

College and Career Readiness Support Programming

Challenges and Strategies

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COLLEGE OF
EDUCATION

MARYLAND EQUITY
PROJECT



Overview

- Overview of academic literature
- Our research process
- Key takeaways from our research
- Challenges with college and career readiness (CCR) support programming
- Strategies for supporting students to achieve CCR
- Future directions for the AIB



Literature Identifies Core Components of CCR

- Scholars' proposed **frameworks for CCR** ([Conley, 2010, 2012](#); [Morningstar et al., 2018](#)) share the following **core components**:
 - **Academic knowledge and skills**, including content knowledge (e.g., math, science) as well as critical thinking, time management, and study skills
 - **Motivation for and engagement with learning**
 - **Knowledge of postsecondary requirements**, including college entrance exams, industry credentials, and workforce norms



Literature Suggests Strategies for Promoting CCR

- [Morningstar and colleagues \(2018\)](#) suggest **strategies to promote CCR** that align with the aforementioned frameworks and include but are not limited to:

Academic Knowledge and Skills

- Academic progress monitoring
- Early warning systems
- CTE programming
- Tutoring and other instructional supports

Motivation for and Engagement with Learning

- Communication with students and families
- Individual learning plans
- Development of skills such as goal-setting and action planning

Knowledge of Postsecondary Requirements

- Work-based learning opportunities
- Counselor-guided college planning
- Job and college fairs
- Career academies

The core components of CCR frameworks and subsequent strategies for promoting CCR **align with recommendations from the Maryland College and Career Readiness Empirical Study** ([Rickles et al., 2023](#)). For example, Rickles and colleagues indicate that CCR includes **content knowledge** as well as “**soft skills**” like time management and critical thinking, and suggest that students are more likely to achieve CCR if they have **learning opportunities** that are both **engaging** and **individualized**.

Maryland's New CCR Standard

In February 2025, the Maryland State Board of Education released a **draft of a new CCR standard** that incorporated research from Rickles and colleagues (2023).

- The new CCR guidance specifies that:
 - Meeting the standard in ELA, math, and, “when practicable,” science **enables students to be successful in various postsecondary pathways** (i.e., college or career)
 - **Starting in 2025-26**, students may meet the CCR standard in a multitude of ways, including through **GPA, grades** in dual enrollment courses, performance on a variety of **assessments** (e.g., AP, SAT, Dynamic Learning Maps, National Career Readiness Certificate), an **industry-recognized credential**, and a **registered apprenticeship**



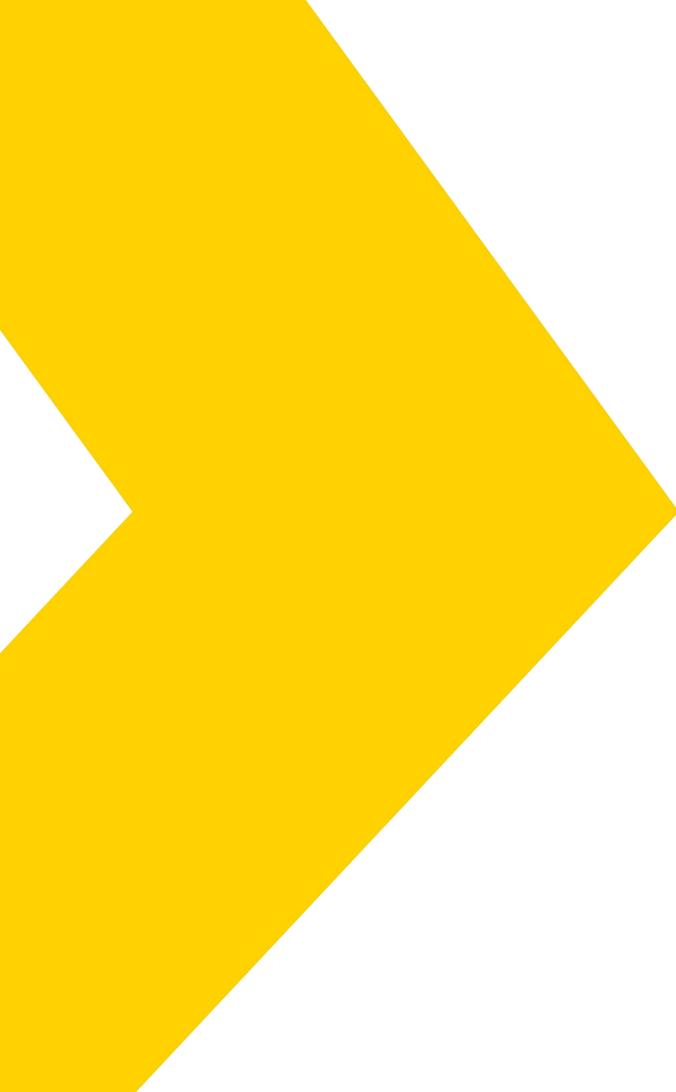
High-quality educational experiences as a whole—including access to high-quality pre-K and K-12 instruction and expansive wraparound supports—are **key to promoting CCR**. These experiences are the **foundation** of the education system the **Blueprint for Maryland's Future** aims to create. Our team's prior analyses shed light on various policy areas that will contribute to a high-quality education system, including the *recruitment and retention of a diverse teacher and leader workforce, pre-K expansion through a mixed delivery system, community schools, and high-dosage tutoring*.

