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CREDIT RECOVERY PROGRAM HANDBOOK

Pflugerville ISD

Credit Recovery Program Handbook

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Program Purpose and Goals

PISD utilizes a credit recovery lab setting to provide self-paced, computer aided instruction for students who have previously taken high school courses but have not yet shown mastery. Credit recovery should not be used for initial instruction

Roles and Responsibilities

The responsibilities for the facilitation and management of the credit recovery program are as follows:

Curriculum and Instruction Department

- Reviewing credit recovery courses for alignment to district curriculum and state standards
- Creating PFISD aligned courses in the credit recovery management system
- Providing appropriate resources for the credit recovery program

Campus Administration

- Selecting qualified personnel to manage the credit recovery lab
- Monitoring the implementation of the credit recovery program
- Monitoring the student entry/exit process
- Monitoring grading and credit acquisition
- Providing appropriate facilities for the credit recovery lab
- Parent communication

Counselors

- Identifying appropriate students for entry in the program
- Scheduling or placing students into an appropriate credit recovery program
- Monitoring student progress
- Parent communication

Credit Recovery Lab Manager / Teacher

- Enrolling students in appropriate coursework
- Communicating program rules and expectations to students and parents
- Monitoring daily student progress
- Parent Communication
- Provide student progress reports to counselors and campus administration weekly
- Monitor student attendance
- Monitor student adherence to course guidelines and expectations
- Record grades according to district policies

Course Management

The curriculum and instruction department will approve and select courses for the credit recovery management system. Core content courses will be adjusted by the district to align with the district curriculum. These courses will be divided into quarters. Elective courses and LOTE courses may be adjusted by the district for alignment. Summer school coursework for credit recovery will be developed under the direction of the curriculum and instruction department.

The credit recovery management system offers several types of assessments; a prescriptive test, a pre-test (quizzes), unit tests (topic tests), and a cumulative test within the coursework.

Prescriptive Test

The prescriptive test is a multiple choice, summative assessment with a finite number of questions designed to determine course content mastery. The number of questions is determined by the number of chapters and units in the course. Often, this assessment may have only one assessment item over a concept or standard. Correct answers on this test can result in a significant shortening of the course, as correct answers over an item can exempt a student from all content related to the tested concept/standard.

Pre-Test (Quizzes)

The pre-test is a multiple choice, diagnostic assessment with a finite number of questions designed to determine unit content mastery prior to the student attempting the unit. This assessment has multiple assessment items over a concept or standard. Correct answers on this assessment will result in adjusted unit coursework. There are ten questions at the beginning of each chapter. A passing grade exempts the student from taking the lessons assigned to the chapter.

Quiz

There are 10 questions at the end of each chapter. The student takes the quiz after completing the lessons.

Unit Tests (Topic Test)

The unit test is a multiple choice, formative assessment with a finite number of questions designed to assess unit content mastery after the student has completed the unit. There are 25 questions on the topic test which is at the end of each unit.

Cumulative Exams

There are 50 questions on the exam. This is designed to serve as a final exam for the course.

Use of Assessments

The use of the prescriptive tests is not in keeping with the stated purpose for the credit recovery program of course content mastery. Students may, through guessing on one or two questions on the prescriptive test, miss out on valuable content needed for learning. The pre-tests and unit tests are valuable tools for learning that are in alignment with the stated purpose of the district credit recovery program.

Course Customization or Modification by Lab Managers

Credit Recovery Lab Managers may modify courses for special populations as designated below. All other customizations to courses must have documented administrative approval.

Modifications for Special Populations

Credit recovery courses may be modified for students with special needs based on the decisions of the LPAC, ARD and/or 504 committees. Each lab manager has limited ability to tailor course work. This process must be done individually in collaboration with the appropriate teacher. Credit for courses that have the content significantly modified, including any elimination of TEKS must utilize the “survey” course code indicating the modification.

