

Credit Recovery
Spring Credit Recovery 2024-2025

June 2, 3, 4 and 5

Classes offered:

Course	Teacher(s)
English 1, 2, 3, and 4-ESL	Veryl Boykins and Kelly Halusek,
Algebra 1	Derrick Moran, Jennifer Heisler, Israel Velazquez, Juan Torrez
Geometry	Bobbie Sue Chavez, Erin Reid, Mario Guzman, Nick Koenig
Advanced Algebra	Patrick Higgins, Jacob Babich, Laura Flaherty
Algebra 1 Honors	Michael O'Malley
Bilingual Math	Gloria Vivanco, Rosie Cabrera
Health	Jon Rashid
Biology	Julianne Hobson, Ashley Barker
Physics	Nick Zorn, Branden Kelley
AP Human Geography	Julia Baker
World Geography	Grace Burrus, Lily Vellenga
US History	Lily Vellenga, Julia Baker
US Government	Ken Poort, Miguel Silva
Economics	Ken Poort, Miguel Silva
Instructional Math	Matt Hurst, Susana Vera
Instructional Social Science	Elizabeth Gillespie
Instructional English	Christine Edwards and Andrew Smothers
Instructional Science	Mike Heilman

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 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 Spring Credit Recovery.
- Those students and families were provided with information for enrollment in Spring 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 transcript if they did not complete the requirements for the course.

2024-2025 Spring Credit Recovered Summary:

Department	Course Needed	# Enrolled	# Earning	Central Students Credit Earned	West Students Credit Earned
Applied Life	Health	6	5	5	0
English	Pre-AP English 1	12	12	9	3
English	Pre-AP English 1 Honors	3	3	0	3
English	Pre-AP English 2	16	16	9	7
English	English 3	1	1	0	1
English	English 4: Introduction to Rhetoric	0	0	0	0
English	English ESL	0	0	0	0
English	Instructional English	6	5	4	1
Math	Algebra 1	28	27	16	11
Math	Geometry	21	21	8	13
Math	Advanced Algebra	22	18	3	15
Math	Algebra 1 Honors	3	2	2	0
Math	Bilingual	5	4	0	4
Math	Instructional Math	3	3	2	1
Science	Biology	11	9	5	4
Science	Physics	12	10	9	1
Science	Instructional Science	1	0	0	0
Social Science	Pre-AP World/Geography	16	13	5	8
Social Science	AP Human Geography	3	2	1	1
Social Science	US History	2	2	0	2
Social Science	Economics	0	0	0	0
Social Science	American Government	1	0	0	0
		172	153	78	75

2024-2025 Spring Credit Recovery Summary:

- 172 students enrolled in Credit Recovery classes.
- Of the 172 students enrolled, 153 earned credit (89%).
- 32 teachers used hours – 469.5 hours of instructional time and 90 hours of planning time.

Spring Interim Reflection:

- The process by which the Curriculum Directors contact families with Credit Recovery and enrollment information is effective.
- The 19 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 to earn credit.

Program Costs

- Funding program through the Title 1 and Stronger Connections Grant

Description	Expenditure	Hours
Cost for Instructional Time	\$19,775.33	469.5
Cost for Plan Time	\$2,749.08	90

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.