While the combination of these and other policy areas are key to promoting CCR, **the current analysis** focuses on a **subset of strategies that aim to support high school students who need additional assistance to meet the CCR standard**.

Our Research Process: Coding Blueprint Implementation Plans for Promising Strategies and Challenges

- Developed **coding tool designed to capture relevant data** (e.g., CCR support programming)
 - Coding tool was informed by literature but we **coded inductively** to identify **challenges** with and **strategies** for supporting students to achieve CCR
- Used coding tool to guide analysis of relevant **portion of districts' 2024 final implementation plans**:
 - Pillar 3: Question #14
 - *Asked districts to describe their progress toward implementing strategies that **support students who require additional assistance to demonstrate CCR** by the end of 10th grade or in later grades, including challenges they have encountered*
- Reviewed coded data to **identify common challenges and strategies** (e.g., individualized plans and supports)
 - Attended to whether strategies aligned with literature



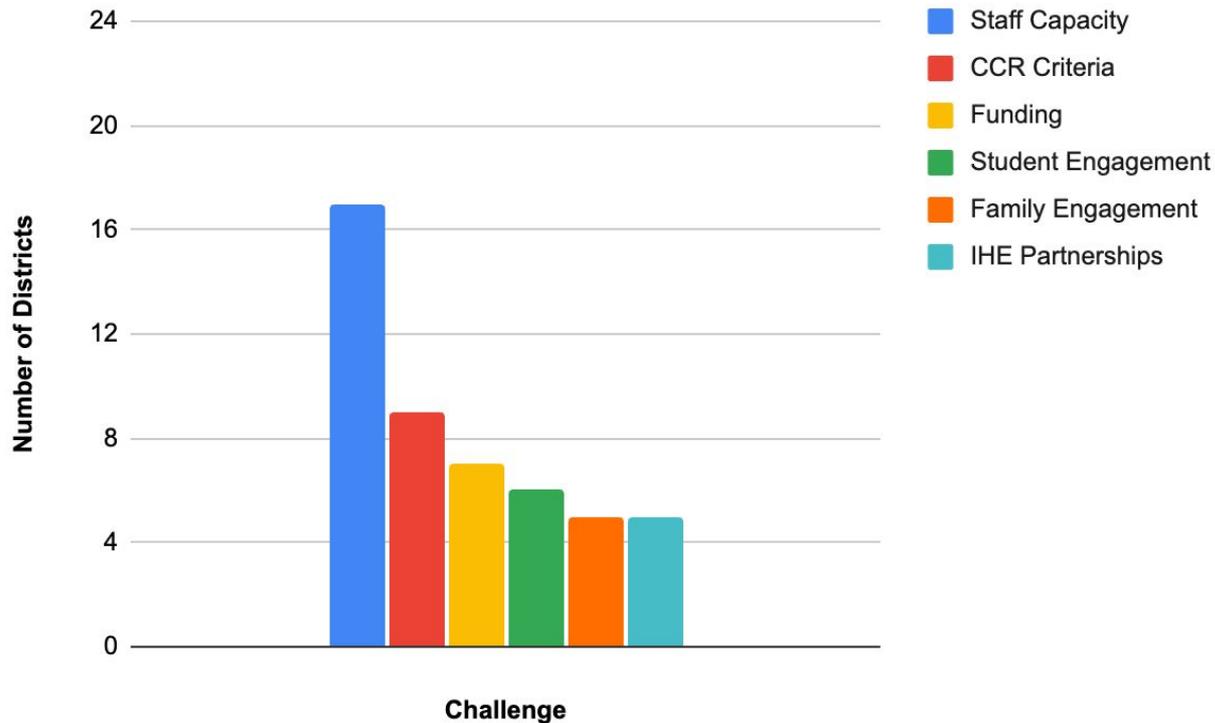


Key Takeaway

Based on the information provided in 2024 implementation plans, many of districts' strategies for offering CCR support programming **included other efforts to promote CCR**, such as providing high-quality instruction and tutoring. Strategies specific to CCR support programming—including **progress monitoring, Individualized Learning Plans, family engagement, and credit recovery**—were **prevalent** across districts and generally **aligned with promising practices** in the academic literature. However, many districts offered **limited details** about these efforts. Furthermore, districts described encountering a variety of **challenges** when implementing these strategies, largely because of **staff members' limited capacity** to carry them out. Altogether, findings suggest that considering and implementing Blueprint policy areas **holistically** will be key to achieving success under the state's new CCR standard.

Most Districts Cited Challenges with Providing CCR Support Programming

The vast majority of districts noted **at least one challenge** with providing CCR supports to students who were not on track. The most frequently cited challenge was **staff capacity** to implement support strategies (e.g., individualized learning plans; n=17), followed by challenges related to **CCR criteria** (e.g., explaining changes to families; n=9). Other challenges related to **funding** for staff and the strategies they were expected to carry out (n=7), **student** (n=6) and **family** (n=5) **engagement**, and building on **partnerships with IHEs** (n=5).



Qualitative Examples

Quotes from implementation plans illustrate how districts spoke about their challenges with providing support programming to students who were not on track for CCR.

