Tennessee Comptroller of the Treasury

Office of Research and Education Accountability

Credit recovery in Tennessee high schools

October 2025

Kim Potts
Principal Research Analyst

David Melendez
Research Analyst

Dana Spoonmore
Principal Research Analyst

Jason E. Mumpower
Comptroller of the Treasury

Contents

Introduction

Credit recovery is a strategy that helps struggling high school students stay on course to graduate by earning credits for courses they have failed. Successfully providing credit recovery options for students may also help schools, districts, and states improve their graduation rates.

In 2015, the Tennessee Comptroller's Office of Research and Education Accountability (OREA) published a report on credit recovery practices in Tennessee public schools. The report found that most Tennessee districts with high schools had credit recovery programs and described the programs, which are largely locally (district and/or school) driven. At that time, no state policy or rule addressed credit recovery programs. Following the 2015 report, the State Board of Education (SBE) added a credit recovery section to its high school policy and developed a related rule. The rule requires that each local board of education adopt a credit recovery policy aligned to the SBE's High School Policy, addressing, at a minimum, admission to and removal from credit recovery programs, instruction, and the grading and awarding of credit.[A]

This report takes another look at credit recovery in Tennessee high schools and seeks to answer two questions:

1. What is the current status of credit recovery in Tennessee high schools?
2. How can credit recovery be improved?

Research methods

OREA reviewed documents, conducted interviews, administered a survey, and observed credit recovery classes for this research project. Methods, sources, and applicable limitations include:

- a literature review of peer-reviewed studies, journals, and policy briefs to understand the history of credit recovery and current research;
- a review of state rules and policies concerning credit recovery programs;
- a review of Tennessee school district credit recovery policies;
- an interview with Dr. Carolyn J. Heinrich at Vanderbilt University, who has conducted research on credit recovery and published a book about online education;
- an interview with Kentucky's Office of Education Accountability, which published an evaluation of Kentucky's credit recovery programs in March 2023;
- interviews with staff of the Tennessee State Board of Education and the Tennessee Department of Education;
- interviews with staff in seven school districts[B] across the state to discuss state-level credit recovery policies, district-level credit recovery policies, and challenges with credit recovery;
- observation of credit recovery classes in six Tennessee high schools (typically one credit recovery class per school on a single day, which may or may not represent typical practices at these schools) and interviews with staff in these schools;[C] and
- a survey sent to 116 Tennessee school districts with at least one high school. Most, but not all, districts that received the survey completed it: 92 out of 116 districts, or 79 percent completed the survey. Within those 92 completed surveys, response rates varied on a question-by-question basis. When survey data is cited in this report, the response count for individual questions is also included.[D]

[A] State Board of Education, High School Policy 2.103, 2023.
[B] Interviews were conducted in Dickson County, Dyer County, Elizabethton City, Johnson City, Metro Nashville, Polk County, and Sevier County.
[C] Credit recovery classes were observed in six high schools in Metro Nashville Public Schools and Rutherford County Schools.
[D] A blank survey form can be found in Appendix A.

Background

All local boards of education in Tennessee must adopt a credit recovery policy, per SBE rule.[E] Local policies must address admission to and removal from credit recovery programs, instruction, and the grading and awarding of credit.

State Board rule defines two roles for credit recovery programs. **Credit recovery teachers of record** are certified teachers to whom students are assigned when enrolled in credit recovery courses. These teachers review initial diagnostic test results and determine appropriate goals, coursework, and assignments for students. They can also work with credit recovery facilitators (see next paragraph) on content and instruction, monitor coursework and assignments, and review student work. All credit recovery courses must have a teacher of record, and these teachers must be endorsed and certified in any subject area they teach.

The other role, the **credit recovery facilitator**, is optional; State Board rule does not require that all credit recovery courses have a facilitator. Facilitators may be responsible for the administration and oversight of credit recovery courses, and they may also assist credit recovery teachers with instruction. A single individual may serve as both the credit recovery teacher of record and the credit recovery facilitator.

Effective June 2025, the SBE amended its credit recovery rule with provisions that were previously present in SBE High School Policy to add the following requirements for districts:

- To enroll in a credit recovery course, a student must have mastered at least 50 percent of the course standards as evidenced by the course grade. Students who have not mastered at least 50 percent of the course standards must retake the entire course.
- Students who pass credit recovery are awarded a grade of 60 percent (or a grade equivalent to a D if the district's grading scale differs from the state's uniform grading scale).
- School districts must ensure that credit recovery courses align with Tennessee's academic standards and allow for differentiation based on individual student needs.
- Students in credit recovery must complete a course standard-specific diagnostic. The results of the diagnostic are used by instructors to tailor credit recovery course content to the specific standards the student has yet to master.

Credit recovery programming in Tennessee is largely determined at the local level. Districts and schools decide the **setting** of credit recovery courses and the **methods of instruction**, and these vary by district and by schools within a district.

Setting refers to the physical location of a credit recovery course, such as a regular classroom, a computer lab, the student's home, etc. **Methods of instruction** refers to how credit recovery instruction is provided to students. In some credit recovery courses, for example, the instructor and students gather at the same time and place – either in the same physical location or virtually – and interact in real time. In other courses, instruction is pre-recorded; students access the pre-recorded content, learn largely on their own, and have limited interaction with instructors. Some credit recovery courses blend the two methods, combining real-time and pre-recorded instruction.

See the pullout box for more on the methods of instruction used for credit recovery courses.

[E] State Board of Education, Chapter 0520-01-03 (12), effective January 2025.

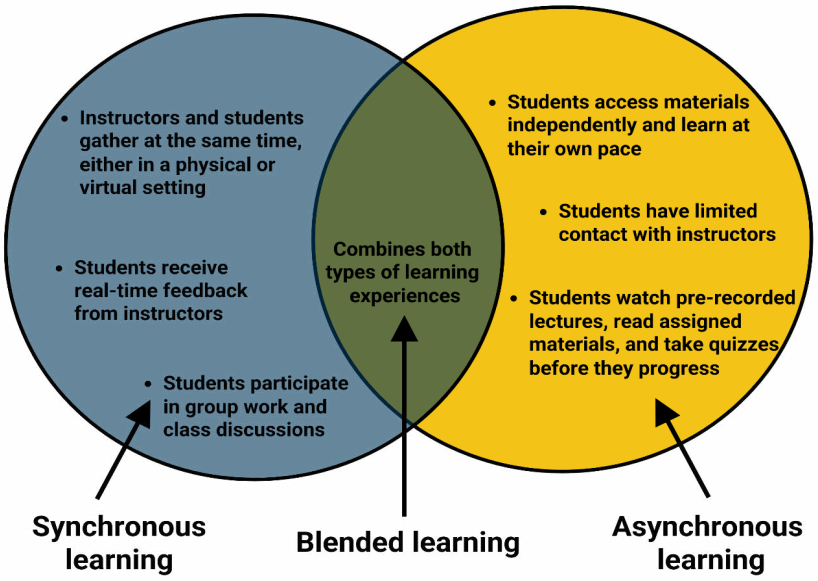
Three common methods of instruction used in credit recovery courses are real-time instruction, pre-recorded instruction, or a blend of the two.

1. With *real-time instruction*, instructors and students gather at the same time and place – either virtually or physically – and interact in real time. The setting for real-time instruction can be at school or another location. A live-streaming lecture the student accesses from his or her home computer is an example of real-time instruction. Real-time instruction is also referred to as **synchronous learning.**

2. In courses that use the *pre-recorded instruction* method, students access pre-recorded content and learn largely on their own. Interactions with instructors are more limited with pre-recorded instruction compared with the real-time instruction method. A student watching pre-recorded lectures, reading assigned materials, and taking quizzes on a computer in a school's computer lab, having little interaction with an instructor, is an example of the pre-recorded method of instruction. Pre-recorded instruction is also referred to as **asynchronous learning.**

3. **Blended learning** (also referred to as *blended instruction*) combines elements of real-time instruction and pre-recorded instruction. In these credit recovery courses, a student might attend a class taught by a teacher in a classroom and also independently complete assignments online outside of the classroom.

