in Six Weeks," *New York Post*, August 5, 2015, https://nypost.com/2015/08/05/fail-me-schools-kids-can-take-years-worth-of-classes-in-6-weeks/.

11. U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, https://nces.ed.gov/Datalab/QuickStats/Home/Index.

12. Nat Malkus, "Second Chance or Second Track? Credit Recovery Participation in U.S. High Schools," American Enterprise Institute, September 17, 2018, http://www.aei.org/publication/second-chance-or-second-track-credit-recovery-participation-in-us-high-schools/.

13. U.S. Department of Education, Office of Planning, Evaluation and Policy Development Policy and Program Studies Service, Issue Brief: Credit Recovery, March 2018, https://www2.ed.gov/rschstat/eval/high-school/credit-recovery.pdf.

14. D. T. Stallings, Sara P. Weiss, Robert H. Maser, Daniel Stanhope, Matthew Starcke, and Difei Li, "Academic Outcomes for North Carolina Virtual Public School Credit Recovery Students," National Center for Education Evaluation and Regional Assistance, October 2016, https://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2017177.pdf.

15. Jordan Rickles, Jessica B. Heppen, Elaine Allensworth, Nicholas Sorensen, and Kirk Walters, "Online Credit Recovery and the Path to On-Time High School Graduation," *Educational Researcher*, July 19, 2018, https://doi.org/10.3102/0013189X18788054; Stallings et al. (2016), op. cit.

16. Eliot Levine, Jeremiah Johnson, Jenny Malave, and Stefanie Sentaniello, "Online Courses for Credit Recovery in High Schools: Effectiveness and Promising Practices," Nellie Mae Education Foundation, April 2017, https://www.nmefoundation.org/getattachment/28e54e15-84fb-4222-b68f-f42da15a5b1e/Online-Courses-for-Credit-Recovery-Full-Report.pdf?lang=en-US&ext=.pdf.

17. Samantha Lillian Viano, "Online Learning as a Remedy for Course Failure: An Assessment of Credit Recovery as an Intervention to Earn Credits and Graduate from High School" (PhD dissertation, Vanderbilt University, 2018).

18. U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse, Dropout Prevention Intervention Report: Credit Recovery Programs, May 2015, https://ies.ed.gov/ncee/wwc/Docs/InterventionReports/wwc_credit_050515.pdf.

19. Schools may be assigned a school-wide Title I designation when they have large shares of students in poverty. Title I funding supports not only specific students from poorer families but also the designated schools in general.

20. Some observations, particularly in New York, did not merge based on NCES identifiers, yet they had identical names and similar NCES identifiers. To include these schools, we performed an additional data merge where we matched schools by state, name, and the last four digits of their NCES identifiers, allowing us to recover more than half of the previously unmerged schools in New York. After performing both merges, 97.5 percent of the schools in the OCR database data were matched to NCES records—and the state with the lowest rate of matched schools remained New York, with a rate of 90.8 percent. To help identify potentially misclassified high schools (i.e., schools that are vocational, virtual, or some other type of atypical school, yet not classified as such in the 2015–2016 data), we also merged previous years of NCES and OCR data.

21. For example, Emerson Alternative School in Oklahoma City is not coded as an alternative school; yet, in addition to its name, news reports indicate that it is indeed an alternative school. See Steve Lackmeyer, "Emerson Alternative School Gains Support in Downtown Oklahoma City," *NewsOK*, April 16, 2013, https://newsok.com/article/3786472/emerson-alternative-school-gains-support-in-downtown-oklahoma-city.

22. Also, Ohio classifies some schools as "dropout recovery" and they more closely resemble alternative schools than typical high schools. Still, they are not classified as alternative in NCES data; thus, using publicly available data from the Ohio Department of Education, we reclassified all fifty-seven of these high schools as alternative schools. See Ohio Department of Education, "Dropout Prevention and Recovery," accessed September 26, 2018, http://education.ohio.gov/Topics/Community-Schools/Drop-Out-Prevention-and-Recovery.

23. U.S. Department of Education Office of Civil Rights, "2017–18 Civil Rights Data Collection—School Form," accessed September 26, 2018, https://www2.ed.gov/about/offices/list/ocr/docs/2017-18-crdc-school-form.pdf.