*“Developing Individualized Support Plans (ISP) for all non-CCR students remains a challenge due to the **high volume of students and limited teacher time.**”*

*“[Our district] is facing **budget shortfalls** ... as a result of Covid funding and MD Leads Grant funding expiring. As a result, [we] will likely be unable to sustain building-based instructional coaches to support interventions and monitoring of student progress data.”*

*“Complicating the issue of the timing of implementation was the challenge of **using an interim [CCR] standard at the start of the school year** ... This greatly impacted the ability to address one of the greatest priorities - communicating clearly with families and engaging them in supporting student success.”*

*“Creating an intrinsic desire for **students and families to buy into the importance of CCR** with exams that at present have no consequence or impact on graduation is a challenge. CCR requirements are not in alignment with graduation requirements.”*

Districts are Using Many Promising Strategies to Support CCR for Students Who Need Additional Assistance

The table on the following slide presents districts' **strategies to provide support programming for students who need additional support to demonstrate CCR.**

Note that districts described some **support programming strategies that we have addressed in prior analyses** (e.g., [tutoring](#)). The following table presents support programming strategies that are **not included in our other analyses**. We consider **all overarching strategies** in this table to be **potentially promising** because they align with at least one of the three aforementioned **core components of CCR** identified in the literature.

Districts' Strategies for Providing CCR Support Programming

Strategy	Sub-strategy	Number of Districts
Progress Monitoring <i>Includes monitoring student progress to track CCR status</i>	N/A	24
Individualized Learning Plans <i>Includes developing individualized plans for students who are not demonstrating CCR</i>	N/A	24
Engagement with Families <i>Includes efforts to communicate with students' families about their CCR status and how to promote CCR</i>	Communicating CCR Status	21
	Collaborating to Develop Individualized Plan	16
	Offering Workshops and Information	12
Academic Supports <i>Includes various supports to promote learning for students who are not demonstrating CCR</i>	Credit Recovery Programs	13

The following section dives deeper into these strategies to identify which have the **greatest potential** to support students to demonstrate CCR. Subsequent slides present the **criteria we use to categorize data** into different degrees of promise, which primarily include whether districts' strategies offered **features that are identified as promising practices in the academic literature**.