Real-time instruction and blended instruction provide students with more access to teachers in real time than pre-recorded instruction. Research has found students who have more access to teachers in real time perform better than those with less access.



Source: Maryland Public Schools, Distance Learning Definitions, not dated, https://marylandpublicschools.org/programs/Documents/ITSLM/DigitalLearning/DigitalLearningDefinitions.pdf.

Research has identified best practices for credit recovery programs[1]

Best practices for credit recovery programs include:

- **Blended instruction for online credit recovery courses** – Blended instruction combines elements of real-time instruction with pre-recorded instruction. Teachers can provide more face-to-face support with real-time methods of instruction. Considering students who are enrolled in credit recovery failed their initial take of the course, they would likely benefit from more face-to-face support from teachers. Research has found students who have more access to teachers in real time perform better than those with less access.
- **Grouping students by academic subject** – Grouping by subject promotes peer-to-peer learning and support since students are studying the same subject at the same time. By contrast, in credit recovery classes that do not group students by subject, a student studying Biology may be seated between a student studying Algebra and a student studying English. For schools, it can be a more practical means of assigning teachers to credit recovery courses since teachers must be endorsed and certified in any subject area they teach.
- **Limiting the number of online credit recovery courses that can be taken at one time and over the course of high school** – This best practice ensures students earn most of their high school credits through regular classes, not online credit recovery programs. Research in one school district found that students who take three or more online credit recovery courses or who have been enrolled in credit recovery for three or more years have lower college-going rates.[2]
- **Ensuring that those assigned to credit recovery are likely to succeed** – The most common type of credit recovery course in Tennessee is an online course that uses the pre-recorded instruction method in which students access pre-recorded content and learn largely on their own, having limited interactions with instructors. Students who struggle with reading and those who have fallen far behind their grade level are unlikely to succeed in credit recovery courses where they have limited interactions with instructors and would likely perform better in real-time credit recovery courses, credit recovery courses with significant amounts of real-time instruction, or by retaking the regular course they failed.

Credit recovery in Tennessee

Important note about the following section related to credit recovery in Tennessee: This section of the report presents a high-level overview of credit recovery trends in Tennessee, but there are significant limitations to the data used for this section.

Less than half of survey respondents provided the five years of credit recovery enrollment data requested in OREA's survey. Of the 92 districts that responded to the survey, 24 did not provide enrollment data. The other 68 districts provided at least one year of data, but only 38 districts (41 percent of survey respondents) provided the five years of data requested. It is unclear whether districts that did not respond to the survey, those that responded but did not provide data, and those that provided less than the full five years of data requested collect and maintain such data. Notably, some survey respondents indicated they do not have access to credit recovery enrollment data from prior years. One respondent stated they no longer had access to credit recovery data from past years after switching credit recovery vendors.

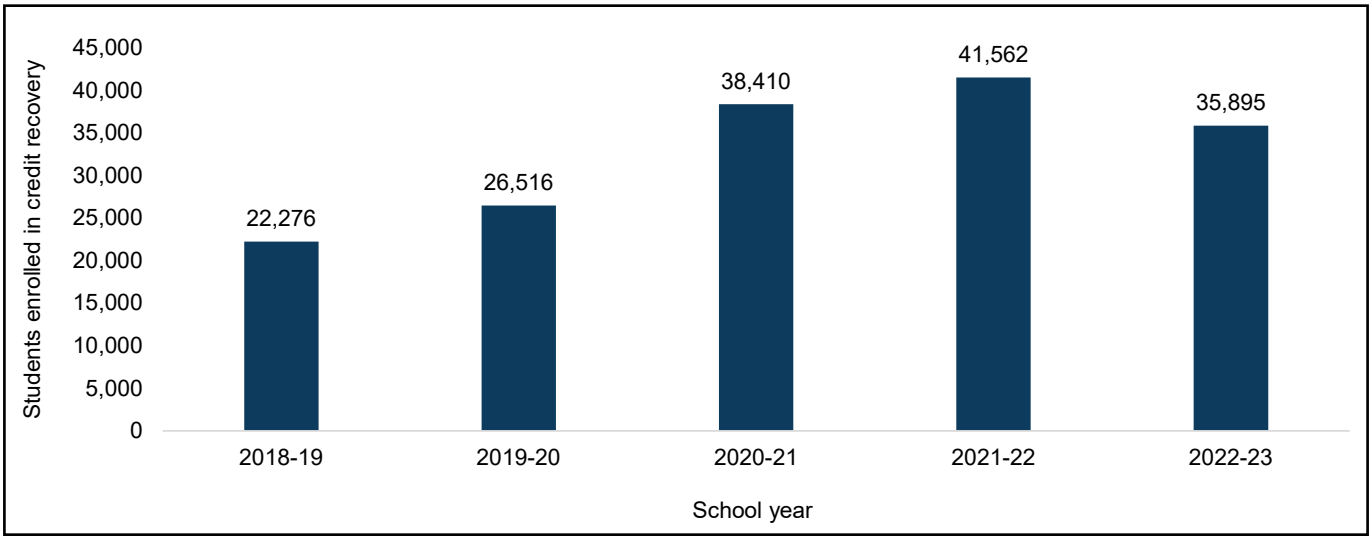
The only credit recovery-related data regularly submitted by districts to the state is course enrollment data, but this data lacks detail. The data is not broken down into categories, such as enrollment by credit recovery course (e.g., Algebra I, English I) and does not include pass/fail rates or other basic data points.

Apart from course enrollment data, districts are not currently required by state law, rule, or policy to collect and maintain credit recovery enrollment data or to submit it to the state.

The lack of data on credit recovery in Tennessee limits understanding of trends and patterns and opportunities for improvement.

Enrollment in credit recovery in Tennessee increased between the 2018-19 school year and the 2022-23 school year, as shown in Exhibit 1.

Exhibit 1: Credit recovery enrollment increased between the 2018-19 school year (pre-pandemic) and the 2022-23 school year



Note: Data includes credit recovery enrollment information from 38 districts across five school years.
Source: OREA's 2023 credit recovery survey.

Credit recovery growth during COVID-19

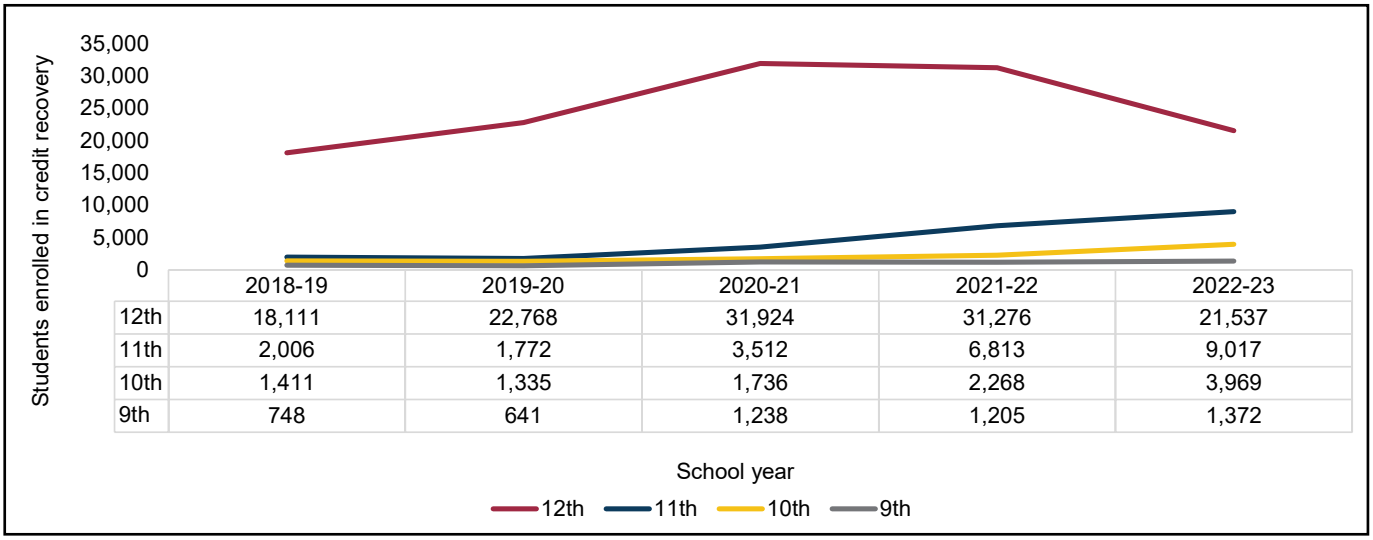
During the spring of 2020, with the onset of the COVID-19 pandemic, most schools in Tennessee had to organize online learning or some other means of educating all students away from the school building for an unexpected and extended period of time. High school course failures rose nationwide during the 2020-21 school year, which led to an increase in credit recovery course enrollment. At the same time, more courses, both regular courses and credit recovery courses, moved to an online and remote format because of the pandemic. As credit recovery enrollment increased and more credit recovery courses moved to an online and remote format, a growing number of schools across the country began contracting with vendors to provide credit recovery programming.