24. The instructions for the OCR survey items define CR as "any program, course, or other instruction that allows a student to earn missed credit in order to graduate from high school such as online courses, summer school, and school break courses," which is more ambiguous than OCR's official definition. It is possible that some schools interpret this direction more broadly than others.

25. For example, a 2018 broadcast by NPR reports that two-thirds of school shootings reported in the OCR data could not be independently verified. Anya Kamenetz, "The School Shootings that Weren't," National Public Radio, August 27, 2018, https://www.npr.org/sections/ed/2018/08/27/640323347/the-school-shootings-that-werent.

26. Kirsch, "The New Diploma Mills."

27. Unless explicitly stated, these key findings refer to schools we identify as normal or "typical" high schools, excluding alternative schools, juvenile justice facilities, vocational schools, schools serving students with special needs, and schools identified as other than high schools in NCES, even though these schools may serve students in grades 9 through 12. The primary analysis includes magnet schools, charter schools, and schools with school-wide Title I programs. Except for a couple of statistics at the beginning of the report referring to "all schools serving high school students," these other schools are analyzed separately in the sidebar *Credit Recovery in Atypical Schools*.

28. If students use these programs more when nearing graduation, these averages may underestimate participation by high school students in later grades.

29. A majority of both charter schools and magnet schools are also Title I schools.

30. Recall that we have excluded alternative, vocational, special education, and virtual schools as well as juvenile justice facilities to the extent possible. This holds for both charter and non-charter schools.

31. The exception are schools with fewer than 250 students, which are much more likely to enroll large shares of students in CR. These schools are overwhelming rural (82.8 percent), and nearly half (48.1 percent) are Title I. These low enrollments may partially explain the anomaly, as small numbers of students in CR will result in a higher percentage at a smaller school than at a larger one.

32. It is possible that higher enrollment rates at alternative high schools could be caused by typical schools transferring low-performing students to these schools to improve school ratings. See Heather Vogell and Hannah Fresques, "'Alternative' Education: Using Charter Schools to Hide Dropouts and Game the System," *ProPublica*, February 21, 2017, https://www.propublica.org/article/alternative-education-using-charter-schools-hide-dropouts-and-game-system.

33. Nevada is a notable exception: When including all high schools, the percentage of students enrolled in CR drops from 16.6 percent to 4.6 percent (see *Appendix*). This is because few (less than half) of Nevada's high schools have active CR programs.

34. Jennifer Zinth, "State Information Request: Credit Recovery; Response to Information Request," Education Commission of the States, January 2018, https://www.ecs.org/wp-content/uploads/ State-Information-Request_Credit-Recovery.pdf.

35. This may be an example of misreported data by a district. In fact, three of the schools in Grossmont Union High School District (Grossmont High, El Cajon Valley High, and Santana High) report to OCR a few more students enrolled in CR than they report total students to NCES. As noted in the Data section, we limit CR participation to 100 percent of students in a school.

36. See endnote 33.

37. Seth Gershenson, "Grade Inflation in High Schools (2005–2016)," Thomas B. Fordham Institute, September 19, 2018, http://edex.s3-us-west-2.amazonaws.com/publication/pdfs/(2018.09.19)%20Grade%20Inflation%20in%20High%20Schools%20(2005-2016).pdf.

38. Tim Walker, "Teachers Divided Over Controversial 'No-Zero' Grading Policy," *NEAToday*, August 4, 2016. http://neatoday.org/2016/08/04/no-zero-policy-pro-con/ (accessed November 13, 2018); Moriah Balingit and Donna St. George, "Is it becoming too hard to fail? Schools are shifting toward no-zero grading policies," *The Washington Post*, July 5, 2016. https://www.washingtonpost.com/local/education/is-it-becoming-too-hard-to-fail-schools-are-shifting-toward-no-zero-grading-policies/2016/07/05/3c464f5e-3cb0-11e6-80bc-d06711fd2125_story.html?utm_term=.54063149a47d (accessed November 13, 2018).