For each strategy, we also provide the **number of districts in each degree of promise**, the **number of districts offering each feature identified as a promising practice** in the literature, and **qualitative examples** that provide additional detail. Because criteria for degree of promise include whether districts' strategies **offered one or more key features**, which districts typically described in **multiple statements**, qualitative examples are **organized around features rather than degrees of promise**.

A large red graphic on the left side of the slide, consisting of two overlapping triangles that form a larger, irregular shape pointing towards the right.

Progress Monitoring

Criteria for Determining Degrees of Promise

Criteria for determining degrees of promise for progress monitoring strategies are grounded in **academic literature** and **Maryland’s new CCR standard**, which will take effect in 2025-26.

	Most Promising	Potentially Promising	Least Promising	Total
Criteria	<p>Strategy includes two or more of the following features:</p> <ul style="list-style-type: none"> Assesses progress toward specified outcomes (Stecker et al., 2008), including those outlined in Maryland’s new CCR standard (e.g., GPA); Occurs frequently (Fuchs et al., 2025; e.g., weekly); and/or Includes efforts to ensure reliability of progress metrics and their implementation (Stecker et al., 2008; e.g., professional development) 	<p>Strategy includes one of the following features or does not specify:</p> 	<p>Given that progress monitoring is a promising practice overall (Fuchs et al., 2025), no examples are categorized as Least Promising.</p>	
Number of Districts	10	14	0	24

Key Features of Progress Monitoring Strategies

The table below demonstrates the **number of districts** engaging in **progress monitoring strategies aligned with features the academic literature identifies as promising**. The **vast majority** of districts (n=22) described measuring progress on **metrics aligned with new Maryland CCR standards**, while **fewer** districts addressed the **reliability** of those metrics (and their implementation) (n=6) and the **frequency** with which they were employed (n=5).

	Assesses Progress on Metrics Aligned with Maryland CCR Standards	Includes Efforts to Ensure Reliability of Progress Metrics and their Implementation	Occurs Frequently
Number of Districts	22	6	5

Qualitative Examples

Assesses Progress on Metrics Aligned with Maryland CCR Standards (*n=22 districts*)

*“A variety of data sources were used to construct individualized support plans. Data included **MCAP scores, Algebra I final exam data, and CommonLit English assessment scores.**”*

*“At the beginning of the school year, all high schools received a list of students who had not yet met the CCR standard, **as defined by MCAP and SAT at the time.** For students in Grade 11 who did **not meet the English CCR standard** in the fall, Grade 11 teachers received a list of students.”*

*“[Our district] utilizes **achievement data such as prior MCAP ELA-Literacy assessment data, ELA common unit assessments, and writing data** in Feedback Studio to identify students who potentially will not be proficient on the MCAP ELA-Literacy Assessment in tenth grade.”*

*“Using the fall **MAP data**, students were grouped based on readiness level. Students who were not on track to meet CCR, as determined by a low **MAP score in Reading/Math**, were provided with Tier II instruction during their revisit period, which was every day.”*



Qualitative Examples

Includes Efforts to Ensure Reliability of Progress Metrics and their Implementation (*n=6 districts*)

*“[Our district] has developed an **MTSS Guidebook** to support schools in early identification of students not making the expected academic, social emotional, and/or behavioral progress necessary to meet CCR standards. The Guidebook also **describes processes and expectations** for schools to employ to **ensure consistent implementation of systems of support and monitoring** (e.g., identification, targeting of supports, provision of supports, and progress monitoring).”*

*“Through **professional learning** with literacy specialists, math specialists, intervention teachers, and administrators, **knowledge has increased regarding the assessments that diagnose student needs and monitor progress** and the programs available within MTSS to address student needs and help them get back on track for College and Career Readiness.”*

*“Central office content teams will develop tools for progress monitoring, **provide training and feedback on strategies**, and **provide additional technical assistance to support implementation of the process.**”*



Qualitative Examples

Occurs Frequently (*n=5 districts*)

*“The designated point person for a student will develop a personal relationship with the student and serve as a mentor, **check in with students at least weekly** and document notes, **monitor students’ grades, attendance, behavior, and progress weekly** and report any concerns to the ISP Case Manager to determine if another MTSS meeting is needed to make adjustments.”*