Source: Carolyn Heinrich, *Design Principles for Effective Online Credit Recovery*, June 2022.

Most Tennessee students enrolled in credit recovery courses are in grade 12

Grade 12 made up a majority of credit recovery enrollment every year in the 38 school districts that provided OREA with five years of credit recovery enrollment data.

Exhibit 2: Most Tennessee students enrolled in credit recovery courses are in grade 12



	2018-19	2019-20	2020-21	2021-22	2022-23
12th	18,111	22,768	31,924	31,276	21,537
11th	2,006	1,772	3,512	6,813	9,017
10th	1,411	1,335	1,736	2,268	3,969
9th	748	641	1,238	1,205	1,372

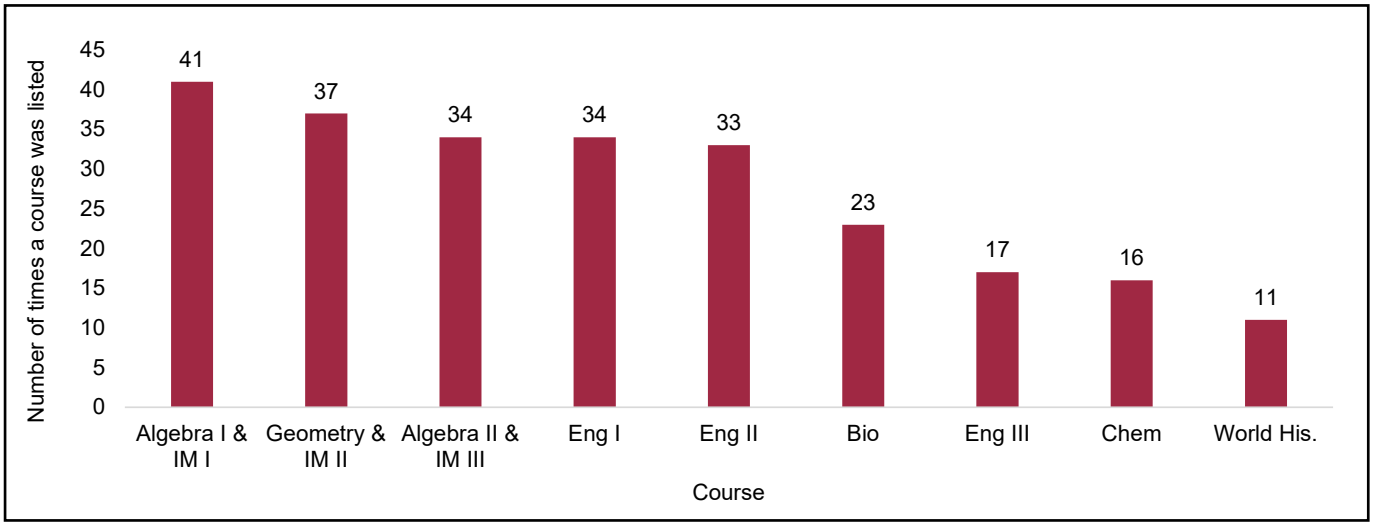
Note: Data includes credit recovery enrollment information from 38 districts across five school years.
Source: OREA's 2023 credit recovery survey.

The proportion of grade 12 students enrolled in credit recovery ranged from 60 percent of students enrolled in credit recovery for the 2022-23 school year to 86 percent for the 2019-20 school year. In addition, grades 9, 10, and 11 all saw increases in the number of students enrolled in credit recovery from 2020-21 to 2022-23.

The most common credit recovery courses in the 2022-23 school year were math and English

The most common credit recovery course in the 2022-23 school year was Algebra I/Integrated Math I, based on the 65 school districts that provided data to OREA.[F] Other common courses were Geometry/Integrated Math II, Algebra II/Integrated Math III, and English I.

Exhibit 3: Algebra I was the most common credit recovery course for the 2022-23 school year



Note: (1) Data includes credit recovery enrollment information from 65 districts. (2) Some districts use Integrated Math I, II, and II courses in lieu of Algebra I, Geometry, and Algebra II. In Integrated Math (IM), students learn a blend of concepts from Algebra and Geometry.
Source: OREA's 2023 credit recovery survey.

Algebra I and Geometry are typically taken during a student's first two years in high school. Because later math courses build on the knowledge and skills developed in these two courses, it is important that students enrolled in credit recovery for these two courses complete them as soon as possible before beginning later math courses. Otherwise, such students lack the needed skills and knowledge to succeed in higher-level math courses and are likely to fall further behind and be at greater risk for dropping out of school.

English language learners may also struggle in credit recovery courses, especially English coursework, where students are expected to learn largely on their own and have limited interactions with instructors.[3] These students would likely perform better in credit recovery courses where instructors and students gather at the same time and place – either virtually or physically – and interact in real time. If such a credit recovery course is not available at their school, these students may instead need to retake the course they failed rather than enrolling in credit recovery.

Eight of the nine courses (all except World History) in Exhibit 3 include an end-of-course (EOC) assessment, which is a test administered at the end of certain high school courses required for graduation. Students enrolled in these courses must take the EOC assessment, and their grade on the test is factored into their final grade for the course. Students are not required to pass the assessment in order to pass the course, however; students who fail the assessment will still pass the course if they have an overall passing grade for the course. Students who fail the regular course and enroll in credit recovery are not required to retake the EOC assessment.

[F] Some districts use Integrated Math I, II, and III courses in lieu of Algebra I, Geometry, and Algebra II. In Integrated Math (IM), students learn a blend of concepts from Algebra and Geometry. The three sequential IM courses are designed to build a progression of skills and concepts across the grades. As a TDOE course description explains, IM I is "the first of three courses in a series that uses a more integrated approach to cover the same algebra and geometry concepts and skills that are included in the traditional three course series." See https://www.tn.gov/content/dam/tn/education/standards/archive/std_arch_math_3132.pdf.

Credit recovery courses in Tennessee are typically held at school in computer labs and use pre-recorded instruction. Of the 91 districts that shared how they provided credit recovery on OREA's 2023 survey:[G]

- **About 73 percent (66 districts) provided credit recovery at school using pre-recorded instruction.**

  In courses that use pre-recorded instruction, students access pre-recorded instructional content, learn largely on their own, and progress at their own pace, having limited interactions with credit recovery teachers and facilitators.

- **About 36 percent (33 districts) provided credit recovery at school using real-time instruction.**

  In courses that use synchronous instruction, instructors and students gather at the same time and place – either virtually or physically – and interact in real time.