39. We used this Education Commission of the States report to gather CR policies: Jennifer Zinth, "State Information Request: Credit Recovery; Response to Information Request," Education Commission of the States, January 2018, https://www.ecs.org/wp-content/uploads/ State-Information-Request_Credit-Recovery.pdf. We also searched state and district websites for education laws and regulations regarding CR.

40. Kate McGee, "What Really Happened at the School Where Every Graduate Got into College," WAMU, November 28, 2017, https://www.npr.org/sections/ed/2017/11/28/564054556/what-really-happened-at-the-school-where-every-senior-got-into-college.

41. Kirsch, "The New Diploma Mills."

42. Despite the recent political backlash on testing—end-of-course exams (EOCs) are being abandoned in some states—when used for accountability, EOCs have been shown to increase student effort and improve learning. Rather than moving away from testing, states that do not currently have EOCs should see CR as an extra incentive to adopt them.

43. "Credit Recovery." Alabama State Department of Education, February 22, 2016. https://www.alsde.edu/sec/sct/ Graduation%20Information/Revised%202-22-2016%20Credit%20Recovery%20with%20Sample2.pdf; District of Columbia Municipal Regulations. Grades, Promotion, and Gradution, § 5-E2202 (2007). https://dcregs.dc.gov/Common/DCMR/SectionList.aspx?SectionNumber=5-E2202; Florida Departmet of Education. "Secondary Student Progression: 2017-2018 Frequently Asked Questions," 2017. http://www.fldoe.org/core/fileparse.php/7764/urlt/SSP1718FAQ.pdf; Georgia Office of the Secretary of State. Alternative/Non-Traditional Education Programs, Pub. L. No. Rule 160-4-8-.12, Department 160. Rules of Georgia Department of Education (2010). http://rules.sos.state.ga.us/GAC/160-4-8-.12; "704 KAR 19:002. Alternative Education Programs." Kentucky Legislative Research Commission, March 8, 2013. http://www.lrc.ky.gov/kar/704/019/002.pdf; State of Louisiana Division of Administration. Credit Recovery, Title 28: CVX, Bulliten 741 § 2324.3 (2018). https://www.doa.la.gov/Pages/osr/lac/LAC-28.aspx; Mississippi State Board of Education. Rule 28.5 Credit Recovery Policy (2015). http://www.mdek12.org/MBE/SBPI; New York State Education Department. Making Up Incomplete of Failed Course Credit, 100.5 Diploma Requirements § d.8.i. (2015). http://www.p12.nysed.gov/part100/pages/1005.html#makeupcredit; North Carolina State Board of Education. Course for Credit, GS 115C-81.6 CCRE-001 § Credit Recovery (2018). https://stateboard.ncpublicschools.gov/policy-manual/course-for-credit/copy4_of_course-for-credit; and "High School Policy 2.103." Tennessee State Board of Education, October 20, 2017. https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2.103_High_School_Policy_10-20-17.pdf;

44. Alabama State Department of Education (2016)

45. Tennessee State Board of Education (2017) https://www.tn.gov/content/dam/tn/stateboardofeducation/documents/2.103_High_School_Policy_10-20-17.pdf.

46. Kirsch, Zoe, and Stephen Smiley. "Why Bad Online Courses Are Still Taught in Schools." *Slate*, May 25, 2017. http://www.slate.com/articles/news_and_politics/schooled/2017/05/why_online_credit_recovery_courses_are_underregulated_in_many_states.html.

47. See Georgia Office of the Secretary of State. Alternative/Non-Traditional Education Programs, Pub. L. No. Rule 160-4-8-.12, Department 160. Rules of Georgia Department of Education (2010). http://rules.sos.state.ga.us/GAC/160-4-8-.12; State of Louisiana Division of Administration. Credit Recovery, Title 28: CVX, Bulletin 741 § 2324.3 (2018). https://www.doa.la.gov/Pages/osr/lac/LAC-28.aspx; New York State Education Department. Making Up Incomplete of Failed Course Credit, 100.5 Diploma Requirements § d.8.i. (2015). http://www.p12.nysed.gov/part100/pages/1005.html#makeupcredit.

48. Because of missing data for the year we analyze, we examine differences in Massachusetts schools by racial/ethnic differences but not by differences in poverty.