*“[A high school in our county] utilized their **bi-weekly cohort meetings to review student data**, identify students who are at risk of not graduating or not being college and career ready, establish steps to provide support, and to **monitor progress**. These meetings were attended by the high school principal and assistant principal, high school counselors, director of teaching and learning, math coordinator, local accountability coordinator, PowerSchool administrator, and building coordinator for special education.”*

*“High school administrators were given **quarterly data on class failing grades by freshmen** in order to implement **early intervention**. This enabled school teams to utilize staff and resources to identify causes and deploy necessary resources to help students succeed.”*





Individualized Learning Plans

Criteria for Determining Degrees of Promise

Strategies for developing Individualized Learning Plans (ILPs) all focused on helping students develop a plan to achieve their college and/or career goals. Criteria for distinguishing among these strategies are grounded in **academic literature**.

	Most Promising	Potentially Promising	Least Promising	Total
Criteria	<p>Strategy has two or more of the following characteristics:</p> <ul style="list-style-type: none"> Incorporates academic progress monitoring (Fuchs et al., 2025; Rumberger et al., 2017); Provides staff training about ILP processes (Solberg et al., 2012); and/or Provides dedicated time for staff to engage in the ILP process (Solberg et al., 2012) 	<p>Strategy has one of the following characteristics or does not specify:</p> 	<p>Given that ILPs are a promising practice overall (Britton & Spencer, 2020), no examples are categorized as Least Promising.</p>	
Number of Districts	9	15	0	24

Key Features of Individualized Learning Plans

The table below demonstrates the **number of districts** developing Individualized Learning Plans (ILPs) that **align with features the academic literature identifies as promising**. In line with previous findings, **all districts** (n=24) incorporated **progress monitoring** in their ILP processes. However, only **nine districts** described **providing staff with training** about ILP processes and just **two districts** described **providing staff with dedicated time** to engage in those processes.

	Incorporates Progress Monitoring	Staff Receives Training about ILP Process	Staff Has Dedicated Time to Engage in ILP Process
Number of Districts	24	9	2

Qualitative Examples

Incorporates Progress Monitoring (*n=24 districts*)

*“[Our district] believes that our approach to creating **individualized learning plans** needs little refinement except for the data used. Our spring 2023 plan outlined our approach to this work to include **progress monitoring** students before Grade 9 using the MTSS systems and **providing support as indicated by the data**, using our early warning system embedded within Unified Insights, and our work on individualized education plans and English learner plans.”*

*“The SCCRS Plan process will begin by creating **individualized goals** for each student, as well as the supports needed to meet these goals. ... The team will be led by the Lead Department Teacher. **Student progress meetings** will be held monthly to discuss student **progress towards meeting the set goals**. ... These plans will be **revised based on student progress** during monthly meetings.”*

*“CCR Teams will develop the **students' ILPs**. The plans will include **data points on student performance**, courses to support attainment of CCR status, additional strategies to be implemented, and **checkpoints for progress monitoring**.”*



Qualitative Examples

Staff Receives Training about ILP Process (n=9 districts)

*“[Our district] continues to implement **Student Learning Plans (SLP)** as a way to connect students, families and schools around **key student data points and progress toward goals**. ... The SLP provides an **individualized CCR plans** for each student, involving input from teachers, counselors, and administrators to tailor interventions and resources to meet student needs. **Professional development on SLP completion** is offered at each systemic professional development day.”*

*“[Our district] creates **individualized MTSS plans** to **track the progress** of all ... students who are not college and career ready and are not on track to become college and career ready. ... [Our district] has provided both **job-embedded professional development and after-school support to teachers** to learn how to target specific needs and track progress with progress monitoring data.”*

*“A variety of data sources were used to construct individualized support plans. ... Services provided by FEV Tutor included the development of **individualized support plans** based on these data sources ... **Professional development sessions** were planned and delivered **before and during the implementation phase**. This professional support was **provided to school-based administration, CCR Coordinators, and select teachers**.”*



Qualitative Examples

Staff Has Dedicated Time to Engage in ILP Process (*n=2 districts*)

*“The [district’s] team of content supervisors, accountability staff, and school-based administrators have made an **individualized support plan template** housed in our student information system, PowerSchool. We do not plan to have all math and English teachers’ part of writing individual pathways for students who are not CCR. Our current plan is that **both a math and English teacher, most likely the Department Chair, at each school will receive a course release per semester to be responsible for completing the plans with students and staff.**”*

*“Currently, individual student support plans are developed between a student, a counselor, parents/caregivers, and school administrators or advocates. The **phasing-in of the negotiated career ladder provides teachers with additional time in the school day for non-classroom activities**, empowering them to **lead the development and monitoring of individual student support plans**. ... The Teaching and Learning Department and Student Services Team will facilitate training sessions for these teachers as more are able to lead the student support plan development process.”*





Engagement with Families

Criteria for Determining Degrees of Promise

Strategies for engaging with families are grounded in **academic literature** on promising efforts to involve parents and other family members in high schoolers' career and college planning.