- **About 30 percent (27 districts) provided credit recovery online to students off campus using pre-recorded instruction.**

- **About 21 percent (19 districts) provided credit recovery using blended instruction.**

  Courses that use the blended instruction method combine elements of real-time instruction and pre-recorded instruction. In these courses, a student might attend a class taught by a teacher in a classroom and also independently complete assignments online outside of the classroom.

- **About 5 percent (five districts) provided credit recovery online to students off campus using real-time instruction.**

  A live-streaming lecture accessed by a student from his or her home computer is an example of real-time instruction provided off campus.

For more information on real-time instruction, pre-recorded instruction, and blended instruction, see p. 5.

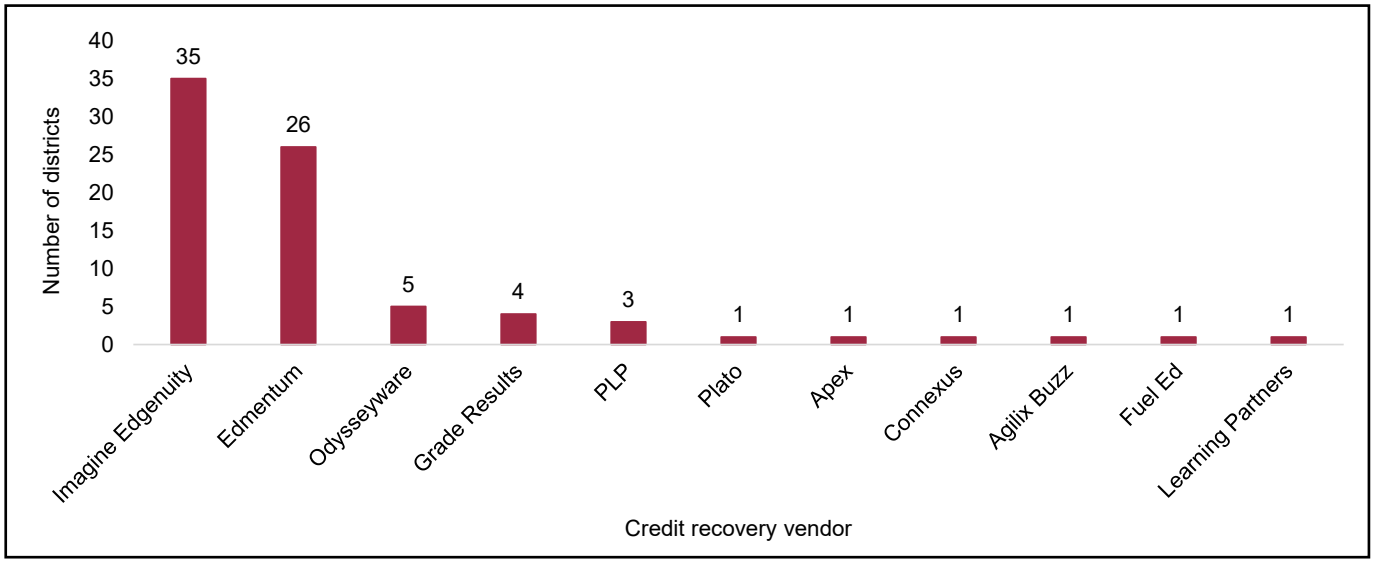
According to survey results, most of the credit recovery courses taught on campus are taught in computer lab classrooms. When asked where credit recovery is offered at school, 91 district survey respondents indicated that about 68 percent (62 districts) provided credit recovery in a computer lab setting and about 34 percent (31 districts) provided credit recovery in a traditional classroom setting.

Most Tennessee districts contract with providers of online credit recovery programs

Almost 90 percent of districts that responded to a survey question about contracting out for credit recovery services indicated they do so. The most popular vendors were Imagine Edgenuity and Edmentum.

[G] Percentages will not add up to 100 percent as districts were instructed to state all mediums that they offered. Some offered more than one.

Exhibit 4: The most popular credit recovery vendors in Tennessee were Imagine Edgenuity and Edmentum



Source: OREA's 2023 credit recovery survey.

Districts are not submitting required waiver applications for credit recovery materials to the State Board of Education

The Tennessee Textbook and Instructional Materials Quality Commission (the Commission) reviews all textbooks and instructional materials proposed for use in K-12 education. After completing their review, the Commission recommends an official list of textbooks and instructional materials for a complete program of study and presents the list to the State Board of Education (SBE) for approval.

The Commission does not consider credit recovery instructional materials to be a complete program of study, so these materials are not reviewed by the Commission or adopted by SBE as part of the state's approved list. School districts may adopt textbooks and instructional materials that are not on the state-approved list by obtaining an Instructional Materials waiver for limited use adoption from the state. The SBE's rule for submitting a limited use adoption waiver includes a specific reference to credit recovery programs.[H] For limited use adoptions, school districts must submit documents indicating the extent to which the instructional materials for which they are seeking a waiver align with state academic standards. But since at least April 2024, SBE staff have not received any limited use adoption waiver applications from school districts for credit recovery materials.

Almost half of the district survey respondents indicated the credit recovery vendor determined their credit recovery course content aligns with state academic standards

Districts are responsible for ensuring credit recovery course content aligns with state academic standards, per SBE High School Policy. Of the 88 districts that responded to a survey question about ensuring alignment, approximately half (45.6 percent) indicated alignment was determined by the credit recovery vendor. It is unclear whether districts that rely on vendors to ensure alignment are in compliance with the SBE policy.

[H] State Board of Education, Chapter 0520-01-18, effective November 2021.

Use of credit recovery best practices in Tennessee classrooms

OREA compared best practices for credit recovery programs with the data and information on credit recovery courses in Tennessee obtained through surveys, interviews, and classroom observations.[I]

Blended instruction

Nineteen of the 91 districts (approximately 20 percent) reported using blended instruction, which combines real-time and pre-recorded instruction, in credit recovery courses. Most credit recovery courses in Tennessee, however, do not use blended instruction or real-time instruction based on OREA's 2023 survey. Online courses that use the pre-recorded method of instruction in which students learn largely on their own, with limited interaction with instructors, are the most common type of credit recovery courses in Tennessee.

OREA observed blended instruction being used at one of the six high schools visited for this project. For an English credit recovery class at the school, approximately 15 students sat at a U-shaped counter, each with a laptop in front of them. Students alternated between working on their laptops and taking part in class discussions with a teacher. For the duration of the observation, the teacher stood in the middle of the U-shaped counter. In a math credit recovery class at the same school, several students sat at desks facing a teacher working through a problem. After this, students worked on their laptops and the teacher remained available to respond to any additional questions.

Grouping students

Another best practice for credit recovery courses is grouping students by academic subject. Twelve of the 90 districts (approximately 13 percent) reported grouping students by subject. OREA observed this practice at two of the six high schools visited for this project.

Limiting online credit recovery courses

Limiting the number of credit recovery courses that can be taken online at one time and over the course of high school is another best practice. On one survey question, approximately one-third (29 of 90) of districts indicated that their district limits the number of credit recovery courses students can take at one time. When responding to another question, 10 of 90 responding districts (11 percent) reported that their district limits the total number of credits students can earn through credit recovery during high school. Districts did not specify whether these limits were for all types of credit recovery courses or limited to those held online.

One of the six high schools visited by OREA limited the number of credit recovery courses by providing no more than two hours or two lessons of credit recovery each week, with exceptions made for some seniors, who could also attend a Saturday session. This practice reduces the number of courses a student can take at one time and over the course of high school.[J]

Ensuring that those assigned to credit recovery are likely to succeed

A fourth best practice, ensuring those assigned to credit recovery are likely to succeed, was not assessed by OREA for this report.

[I] OREA's six high school observations occurred in October and November of 2023. OREA visited each school once and spent approximately two hours at each school interviewing credit recovery staff and observing credit recovery courses. The courses varied by setting, methods, practices, staffing levels, number of students, and student needs, among other variables. The classes observed may or may not represent typical practices at these schools.

