Leadership as the Hidden Driver of High School STEM Asynchronous Course Success

ECR Hub
EDU Core Research

#2237703: CAREER: Second Chance STEM: Uncovering school policies structuring access to and engagement in high school STEM credit recovery

What kinds of policies are associated with more course engagement and higher completion?

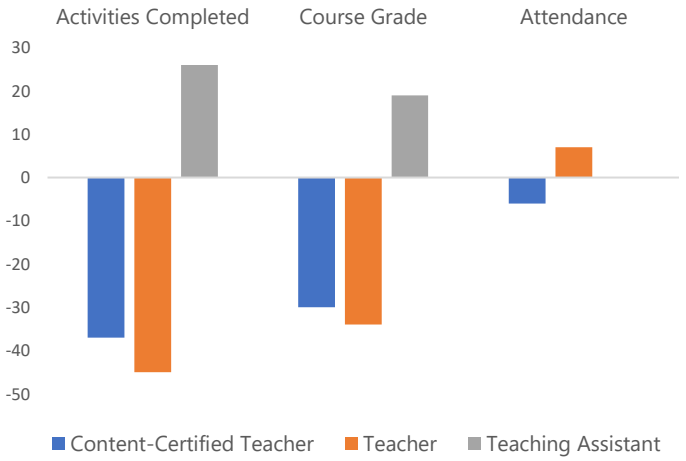
Restricting Enrollment by Subject

Schools that strategically allow students to take/retake certain courses asynchronously have higher performance.

43% more activities completed.

410 more minutes on task.

Teaching Assistant (TA) Supervision



Engagement is higher when courses are supervised by TAs than when supervised by teachers, including content-certified.

Methods

Thematic Code | Multi-level Model

- Interviews with leaders, educators at 9 high schools.
- Platform and district administrative data
- Exploratory sequential mixed methods design

Qual Data Collection → Build Theory → Quant Analysis → Interpretation

Lingering Question

Science Courses

Students have the **worst** performance on science courses compared to all other core course subjects.

Why do students perform poorly in **asynchronous science** specifically?

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