	Most Promising	Potentially Promising	Least Promising	Total
Criteria	<p>Strategy has three or more of the following characteristics:</p> <ul style="list-style-type: none"> Communicating about students' academic progress (Morningstar et al., 2018) Providing information about CCR standards and postsecondary pathways (Bryan et al., 2020; Cuevas, 2020) Involving in the ILP process (Morningstar et al., 2018) Occurs regularly (Bryan et al., 2020; e.g., weekly, after each marking period) 	<p>Strategy has two or fewer of the following characteristics (all districts specified at least one):</p> 	<p>Given that all districts described engaging with families to some extent, no examples are categorized as Least Promising.</p>	
Number of Districts	7	17	0	24

Key Features of Engagement with Families

The table below demonstrates the **number of districts** employing family engagement strategies that **align with features the academic literature identifies as promising**. The **majority** of districts communicated with families about students' **academic progress** (n=20) and/or involved them in the **ILP process** (n=17), while **half** (n=12) described providing families with **information about CCR standards and postsecondary pathways**. Just **four districts specified how regularly** they engaged with families.

	Communicating about Academic Progress	Involving in the ILP Process	Providing Information about CCR Standards and Postsecondary Pathways	Occurs Regularly
Number of Districts	20	17	12	4

Qualitative Examples

Communicating about Academic Progress (*n=20 districts*)

*“In the fall of 2024, students and parents will be **notified if a student is still not on track for graduation**. The school counselor, along with the student, will facilitate a parent conference. A mentor will be assigned to develop a plan, alongside the student and parents, to get the student back on track for graduation.”*

*“[Our district] **notified all students and their families who were not CCR**, as identified by English 10 MCAP data that they were expected to take the MCAP this spring.”*

*“[Our district] continues to implement Student Learning Plans (SLP) as a way to connect students, families and schools around key student data points and progress toward goals. The district **engages parents** through regular communication, parent-teacher conferences, and workshops to **discuss academic progress and support strategies**.”*

*“School teams will meet with parents/guardians to review ILPs and **communicate CCR progress to parents/guardians** regularly.”*



Qualitative Examples

Involving in the ILP Process (n=17 districts)

*“During the summers after freshman and sophomore years, **parents and guardians** of students who didn’t meet the CCR standard will be **provided with their student’s individualized assessment results** (in the form of the Individual Student Report), along with a **questionnaire soliciting input on their student’s learning struggles and successful practices**. The **input** gathered from the parent/guardian’s questionnaire will be **utilized during the development of our support plan** by the individual CCR plan team.”*

*“**Families** engaged in **CCR Support Plans** by providing **input about student interests and motivations** and receiving updates about student progress while preparing for reassessment.”*

*“Subsequently, each student had a goal conference with their teachers to **develop an action plan**. **Parents were also a part of this process** through ongoing communication about baseline MAPs scores, **goal development**, and the **support** in place to help their students. Parents were also sent their students’ MCAP scores from the previous year.”*



Qualitative Examples

Providing Information about CCR Standards and Postsecondary Pathways (n=12 districts)

*“[Our district] started educating students and families about the CCR standard in the spring of 2024 as well as the **benefits in reaching CCR** at the school and district level. This was done in conjunction with **CCR family nights** at both high schools to **promote post-secondary opportunities** that highlight the benefits of college and career readiness for all students. [Our district] intends to continue building on this next year by enhancing the in-person experience by **reviewing the CCR standard and post CCR pathways as well as support pathways.**”*