[J] Staff at this school stated the students who enroll in credit recovery typically do so to obtain four credits: three in English and one in math.

Credit recovery under scrutiny

As enrollment in credit recovery has expanded, the practice has come under increased scrutiny, with investigations, performance audits, and evaluations being conducted across the nation.

In Tennessee, a TDOE audit of Meto Nashville Public Schools in 2016 was prompted by allegations that administrators in some schools were moving students from high school courses with end-of-course (EOC) assessments to credit recovery courses before the students had failed the course. The practice inflated EOC pass rates since lower-performing students likely to fail the EOC assessment were being moved to credit recovery courses before taking the EOC, according to the allegations. The TDOE audit found no evidence to substantiate the allegations, but the episode influenced the passage of a 2016 State Board of Education rule stating that students are only eligible for credit recovery after they have failed the course, which includes taking the EOC assessment.

In 2024, an investigation by the Anderson County Director of Schools and administrative staff led to the termination of several staff members at Clinton High School. The investigation was triggered by allegations of grade manipulation in the district. According to the allegations, school administrators placed seniors who lacked the necessary credits to graduate in credit recovery courses before the students had attempted the regular course. This practice is contrary to the State Board rule requiring students to fail the course before enrolling in a credit recovery course. School administrators also allegedly instructed teachers to allow these seniors to complete credit recovery courses in a matter of hours and change students' grades to ensure they passed credit recovery courses. In addition, some students were allowed to use personal cell phones to look up answers to credit recovery tests, according to the allegations. A criminal investigation is ongoing as of October 2025.

The potential for student cheating has also prompted increased scrutiny of credit recovery courses, and this point surfaced in OREA's interviews with school staff and in literature on the topic. Answers to diagnostic exams, tests, and other assignments used in credit recovery courses are available on websites such as Brainly and Quizlet. Students working on a computer or with access to a mobile device such as a cell phone can locate such sites if access is not restricted or monitored. Some districts use in-person supervision and/or software applications to prevent students from browsing the internet while completing coursework. Seventy-three of the 89 districts that responded to OREA's survey indicated students' credit recovery work is monitored by a teacher or an active camera. Thirty-seven districts specified that students cannot access the internet when taking a diagnostic exam or test.

Cell phones are another means for students to access the internet during a credit recovery course. Eighty-seven of the 88 districts that responded to OREA's survey indicated they have a "no phone use" policy for credit recovery courses identical to the policy used for regular courses. In 2025, the General Assembly passed Public Chapter 103, which requires districts to adopt and implement a policy that prohibits students from using a wireless communication device (such as a cell phone) during instructional time, with some exceptions. The law took effect on July 1, 2025.

Note: *The State Board rule stipulates that credit recovery is only available to students who fail an initial take of a course and receive a grade above a 50. Students who score 50 or below are ineligible for credit recovery and must retake the entire course.*

Considerations and recommendations

The General Assembly may wish to require districts to collect and report data on credit recovery.

Apart from course enrollment data, districts are not currently required to collect and maintain data on credit recovery or submit credit recovery data to the state. For this research project, OREA surveyed 116 Tennessee school districts with at least one high school and requested data on the number of students enrolled, the types of credit recovery courses, the name of the credit recovery vendor for districts that contract out, and pass/fail rates for credit recovery courses, among other basic data points. Only 38 of the 92 responding districts provided five years of enrollment data as requested by OREA. It is unclear whether districts that did not respond to the survey, those that responded but did not provide data, and those that provided less than the full five years of data requested collect and maintain such data. Notably, some survey respondents indicated they do not have access to credit recovery enrollment data from prior years.

The lack of data prevents policymakers, practitioners, and researchers from assessing the current status of credit recovery programs, evaluating trends and patterns, and identifying areas for improvement.[K]

TDOE should implement more detailed course catalog codes to produce more precise credit recovery data.

Course enrollment data, including for credit recovery courses, is submitted by districts to the state, but this data lacks detail. For example, the data is not broken down into categories, such as enrollment by credit recovery course (e.g., Algebra I, English I), and does not include pass/fail rates and other basic data points. Further, the credit recovery enrollment data collected by the state is limited to students in classes with an EOC assessment.

A 2023 report on credit recovery from Kentucky's Office of Education Accountability recommended the Kentucky Department of Education begin collecting more detailed credit recovery enrollment data.[4]

By implementing more detailed course catalog codes for credit recovery, TDOE can provide policymakers, practitioners, and researchers with more precise credit recovery data.

The State Board of Education (SBE) and the Textbook and Instructional Materials Quality Commission should review the state rule requiring districts to ensure credit recovery instructional materials align with state academic standards.

School districts are responsible for ensuring credit recovery materials align with state academic standards, as stipulated in SBE High School Policy. Almost half (41 of 88) of the district survey respondents, however, indicated their credit recovery vendor determined the credit recovery course content used is aligned with state academic standards. It is unclear whether districts that rely on vendors to ensure alignment with state academic standards are in compliance with SBE rule.

Districts should submit limited use waivers to the state for credit recovery courses.

The Tennessee Textbook and Instructional Materials Quality Commission reviews all textbooks and instructional materials proposed for use in K-12 education. After completing their review, the Commission recommends an official list of textbooks and instructional materials that cover a complete program of study and presents the list to the State Board for approval.

[K] Most districts contract with vendors for credit recovery services. It is likely that these districts will need to work with their vendors to collect and report the data.

The Commission does not consider credit recovery instructional materials to be a complete program of study, so these materials are not reviewed by the Commission or adopted by the SBE as part of the state's approved list. School districts may adopt textbooks and instructional materials that are not on the state-approved list by obtaining a limited use adoption waiver from the state, and the SBE's rule for submitting an Instructional Materials waiver for limited use adoption includes a specific reference to credit recovery programs. For limited use adoptions, school districts must submit documents indicating the extent to which the instructional materials for which they are seeking a waiver align with state academic standards. But since at least April 2024, SBE staff have not received any waiver applications from school districts for credit recovery materials.

Districts and schools should implement credit recovery best practices

Research has identified best practices for credit recovery courses, including blended instruction for online credit recovery courses, grouping students by academic subject, limiting the number of online credit recovery courses, and ensuring students assigned to credit recovery are likely to succeed in such courses. Less than half of the districts that responded to OREA's 2023 survey had implemented the first three of these best practices, however.

- Twenty percent of respondents reported using **blended instruction for online credit recovery courses**, and this best practice was observed at three of the six schools visited for this project.

  Blended instruction combines elements of real-time instruction with pre-recorded instruction. With real-time instruction methods, teachers can provide more face-to-face support than with pre-recorded methods, in which interactions with instructors is more limited. Considering students who are enrolled in credit recovery failed their initial take of a course, they would likely benefit from more face-to-face support from teachers. Research has found students who have more access to teachers in real time perform better than those with less access.

- Thirteen percent reported **grouping students by academic subject**, and this best practice was observed at two of the six schools visited for this project.

  Grouping by subject can benefit students because it promotes peer-to-peer learning and support since students in a credit recovery class are studying the same subject at the same time. By contrast, in credit recovery classes that do not group students by subject, a student studying Biology may be seated between a student studying Algebra and a student studying English.

- Thirty-two percent reported **limiting the number of credit recovery courses** students can take at one time, with 11 percent indicating a limit on the number of credit recovery courses that can be taken over the course of high school. Districts did not specify whether these limits were for all types of credit recovery courses or limited to those held online. This best practice was also observed at three of the six schools visited for this project.

  Limiting the number of credit recovery courses ensures students earn most of their high school credits through regular classes, not online credit recovery programs. Research has found students who take three or more online credit recovery courses have lower college-going rates and lower future income levels than their peers.

- A fourth best practice, ensuring those assigned to credit recovery are likely to succeed, was not assessed by OREA for this project.

