

ABSTRACT

DISSERTATION PROJECT: Credit Recovery and High School Student Success: An Analysis of Student Perception of Their High School Credit Recovery Experience In Two Urban Indiana High School Credit Recovery Programs

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This study investigated student perceptions of their experiences in high school credit recovery programs. Students enrolled in credit recovery programs in two Indiana high schools completed surveys about their perception of their experiences participating in a credit recovery program at their high school. For purposes of this study, student perceptions were based upon the levels of need as outlined by Maslow's Hierarchy of Needs (physiological needs, safety and security needs, love and belonging needs, self-esteem needs, self-actualization needs).

Quantitative analysis was conducted using the survey results. Survey results were analyzed utilizing MANOVA, ANOVA, and correlation in order to seek significance of needs or correlation between student demographics and their perceptions (based upon need). Survey respondents also answered two open-ended questions regarding their perception of their credit recovery experience. The findings indicated that all of the needs are highly correlated with one another. Findings also indicated that there is statistical significance between some student demographics and their perceptions (based upon needs). Student open-ended responses indicated that students felt like the flexibility, support of their instructor, and atmosphere of the credit

recovery program aided them in remaining in high school and ultimately graduating on time. These findings supported the research that students need to feel supported (emotionally and academically) when participating in dropout prevention programs. Given these results, further research needs to be undertaken to identify credit recovery programs which will provide students supportive adults, flexibility, and social and academic support while participating in credit recovery programs.