Lab Management Guidelines

Monitoring Student Progress

Student progress will be monitored daily and recorded weekly in student files. Should a student demonstrate lack of progress or success then appropriate intervention strategies should be used. Examples would include conference with the student, referral to their counselor and or principal, and/or contact parents.

Lab managers track course progress using a variety of online tools including the tracking of time in the program, completion of segments and attempts made. Failure to make progress can result in recommendation of removal from credit recovery. Monthly student progress reports will be sent to the appropriate assistance principals and counselors who should case manage credit recovery students.

Test Security

***ALL** topic tests and cumulative exams are to be taken in the presence of the lab manager or another teacher. These tests are not to be unlocked unless the student is present and taking the test immediately. It is recommended that the default setting on the test be set at 15 minutes to ensure the student does not leave and take the test in an unsecure setting.

Student Course Pacing

The credit recovery setting allows a motivated student to accrue credits more rapidly than in the regular classroom setting. It is reasonable to expect a student to earn a full credit in a semester. Very few students are able to earn credits more rapidly than that.

Students should not be expected to recover more than 2.5 credits per semester. Students should not require more than nine weeks of enrollment in Credit Recovery to earn a half credit or eighteen weeks of enrollment to earn a full credit. If additional time is needed, a conference should be held with the appropriate assistant principal, counselor, student and lab manager.

Students Working from Home

Students can access the credit recovery program from any computer with web capability, so students can work from home or from other locations. ***Required** topic tests and cumulative exams must be taken at school in the lab for security reasons.

Assigning Student Coursework

Courseware is loaded in 9 weeks or semester increments. When a student begins one nine weeks, the following one will be loaded. Students must work through the course in the order in which it is presented.

PISD recommends that a student work on one class at a time. When that semester is successfully completed, another can be added. This is a decision to be made collaboratively by the credit recovery teacher, counselor and student. Students usually experience the success one class at a time.

**Remote learning impacts a lab manager's ability to monitor the test administration 1 person. Security precautions can and should be arranged between the lab manager and student to ensure the testing security is not compromised during at home testing. This can be facilitated through a zoom.*

Student Entry and Exit

Students are referred to credit recovery and assigned a course by the student's counselor.

Students who are credit deficient should see the school counselor. In most cases, students are enrolled in credit recovery as a class during the school day. In some cases senior students may be permitted to take credit recovery before or after school. All students in credit recovery must complete and sign an enrollment form including agreement to the guidelines of the program.

Successful students in this setting are able to work independently. This is usually best suited for junior and senior students.

Credit recovery should not be used for initial instruction. **However, exceptions can be approved via a meeting with the Lab Manager, Counselor and Assistant Principal.**

PISD recommends that credit recovery attempts end at the close each school year. Student accounts will be disabled each summer. A student who did not complete a course must begin again or choose a different method of credit recovery. Under extenuating circumstances student accounts may remain active with the approval of the campus principal in consultation with the district credit recovery lead teacher.

Students can move within the district. The credit recovery lead teacher has access to all campus data and will move the student upon notification by the lab manager that the student has changed campuses.

Grading and Awarding Credit

Each credit recovery course has requirements just as other courses do. Grades are determined using the percentages set forth in the PISD grading guidelines. Numerical grades are to be posted to student transcripts.

Semester grades are recorded as numerical grades on the student transcript. Student transcripts will reflect the original (failed) course grade and the credit recovery grade.

Credit recovery lab managers make every attempt to assist students in being successful, however, a student who does not complete a course or who completes the work but not up the 70% passing standard will not be awarded credit.

Grade sheets are filled out by the lab manager upon completion of the course and turned in to the appropriate counselor, principal and or registrar depending on the campus requirements.

Parent Communication

Parents should receive regular communication on student progress in each assigned course. The Lab manager is the primary point of contact for students and parents. The Lab Manager

should communicate with the student and their parent(s) if the student's progress falls below expectations or if the student is in danger of not receiving credit for the course. Counselors should make parent contact if the lab manger's regular student progress update shows the student is not making adequate progress. Campus administrators should support the lab manger and counselor in communicating with parents.