Adopting certain credit recovery best practices may be difficult for some districts based on different factors. For example, schools with fewer students enrolled in credit recovery courses may have more difficulty grouping students by subject area and providing a mix of real-time and pre-recorded instruction. Such best practices may be easier to implement in schools with more students enrolled in credit recovery, as schools with more students in credit recovery would have more students to possibly group and might also have more staff dedicated to credit recovery.

Endnotes

[1] Carolyn Heinrich, *Design Principles for Effective Online Credit Recovery*, EdResearch for Recovery Design Principles Series, Annenberg Institute at Brown University, June 2022, https://annenberg.brown.edu/sites/default/files/EdResearch_for_Recovery_Design_Principles_4.pdf; C. J. Heinrich, J. Darling-Aduana, A. Good, and H. Cheng, "A look inside online educational settings in high school: Promise and pitfalls for improving educational opportunities and outcomes," *American Educational Research Journal*, Vol. 56, No. 6, pp. 2147-2188, https://doi.org/10.3102/0002831219838776.

[2] Carolyn J. Heinrich and Jennifer Darling-Aduana, "Does Online Course-Taking Increase High School Completion and Open Pathways to Postsecondary Education Opportunities?" *Educational Evaluation and Policy Analysis, Vol. 43, No. 3, Sept. 2021, pp. 356-390,* https://doi.org/10.3102/0162373721993485.

[3] Carolyn Heinrich, *Design Principles for Effective Online Credit Recovery*, EdResearch for Recovery Design Principles Series.

[4] Kentucky Legislative Research Commission, *Credit Recovery in Kentucky: Advantages and Drawbacks*, Research Report No. 479, Office of Education Accountability, Commonwealth of Kentucky, March 29, 2023, p. 47, https://apps.legislature.ky.gov/lrc/publications/ResearchReports/RR479.pdf.

Appendix A: OREA credit recovery survey

Introduction

The Comptroller's Office of Research and Education Accountability (OREA) and the State Board of Education are jointly conducting a survey about how credit recovery is used in Tennessee school districts. This survey is being sent to every district that serves the high school grades. Please distribute the survey to appropriate district staff for completion but note that we want only one response per district.

OREA provides information to the Tennessee General Assembly about various issues related to education. Survey results will be used to inform a future report about credit recovery that will be distributed to the General Assembly and published on the Comptroller's website. Once the report is published, we will also email a copy to all participating districts.

The State Board of Education is the governing and policy-making body for the Tennessee system of public elementary and secondary education. The State Board will be using the survey results to inform current policy concerning the use of credit recovery.

Please know that your responses will be reported in aggregate form. Neither school systems, nor schools, nor individuals will be identified by name. In addition, for the questions we ask about data, we will ensure that any responses districts provide will be reported in a way that will maintain student privacy.

Please complete and return the survey by October 20, 2023. *Note that Questions 35 through 54 ask for several pieces of data for school years 2018-19 through 2022-23.* If you are unable to supply the data before the requested deadline but could supply it at a later date in a separate email, please let us know by contacting David Melendez at david.melendez@cot.tn.gov.

District Information

* 1. Please select your district from the dropdown list.

Other (please specify)

* 2. Please identify all survey respondents.

Name	
Title	
Name	
Title	
Name	
Title	
Name	
Title	
Name	
Title	
Name	
Title	

3. Provide the total number of high schools in your district and high schools in your district that offer a credit recovery option.

4. If any high schools do not offer credit recovery, please share why it is not an option at those locations.

Implementation of Credit Recovery

5. What grade levels are served through credit recovery? Select all that apply.

- [ ] 9th
- [ ] 10th
- [ ] 11th
- [ ] 12th

6. Is credit recovery enrollment prioritized by grade level (e.g., if a school only has 20 seats for credit recovery, are students closer to their graduation date prioritized)? If yes, please explain.

- ( ) No
- ( ) Yes

7. What courses are typically remediated through credit recovery?

8. Are there options other than credit recovery courses for students to recover credits after failing a class? If yes, please explain.

- ( ) No
- ( ) Yes

9. How do schools identify the standards a student has *not* mastered for the subject area?

- [ ] Through an online pretest
- [ ] Through student coursework in the failed class
- [ ] Through the results of an end-of-course test (when applicable)
- [ ] Other

10. Does your district offer a form of credit recovery to student-athletes that is approved by the NCAA? If yes, please explain.

- ◯ No
- ◯ Yes

11. Does your district limit the number of credit recovery courses students can take at one time (i.e., during the semester or quarter)? If yes, please specify the number of courses and the period of time (semester, etc.).

- ◯ No
- ◯ Yes

12. Does your district limit the number of courses for which students can earn credit through credit recovery throughout high school? If yes, please provide the number of courses.

- ◯ No
- ◯ Yes

13. How is credit recovery offered in your district? Select all that apply. Please also *estimate* the percentage of your district's credit recovery courses that use each format.

- ☐ Online on campus, with asynchronous instruction (student interaction with teachers is not conducted in real time)
- ☐ Online on campus, with synchronous instruction (student interaction with teachers is conducted in real time)
- ☐ Online off campus, with asynchronous instruction
- ☐ Online off campus, with synchronous instruction
- ☐ Computer lab classroom
- ☐ Hybrid classroom (Blended)
- ☐ Traditional classroom
- ☐ Other (please specify)

14. Are credit recovery students grouped into classrooms by the subject they are working on (e.g., Algebra I students in credit recovery are grouped only with other Algebra I students) ?

- ◯ Yes
- ◯ No

15. Does your district include a student's original failing grade on their transcript?

- ◯ Yes
- ◯ No

16. When is credit recovery offered? Select all that apply. Please also estimate the percentage of your district's credit recovery courses offered at each time.

- ☐ During the school day
- ☐ Before school
- ☐ After school
- ☐ During the summer
- ☐ Weekends
- ☐ Other (please specify)

17. Please estimate the staffing ratios at the times your district offers credit recovery?

	N/A	1:10	1:20	1:30
During the school day	◯	◯	◯	◯
Weekends	◯	◯	◯	◯
Before school	◯	◯	◯	◯
After school	◯	◯	◯	◯
During the summer	◯	◯	◯	◯

Other (please specify)

Financial

18. How does your district fund its credit recovery program? Select all that apply.

- [ ] General Education Funds
- [ ] Title I
- [ ] LEAPs grant
- [ ] ESSER funds
- [ ] Other (please specify)

19. Are students/parents required to pay a fee for taking a credit recovery course? If yes, specify the fee amount per course.

- ◯ No
- ◯ Yes (please specify)

20. If your district requires a credit recovery fee, is the fee waived or adjusted for free and reduced-price lunch students?

- ◯ Yes
- ◯ No

Personnel

21. What members of school staff are involved in assigning students to credit recovery courses, and what are their roles?

22. What are the roles and responsibilities of the credit recovery teacher of record and the credit recovery facilitator? Briefly explain.

23. Please attach a list of the credit recovery facilitators in your district, as well as any credentials they have.

Choose File Choose File No file chosen

24. Please attach a list of the teachers who serve as credit recovery teachers of record in your district, as well as their subject area specification (English, Mathematics, etc.).

Choose File Choose File No file chosen

Program Functionality and Supervision

25. Are credit recovery assignments for credit/completion done in a secure environment? (e.g., in a classroom with supervision, in front of an active web camera.)

- ◯ Yes
- ◯ No
- ◯ Other (please specify)

26. Do credit recovery classrooms have similar rules for cell phone usage as traditional classrooms? Explain briefly.

27. Can students completing credit recovery tests / initial screeners on a computer access internet browsers while working?

- ◯ Yes
- ◯ No
- ◯ Other (please specify)

28. Who assigns final course grades to credit recovery students?

29. How does the district ensure that the instructional content of online materials used for credit recovery aligns with the state’s academic standards? Briefly explain.

Credit Recovery Vendor

30. Does the district contract with a vendor to provide online credit recovery for the district? If yes, please specify the name of the vendor and the contract period.

- ◯ No
- ◯ Yes (please specify)

31. Has your district previously contracted with a different credit recovery vendor(s)? If yes, please explain why you switched to your current vendor.