*“Evening **parent information sessions** were held several times a year on **adult agencies and post secondary service providers, course registration and scheduling, and CTE programs** ... Rising Freshman Orientation nights (RFON) were hosted at each high school to **inform parents of high school graduation requirements, course offerings, and CCR pathways**. Virtual evening **parent information nights on Dual Enrollment** were held in collaboration with the [local college] in the Fall of 2023 and Spring of 2024. The [local college] fair, which will be held in the spring, will provide **evening sessions for parents and students on the college application process and financial aid**. Multiple **evening FAFSA workshops** were provided where financial aid information was shared and families were **able to work with local [college] and school staff experts** in the completion of the FAFSA application.”*

Qualitative Examples

Occurs Regularly (n=4 districts)

*“High school student assistance team meetings **occur weekly** to identify additional needs/resources students may need for success and those **resources are communicated with the parent and student**. **Each of these opportunities engages parents/guardians in the planning process** for students to be on track to graduate.”*

*“**Parents/guardians will be notified at the end of each marking term** with notation on student report cards, email communication, and district-wide messaging encouraging them to review student individualized support plans in SchoolLinks CCR platform.”*

*“Families are also invited to participate in a **minimum of two parent conferences per year**, with **additional meetings as requested** by a parent, teacher, or counselor. **Quarterly updates on success** are provided through report cards and performance reports generated from local and state assessments are sent to families when individual student reports are available.”*





Credit Recovery Programs

Criteria for Determining Degrees of Promise

Criteria for distinguishing among strategies for offering credit recovery opportunities are grounded in **academic literature**. Important to note is that **few districts provided details** about the credit recovery programs they offered.

	Most Promising	Potentially Promising	Least Promising	Total
Criteria	<p>Strategy includes three or more of the following features:</p> <ul style="list-style-type: none"> • In-person instruction and/or interactions (Heppen et al., 2017; Rickles et al., 2018) • Individualized instruction (Levine et al., 2017; Rickles et al., 2018) • Progress check-ins with students (Heinrich et al., 2019; Levine et al., 2017) • Flexible schedule (Levine et al., 2017) • Supports to encourage attendance (Levine et al., 2017) 	<p>Strategy includes two or fewer of the following features (or does not specify):</p> 	<p>Given evidence that credit recovery programs are promising strategies for increasing likelihood of graduating high school (Viano & Henry, 2024), no examples are categorized as Least Promising.</p>	
Number of Districts	0	13	0	13

Key Features of Credit Recovery Programs

The table below demonstrates the **number of districts** offering credit recovery programs that **align with features the academic literature identifies as promising**. Of the **13 districts** offering these programs, **four did not specify** any features aligned with literature. The **most common features** among districts who did specify were **in-person instruction and/or interactions** (n=4), **supports to encourage attendance** (n=4), **individualized instruction** (n=3), and **flexible schedule** (n=3).

	In-person Instruction and/or Interactions	Supports to Encourage Attendance	Individualized Instruction	Flexible Schedule	Progress Check-ins	<i>Did Not Specify</i>
Number of Districts	4	4	3	3	1	4

Qualitative Examples

In-person Instruction and/or Interactions (n=4 districts)

*“By the end of May of 2024, the school counselor will contact any Grade 9 students who failed one or more courses for the year to discuss **summer academic recovery options**. ... **Certified teachers instruct the recovery courses**, and there is an online requirement as well.”*

*“[Our district] offered **Summer School support** to students who did not pass a core class. Summer School was held for two weeks at the conclusion of the school year. Transportation was provided to students at identified hubs throughout the county. Credit recovery modules served as the content used as **teachers provided academic literacy and math intervention support to students**.”*

*“Students are required to attend **5 in-person sessions for grade recovery and 10 in-person sessions for credit recovery**. During these sessions, a **content area teacher provides direct instruction** to students in the course they are recovering.”*

*“**Summer school and credit recovery programs through Edmentum, overseen by [our] certified teachers**, offer flexible options for students to retake courses and maintain their credit count outside of regular school hours.”*



Qualitative Examples

Individualized Instruction (n=3 districts)

*“Students in high school are able to schedule our support lab as a course. This option allows our students with opportunities to receive **individualized support** with the teacher, **complete online modules to recover credit from a failed course**, and for transfer students to **obtain credit to graduate on time.**”*

*“[Our district] convened a stakeholder workgroup to **review credit recovery structures** and processes that were put in place during the pandemic and make revisions to ensure equitable access for all high school students, especially those not CCR or not on track. ... As a result, [our district] developed a **new framework for credit recovery** that will **leverage courses offered at the [county’s] Virtual School**, with **personalized support at every school**, at no cost to students.”*

