

Credit Recovery
Winter Credit Recovery 2025-2026

December 22, 23, 29, 30 8am-1pm

Classes offered:

Course	Teacher(s)
English 1, 2, 3, and 4-ESL	Kelly Halusek, Gabrielle Wilk, Kelly Newton, Veryl Boykin, Stacy Moore, Elizabeth Cole,
Algebra 1	Juan Torrez, Jacob Babich
Geometry	Michael O'Malley, Mario Guzman
Advanced Algebra	Patrick Higgins, Joseph Tucker
Algebra 1 Honors	Michael O'Malley
Bilingual Math	Raul Munoz, Laura Flaherty
Health	Jon Rashid
Biology	Elizabeth Covelli, Karen Blunk
Physics	Liz Covelli, Amanda Johnson, Nick Zorn
AP Human Geography	Julia Baker
World Geography	Julia Baker, Lily Vellenga
US History	Sophie Chaulk, John Barabe
US Government	Miguel Silva
Economics	Kelsey Duranty
Instructional Math	Jaime Hennessy, Rebecca Vanderhyden
Instructional Social Science	Erin Drzymalla
Instructional English	Christine Edwards

Enrollment Criteria and Process

- In the weeks leading up to the end of the semester, teachers identified students in danger of not passing the course and spoke with the students and their families about how the student could address deficiencies prior to the end of the semester.
- Eligible students earned at least a 50% cumulative grade over the course of the semester.
- Curriculum directors used failure reports to follow up with the families of students who did not earn passing grades but who, given additional time and instruction, could earn credit during the 4 days allotted for Winter Credit Recovery.
- Those students and families were provided with information for enrollment in Winter Credit Recovery and encouraged to attend.

Grading Process:

- Students earning credit received a grade of “D.” This resulted in a “change of grade” from a “F” to a “D.”
- An “F” remains on the student’s transcript if they did not complete the requirements for the course.

2025-2026 Winter Credit Recovered Summary:

Department	Course Needed	# Enrolled	# Earning	Central Students Credit Earned	West Students Credit Earned
Applied Life	Health	2	2	2	0
English	Pre-AP English 1	9	9	7	2
English	Pre-AP English 1 Honors	1	1	0	1
English	Pre-AP English 2	3	3	2	1
English	English 3	2	2	1	1
English	English 4: Introduction to Rhetoric	5	5	1	4
English	English ESL	4	4	4	0
English	Instructional	0	0	0	0
Math	Algebra 1	20	15	1	14
Math	Geometry	23	20	7	13
Math	Advanced Algebra	33	27	10	17
Math	Algebra 1 Honors	2	1	1	0
Math	Bilingual	7	5	2	3
Math	Instructional	7	7	4	3
Science	Pre-AP Biology	23	13	8	5
Science	Physics	32	23	15	8
Social Science	Pre-AP World/Geography	14	14	8	6
Social Science	AP Human Geography	7	7	2	5
Social Science	US History	6	6	3	3
Social Science	Economics	2	2	2	0
Social Science	American Government	5	5	5	0
Totals		202	166	80	86

2025-2026 Winter Credit Recovery Summary:

- 202 students enrolled in Credit Recovery classes.
- Of the 202 students enrolled, 166 earned credits (82%).
- 30 teachers used 508 hours – 416 hours of instructional time and 92 hours of planning time.

Winter Interim Reflection:

- The process by which the Curriculum Directors contact families with Credit Recovery and enrollment information is effective.
- The 36 students who did not earn credit were registered but did not attend or were unable to complete the recovery in four days.
- Key elements for success were that students were aware that they needed to address specific deficits and to attend only as long as it took the student to remediate deficiencies and successfully earn credit for the course.
- Work by the Instructional Leadership Teams to identify key curriculum components and focus demonstrating mastery of those key learning objectives adds consistency and validity to the program and ensures students can demonstrate understanding in order to earn credit.

Program Costs

- Funding program through the Title 1 and Afterschool Grants

Description	Expenditure	Hours
Cost for Instructional Time	\$18,304	416 hours
Cost for Plan Time	\$3,036	92 hours

Findings and Future Considerations

- As appropriate, credit recovery opportunities should continue to be offered for students in courses that will (1) allow seniors to graduate, (2) allow freshmen to move to sophomore status, and (3) keep students on track for graduation.
- Continued support for credit recovery opportunities by Curriculum Directors and building administrators as well as ILT members will help to ensure both the quality and validity of any credit recovery program.