- ◯ No
- ◯ Yes (please explain)

32. What training is provided to credit recovery facilitators and teachers of record annually? Does your credit recovery vendor provide any of this training?

33. How much does your credit recovery vendor contract cost your district yearly?

34. Does your credit recovery vendor provide your district with other instructional services? (e.g., AP courses, dual enrollment, CTE, virtual tutoring?)

- ◯ No
- ◯ Yes (please specify)

Data & Performance (2022 - 2023)

35. Please provide the number of students in credit recovery for the 2022-2023 school year.

Number of 9th graders taking credit recovery	
Number of 10th graders taking credit recovery	
Number of 11th graders taking credit recovery	
Number of 12th graders taking credit recovery	

36. Please provide the number of students taking credit recovery in the five most commonly taken credit recovery courses for the 2022 - 2023 school year (e.g., Algebra I - 5 students)

1	
2	
3	
4	
5	

37. Number of students passing credit recovery in 2022 - 2023 (grade of 70% or higher).

38. Number of students failing credit recovery in 2022 - 2023 (grade of 69% or lower).

Data & Performance (2021 - 2022)

39. Please provide the number of students in credit recovery for the 2021-2022 school year.

Number of 9th graders taking credit recovery	
Number of 10th graders taking credit recovery	
Number of 11th graders taking credit recovery	
Number of 12th graders taking credit recovery	

40. Please provide the number of students taking credit recovery in the five most commonly taken credit recovery courses for the 2021 - 2022 school year (e.g., Algebra I - 5 students)

1	
2	
3	
4	
5	

41. Number of students passing credit recovery in 2021 - 2022 (grade of 70% or below).

42. Number of students failing credit recovery in 2021 - 2022 (grade of 69% or below).

Data & Performance (2020 - 2021)

43. Please provide the number of students in credit recovery for the 2020 - 2021 school year.

Number of 9th graders taking credit recovery	
Number of 10th graders taking credit recovery	
Number of 11th graders taking credit recovery	
Number of 12th graders taking credit recovery	

44. Please provide the number of students taking credit recovery in the five most commonly taken credit recovery courses for the 2020 - 2021 school year (e.g., Algebra I - 5 students)

1	
2	
3	
4	
5	

45. Number of students passing credit recovery in 2020 - 2021 (grade of 70% or higher).

46. Number of students failing credit recovery in 2020 - 2021 (grade of 69% or below).

Data & Performance (2019 - 2020)

47. Please provide the number of students in credit recovery for the 2019 - 2020 school year.

Number of 9th graders taking credit recovery

Number of 10th graders taking credit recovery

Number of 11th graders taking credit recovery

Number of 12th graders taking credit recovery

48. Please provide the number of students taking credit recovery in the five most commonly taken credit recovery courses for the 2019 - 2020 school year (e.g., Algebra I - 5 students)

1

2

3

4

5

49. Number of students passing credit recovery in 2019 - 2020 (grade of 70% or above).

50. Number of students failing credit recovery in 2019 - 2020 (grade of 69% or below).

Data & Performance (2018 - 2019)

51. Please provide the number of students in credit recovery for the 2018 - 2019 school year.

Number of 9th graders taking credit recovery	
Number of 10th graders taking credit recovery	
Number of 11th graders taking credit recovery	
Number of 12th graders taking credit recovery	

52. Please provide the number of students taking credit recovery in the five most commonly taken credit recovery courses for the 2018 - 2019 school year (e.g., Algebra I - 5 students)

1	
2	
3	
4	
5	

53. Number of students passing credit recovery in 2018 - 2019 (grade of 70% or above).

54. Number of students failing credit recovery in 2018 - 2019 (grade of the 69% or below).

Final Thoughts

55. If there is anything else your district would like to share about credit recovery, please do so here.

Appendix B: Research brief on credit recovery best practices

EdResearch
For Recovery

DESIGN PRINCIPLES FOR EFFECTIVE ONLINE CREDIT RECOVERY

EdResearch for Recovery
Design Principles Series

Carolyn Heinrich | Vanderbilt University

DESIGN PRINCIPLES FOR EFFECTIVE ONLINE CREDIT RECOVERY
AT A GLANCE

Instructional Design

BLENDED LEARNING

Students are most likely to benefit from online credit recovery when it blends online instruction with face-to-face time, rather than being conducted fully online.

CLASS SIZE & GROUPING

Grouping students into smaller, subject-specific classes allows for stronger instructional support.

PROGRESS MONITORING

Course monitoring data and student check-ins help instructors develop personalized learning supports for students, which improves their likelihood of successful course completion.

Students

STUDENT SELECTION

Carefully targeting which students are offered the opportunity to repeat courses online may increase the chances that students will learn the missed material.

Personnel

STUDENT SUPPORT

Instructors who are trained to deliver both academic and non-academic support are better positioned to help students succeed.

PROFESSIONAL DEVELOPMENT

Instructors often need professional development in using online credit recovery technology and accommodating special student learning needs in an online environment.

Technology

VENDOR SELECTION

Selecting a vendor and negotiating a contract that supports blended learning and individualized curriculum adaptation increases the likelihood that students will learn the material they missed.

TECHNICAL CAPACITY

Investment in sufficient Internet connectivity, devices, and technical support reduces disruptions and increases the quality of the student experience.

THE EVIDENCE BASE

Schools and districts are increasingly turning to online credit recovery as a strategy to help students make up coursework missed during COVID-19.

- **Nearly 70 percent of high schools offer credit recovery programs, which allow students to recover course credits by repeating a previously failed course.**
  - On average, eight percent of high school students enroll in at least one credit recovery course. In one in 10 schools, 20 percent or more of students take at least one course through credit recovery.

- **Online credit recovery is a version of credit recovery in which course content is delivered online, usually through a vendor rather than being developed by district staff.**
  - Students typically work through the online course content at their own pace, often in lab-style classrooms with other students who may be completing different courses.
  - One advantage of online credit recovery is "anytime, anywhere" access to course content. Online credit recovery may also allow students to complete courses in less time if they are permitted to pre-test out of portions of the course.
  - Even before the pandemic, online credit recovery programs were used in all 50 states.

- **After substantial increases in course failures during the pandemic, more high schools turned to online credit recovery as a strategy to give students opportunities to graduate on time.**
  - One widely used online credit recovery vendor added more than 500 additional public school districts as clients during the first year of the pandemic.

Vendor-provided online credit recovery programs often do not accommodate the learning needs of students who read below grade level or require special academic supports.

- **Student course failures during the pandemic often occurred in virtually delivered courses. Interviews with school staff have raised concerns about whether additional online coursework will be a successful strategy for getting students back on track.**

- **Students whose reading levels are lower than what is required for accessing online course content often struggle to complete their courses.**
  - Teachers have identified mismatch between student reading levels and the reading levels required for online course-taking as one of the biggest barriers to student learning in online credit recovery.
  - Students reading below grade level spend more time idle in online courses and are less likely to engage with instructional videos and successfully complete quizzes and tests.

- **Students who lack self-regulation skills, are English learners (ELs), or need special accommodations for learning disabilities may not be well-served by online credit recovery.**
  - Pacing is typically the only adjustment teachers and students can make.

- Instructors in online credit recovery classrooms rarely have access to student individual education plans (IEPs) or support from special education teachers.
- Language accommodations for ELs are frequently insufficient. Vendors may provide written translation, but not all students can read academic text in their native language.

- **Strong supplemental learning supports and high levels of face-to-face teacher interactions may help counteract some of these limitations, but these are resource-intensive strategies that are seldom used in online credit recovery classrooms.**

Online credit recovery often results in less learning and lower earnings than face-to-face credit recovery, even if students regain course credits.