*“Students who have completed grade 10 and have not demonstrated proficiency have been assigned to attend **remediation in identified CCR courses**. ... This remediation is **targeted to the specific needs of each student as it relates to their individualized non-CCR plan.**”*



Qualitative Examples

Supports to Encourage Attendance (*n=4 districts*)

*“To help students who have gotten off track, [our district] has developed a **robust set of credit recovery opportunities** that provide a redemptive option for students who have faced academic challenges. Students can take credit courses in afterschool settings at their high school campus, or they can attend the district-run centralized Saturday school during the school year as well. During the summer, students have an **additional opportunity to earn credit during summer school**, which, **for eligible students can also come with a ... paycheck** [from a local program], which **helps to mitigate earnings they may lose by having to attend summer school.**”*

*“The **summer academic recovery program is free**, with **transportation and meals included**. Certified teachers instruct the recovery courses, and there is an online requirement as well.”*

*“Summer School was held for two weeks at the conclusion of the school year. **Transportation was provided to students** at identified hubs throughout the county. Credit recovery modules served as the content used as teachers provided academic literacy and math intervention support to students.”*

*“[A high school in the district] provided an **Evening School program** Monday through Friday from 3 to 5 p.m. and offered an **evening bus to accommodate students who required transportation.**”*

Qualitative Examples

Flexible Schedule (n=3 districts)

*“To help students who have gotten off track, [our district] has developed a **robust set of credit recovery opportunities** that provide a redemptive option for students who have faced academic challenges. Students can take credit courses in **afterschool settings at their high school campus**, or they can attend the **district-run centralized Saturday school** during the school year as well. ... Students have an **additional opportunity to earn credit during summer school.**”*

*“**Summer school and credit recovery programs** through Edmentum, overseen by [our] certified teachers, offer flexible options for students to retake courses and **maintain their credit count outside of regular school hours.**”*

*“Students in high school are able to **schedule our support lab as a course**. This option allows our students with opportunities to receive individualized support with the teacher, complete online modules to recover credit from a failed course, and for transfer students to obtain credit to graduate on time. This **option is also available during the summer** as an additional opportunity for students who are not on-track to graduate to fulfill the necessary requirements to get them on-track with their peers.”*



Qualitative Examples

Progress Check-ins (n=1 district)

*“Students who have completed grade 10 and have not demonstrated proficiency have been assigned to attend **remediation in identified CCR courses**. ... This remediation is targeted to the specific needs of each student as it relates to their individualized non-CCR plan. New this year, [our district] is utilizing CommonLit as a supplemental instructional resource and **progress monitoring assessment in the area of ELA for non-CCR identified Students.**”*





Future Directions for the AIB

- Commission studies of whether *Most Promising* and *Potentially Promising strategies* are actually promising and resulting in desired progress toward CCR
- Leverage implementation plans or other avenues to gain **more detailed and systematic information** about **key design features** of CCR support programming strategies, including:
 - *For progress monitoring: frequency* of monitoring and efforts to ensure **reliability**
 - *For Individualized Learning Plans:* efforts to **train staff** about the ILP process and ensure they have **dedicated time** to engage in it
 - *For engagement with families:* how families are involved in the **ILP process**, how **frequently** they are engaged, and **how and what type of information** they receive about CCR standards and postsecondary pathways
 - *For credit recovery programs:* **mode** of instruction (e.g., in-person) and degree to which it is **individualized**, frequency of **progress check-ins**, and efforts to maintain **student engagement** (e.g., supports to encourage attendance, scheduling flexibility)



Future Directions for the AIB

- Recognize—and encourage districts to recognize—that **promoting CCR requires an integrated implementation of multiple Blueprint policy areas**, including but certainly not limited to the support programming strategies on which this analysis focused. For example:
 - Implementation of **Pillar 2 initiatives** (e.g., teacher recruitment and retention strategies, career ladder) will be **key to ensuring staff have the capacity to offer high-quality CCR support programming**
 - Implementation of other **Pillar 3 initiatives** (e.g., high-quality instruction and tutoring opportunities), which seek to promote CCR more broadly, may **reduce demand for some support programming strategies**, such as credit recovery