RCSD On-Line Learning – Credit Recovery

In the fall of 2013, RCSD Learning Online started teaching Mathematics 9 Course Recovery. The purpose of this course was to provide the opportunity for students who were unsuccessful in their grade 9 math course to recover it in one semester in grade 10, as opposed to taking in the entire course again over two semesters (this because the school division had made a decision to run the grade 9 math program over two semesters). In 2013, the students recovered the units in which they were unsuccessful from their grade 9 year. In 2014, this course was changed to target the outcomes and indicators necessary for the math pathway the student is planning on taking. Students can take either Mathematics 9 Recovery Workplace and Apprenticeship or Mathematics 9 Recovery Foundations of Mathematics. All students who have taken the recovery 9 course so far have chosen the WA Math pathway.

In the summer of 2014, Learning Online started a summer school offering full and recovery courses. The recovery courses were 60 hours in length and covered key outcomes from the course. All students in a course would complete the same outcomes. This model is similar to how Regina Public runs face to face summer school. Summer school offerings charge a tuition, whereas recovery during the school year does not charge.

In the fall of 2015, Learning Online moved to an outcome based recovery system. Students recovering a course, only need to recover the outcomes (objectives/topics for old curricula) that they did not successfully complete while taking the course. The process for recovery with Learning Online is that students need to get the form from the school guidance counsellor and complete it. Students must also approach the classroom teacher for a copy of their progress report with the outcomes that need to be recovered identified. The form is then approved by the school admin and the student is registered with Learning Online. Our teachers will take the progress report and determine the parts of the course that will need to be completed. Once the recovery course is complete, I calculate the final mark and send the information back to the school. The base school and original teacher sign off on the new mark and the base school processes a mark change with the Ministry.

Semester	Course	Enrollment	Successful	Unsuccessful	Withdrawn
Fall 2013	Math 9	14	8	3	3
Summer 2014	Math Found 10	1	0	1	0
	Math Found 20	3	2	0	1
	ELA A10	2	0	2	0
	ELA B10	1	0	0	1
Fall 2014	Math 9	8	8	0	0
Summer 2015	Math Found 20	1	0	1	0
	ELA B10	1	0	1	0
Fall 2015	Math 9	4	3	1	0
	History 10	4	4	0	0
Winter 2016	History 10	5	5	0	0
Summer 2016	----------------	0	0	0	0
Fall 2016	Math 9	1	1	0	0
	Found Math 20	1	1	0	0

Challenges: The primary challenge was determining the modules which would be offered to a student for recovery. It was essential that the progress report provided by the teacher clearly identified the units and topics, along with the associated outcomes. In addition, there was much communication with the original classroom teacher assuring them that their portion of the course and the corresponding assessment would comprise a proportional percentage of the overall course grade which would be submitted to the Ministry by Learning Online. Other challenges with the online recovery program include student motivation – often struggling students do not have independent work habits typically needed for online courses. By scheduling students to do this during a tutorial with a linked LRP teacher or assigning them to recovery sessions at lunch or after school linked to staff, we were able to ensure the student was able to stay on task with the work. Finally, the challenge for the online teacher is that recovery students are working on a custom built course of modules, separate from the complete course being offered to the other students. Providing the time and the communication to customize the course in conjunction with the original classroom teacher and working closely with the support teacher (tutorial teacher) required common goal setting, collegiality and effective communication toward the end goal: greater student achievement. The school based administrator plays a key role along side the guidance team (typically the ones tasked with on-time tracking) in recommending online recovery for some students who came close to finishing the course but needed additional time or practice. This really requires a team "wrap around" effort.