- **Multiple studies show that compared to students in face-to-face credit recovery, students in online credit recovery may regain course credits but have lower test scores.**
  - In the only published randomized trial of online versus face-to-face credit recovery for Algebra I, more than two-thirds of students across conditions regained credit. However, students in the online program were 12 percentage points less likely to regain credit than those who repeated the course traditionally. Students in the online course also had significantly lower scores on end-of-course tests.
  - A study of seven million student sessions in online courses (taken primarily for credit recovery) found "mostly negative associations between online course-taking and math and reading scores," suggesting that some students may even be set back in their learning by taking online courses. Some upperclassmen earned more credits and had higher grade point averages relative to students in face-to-face credit recovery courses when the online course grades replaced the failed credits, but these same benefits were not realized by underclassmen in online credit recovery.

- **A study of the labor market outcomes of students who used online credit recovery in high school found they had lower earnings over time than those who repeated courses the traditional way.**
  - The lower earnings appeared to be associated with lower skills acquired by those recovering course credits online, which were reflected in lower wages received on the job or a slower rate of increase in earnings over time compared to those repeating courses in traditional classroom settings.

DESIGN PRINCIPLES FOR EFFECTIVE CREDIT RECOVERY

Instructional Design

BLENDED LEARNING

Students are most likely to benefit from online credit recovery when it blends online instruction with face-to-face time, rather than being conducted fully online.

- **Studies have shown that a blended component enhances online instruction.**
  - In the experimental (Algebra I) study, students in online credit recovery who had a math teacher in the classroom providing instructional support performed as well as students in face-to-face classes.
  - Face-to-face time is particularly helpful for students who need support for learning course content and adjustments to the online learning format beyond pacing, including for ELs when audio translation in the online program is not available.

- **Making one-to-one, synchronous instructional supports available outside the regular school day can help to expand equity in access to online credit recovery.**

CLASS SIZE & GROUPING

Grouping students into smaller, subject-specific classes allows for stronger instructional support.

- **Providing online credit recovery in large, lab-style classrooms may reduce costs compared to traditional classroom environments, but this may come at the price of reduced student learning.**
  - Students are more likely to use technology appropriately when instructors are actively interacting with them in the classroom.
  - In the absence of face-to-face support for learning subject matter, students are more likely to guess or Google-search their way through online course tests.

- **Teachers who focus on playing an engaged, instructional role—e.g., proactively checking in with students on their course activities and offering face-to-face learning support—rather than simply managing access to the course software may get better academic results from their students.**

- **Grouping students in classrooms by the course they are repeating and assigning instructors with subject-area expertise increases opportunities for supporting student learning.**

PROGRESS MONITORING

Course monitoring data and student check-ins help instructors develop personalized learning supports for students, which improves their likelihood of successful course completion.

- **Data collected on student activities completed online and regular student check-ins to review progress with an instructor can be helpful in tailoring supports to students' individual learning needs.**
  - Online credit recovery systems often collect data on student interactions with the system—e.g., active time, idle time, activities completed, assessment scores—that teachers can use to develop benchmarks for progress or strategies for identifying and reassigning students who are not being well-served by technology-based instruction.
  - Observations of credit recovery classrooms showed that teachers can also use these data to motivate student engagement through incentives for progress towards course completion goals.

- **Monitoring to see what students have open on their screens is insufficient for supporting student engagement and learning.**
  - Research finds that students most in need of additional assistance in their online courses may be the least likely to ask for help.

Students

STUDENT SELECTION

Carefully targeting which students are offered the opportunity to repeat courses online may increase the chances that students will learn the missed material.

- **Research has been clearer about which students struggle with online credit recovery than which students it serves well.**
  - The available evidence suggests that students will be most successful with online credit recovery if they are in their junior or senior high school year and therefore more focused on the goal of graduation, have limited or no need for special academic assistance, and only need to make up one or two courses vs. students who have fallen far behind grade level in their progress toward graduation.

- **Limiting the number of courses a student recovers online at one time may also support student progression. A study of one school district found that students' completion of course activities and modules slowed when they were trying to make progress in multiple online courses.**

Personnel

STUDENT SUPPORT

Instructors who are trained to deliver both academic and non-academic support are better positioned to help students succeed.

- **Observational studies find that students often lack consistent, constructive interactions with teachers, particularly those capable of providing course content support.**
  - While relying on paraprofessionals and substitute teachers may reduce instructional costs, they are less likely to have the training for providing technology support or content learning assistance to students.

- **Research suggests that students may also need teachers to fill non-instructional roles such as counselor or confidant to help them gain confidence and overcome socioemotional barriers to academic success, particularly when they have fallen far behind in accumulating course credits due to personal challenges.**
  - With students working solo toward individual educational goals in the online credit recovery setting, instructor encouragement and socioemotional support can be key to helping them stay engaged.

PROFESSIONAL DEVELOPMENT

Instructors often need professional development in using online credit recovery technology and accommodating special student learning needs in an online environment.

- **Instructors in credit recovery classrooms need ongoing training and campus-based technical supports to manage online credit recovery tasks such as setting student access, electronically monitoring progress, unlocking content, and so on, that are beyond what most will have acquired in traditional classroom settings.**
- **Instructors may need additional resources and supports to develop materials that can supplement and adapt the online course content for students who require extra assistance or accommodations for learning.**
  - Instructors may need to rely on EL and special education teachers (or supplemental materials developed by them) to deliver instruction face-to-face when online program supports are inadequate.

Technology

VENDOR SELECTION

Selecting a vendor and negotiating a contract that supports blended learning and individualized curriculum adaptation increases the likelihood that students will learn the material they missed.

- **Vendors differ in how much they emphasize and support blended learning, a key design principle for effective online credit recovery programs.**
  - Research and media reports find that schools may be offered varying contract terms and supports, even from the same vendor.
  - Among the contract provisions that school districts can negotiate with a vendor, teacher training for delivering blended learning and using system data for monitoring and personalizing assistance is one of the most critical for supporting student success.

TECHNICAL CAPACITY

Investment in sufficient Internet connectivity, devices, and technical support reduces disruptions and increases the quality of the student experience.

- **A RAND Education study found that most schools using online educational tools lack the time, resources, training, and other capacities critical for implementing high- quality online instruction and personalized learning.**
- **High-speed Internet connectivity, adequate devices, and school-based technology assistance are key to minimizing technical disruptions to online learning that can set back student progress and contribute to student disengagement.**

FOR MORE INFORMATION

This brief is one in a series aimed at providing K-12 education decision-makers and advocates with an evidence base to ground discussions about how to best serve students during and following the novel coronavirus pandemic. Click here to learn more about the EdResearch for Recovery Project and view the set of COVID-19 response-and-recovery topic areas and practitioner-generated questions. To receive updates and the latest briefs, sign up here.

Briefs in this series will address a broad range of COVID-19 challenges across five categories:

- Student Learning
- School Climate
- Supporting All Students
- Teachers
- Finances and Operations

This EdResearch for Recovery Project brief is a collaboration among:

ANNENBERG BROWN UNIVERSITY

RESULTS FOR AMERICA

VANDERBILT Peabody College

Funding for this research was provided by the Bill & Melinda Gates Foundation. The findings and conclusions contained within are those of the authors and do not necessarily reflect positions or policies of the foundation.

Office of Research and Education Accountability Staff

Director
♦ Russell Moore

Assistant Director
♦ Lauren Spires

Principal Research Advisor
♦ Lauren Huddleston

Senior Policy and Fiscal Advisor
Tara Bergfeld

Principal Research Analysts
♦ Kim Potts
♦ Dana Spoonmore
Robert Quittmeyer

Principal Fiscal Analyst
Lance Iverson

Research Analysts
Erin Brown
Mason Hilliard
♦ David Melendez
♦ Allison Pams
Matthew Veach

Publication Specialist
♦ Paige Donaldson

Program Coordinator
♦ Caitlin Kaufman

♦ Indicates staff who assisted with this project

Office of Research and Education Accountability

Russell Moore | *Director*
425 Rep. John Lewis Way N.
Nashville, Tennessee 37243
615.401.7866
www.comptroller.tn.gov/OREA/