



Manual

2020-2021

Contents

<u>Edgenuity Lock-Down browser</u>	Error! Bookmark not defined.
<u>Edgenuity Special Education Resources</u>	Error! Bookmark not defined.
<u>Overview</u>	3
<u>BASIC EDGENUITY INFORMATION</u>	4
<u>What is the Credit Recovery Program?</u>	5
<u>Overview of the Edgenuity Platform:</u>	6
<u>Edgenuity Program Goals/Objectives</u>	6
<u>How Does Credit Recovery Work?</u>	6
<u>Initial Credit Considerations</u>	6
<u>Texans Can Corporate Coordinator’s Responsibility</u>	7
<u>Responsibilities and Functions of Credit Recovery Teacher</u>	7
<u>Credit Recovery Teacher Role</u>	8
<u>Monitoring Tips</u>	11
<u>Credit Recovery Teacher Expectations part of User Agreement</u>	12
<u>Concerning students at 100% complement in the course but class average is between 65-69 after teacher has exhausted all efforts and prescribed re-takes.</u>	14
<u>Responsibilities and Functions of a Trained Staff member Substitute in the credit Recovery Lab Substitute:</u>	14
<u>Assigning Courses in Credit Recovery</u>	15
<u>Documentation of Credit Recovery Grades</u>	15
<u>Documentation of Credit Recovery Grades (cont)</u>	16
<u>Entering CR classes into Campus Master Schedule</u>	17
<u>Entering the CR grade on the student report card</u>	17
<u>Entering the CR grade on the student report card (cont)</u>	17
<u>Entering the CR grade on the student report card (cont)</u>	18
<u>Check the Credit Recovery Data Entry by running a cognos report</u>	18
<u>CTE classes in Credit Recovery</u>	20
<u>Never Enter or Delete Texans Can Grades Directly on the Transcript</u>	20
<u>The Foundation High School Program + Endorsement</u>	21
<u>Texans Can Edgenuity Course Offerings</u>	22
<u>Edgenuity Lock-Down browser</u>	23
<u>Credit Recovery Secure Browser</u>	25
<u>Accents and Special characters</u>	30
<u>Powerspeak</u>	30
<u>Windows PC</u>	31
<u>Chinese Pinyin Tone Marks</u>	31
<u>French Accents</u>	32

<u>German Accents</u>	32
<u>Latin Accents</u>	32
<u>Spanish Accents</u>	32
<u>Mac OS X – US Keyboard</u>	32
<u>French Accents – US Keyboard</u>	33
<u>German Accents – US Keyboard</u>	33
<u>Spanish Accents – US Keyboard</u>	33
<u>Mac OS X – US Extended Keyboard</u>	33
<u>Chinese Pinyin Tone Marks – US Extended Keyboard</u>	34
<u>Latin Accents – US Extended Keyboard</u>	34
<u>Guidelines/Recommendations for placing SPED students in Credit Recovery</u>	35
<u>Credit Recovery SPED Recommendations</u>	36
<u>Credit Recovery SPED Placement</u>	36
<u>Form used</u>	37
<u>Edgenuity Special Education Resources</u>	38
<u>A resource for educators looking for ideas on how to support students with individual needs. Online courses are a useful tool for educators to support students. Students have individual needs to be successful in their coursework, and Edgenuity's lessons are designed to support students with various needs. Students with disabilities, in particular, are diverse and could struggle in one or more of the following areas:</u>	38
<u>TCA Edgenuity/ Oddyseyware – Credit Recovery User Agreement</u>	40
<u>Policies and Procedures – Teachers</u>	40
<u>TCA Edgenuity/ Oddyseyware – Credit Recovery User Agreement</u>	42
<u>Policies and Procedures - Academic Advisors</u>	42
<u>TCA Edgenuity/ Oddyseyware – Credit Recovery User Agreement</u>	44
<u>Policies and Procedures – Principals – Assistant Principals</u>	44
<u>Edgenuity Student Guide</u>	46
<u>Edgenuity Parent Guide</u>	55

Overview

Edgenuity is primarily used at the Texans can Academies as a credit recovery program for high school students who will do well on online coursework. Edgenuity’s credit recovery courses provides an opportunity for students to stay on track to graduate on-time. Edgenuity provides an online learning environment to support online and blended instruction. It engages students

in multimedia content and relevant, real- world assignments. Every course is able to be customized at the district level to match district specifications. Educators can be confident that students have built a strong foundation for the next grade or course.

Students have an account with the online program, Edgenuity, where instructional units are housed. Students are assigned to courses and completion dates using the correct course numbers. The students are able to work on assignments via the Internet. Students must take quizzes, unit exams and the cumulative exam at school during their course’s regular class period. Students should be frequently monitored so they will progress forward in a timely manner and expected to complete the entire course during the semester.

Credit Recovery is offered at all Texans Can Academies schools. Edgenuity’s online courses reflect the best research-based practices in effective instruction. Explicit teaching guides students to develop key content area knowledge and skills by activating students’ prior knowledge, establishing a clear purpose and goals for lessons, presenting information in small segments, providing clear instruction with examples and modeling, incorporating practice with scaffold support, conducting frequent checks for understanding with appropriate feedback, and incorporating reviews spread out over time. Instruction is designed to promote deep thinking that leads to the kind of knowledge that can be applied across a broad range of conditions and to help students develop cognitive skills for monitoring and regulating their thinking processes while learning. Edgenuity courses enhance instruction by adhering to principles of effective multimedia instruction and by using graphic organizers to present information and engage students in developing their own knowledge. The courses also implement principles of Universal Design for Learning (UDL) to meet the needs of students in their individual circumstances. Edgenuity provides the tools and resources to help students achieve their potential.

BASIC EDGENUITY INFORMATION

What is Edgenuity?

1) Edgenuity offers standards-aligned video-based curriculum for students. Courses are completed online in a class period with a Texas certified teacher trained to use Edgenuity. These courses are also available after school hours anywhere that online services are accessible. Students not enrolled in a WHS class period will need to communicate with the

teacher via email as needed.

2) Who teaches these online courses?

All Credit Recovery teachers are employed with Texans Can. Edgenuity instructors lead the virtual school courses.

3) Who can take online courses?

Online course opportunities are offered to 9th-12th grade students enrolled full time in the district and who need to recover credits necessary for graduation.

4) What type of activities do you do in an online class?

Online courses are more than just reading material and completing online quizzes. Students are expected to complete a variety of projects demonstrating their ability to apply the skills learned.

5) Are online course grades calculated in my GPA?

Yes, if a student does not drop the course by the designated drop period, the grade received will be recorded to the student's transcript, calculated in GPA at the appropriate weight, and in class rank.

7) How are grades reported?

Your average is displayed daily on your Edgenuity home page. Course averages are reported at the closing of every grading period. Your final grade will be displayed on your home page and your course average will be added to your high school transcript.

8) How are Quizzes and Exams administered?

Quizzes and Exams are can only be taken at School.

9) Can I start and stop my online course at any time?

No. Consider your course "self-paced with deadlines". As so as you enter your Credit recovery classroom, you are to start work on your course. You must make progress on your course daily .

10) Are online courses harder or easier than face to face courses?

Neither. Online courses must meet or exceed the same state standards as traditional courses. All Texans Can online courses are evaluated for rigor to ensure that the TEKS are met. Online learning courses require different study skills, which may make the course harder, or easier, depending on the learner.

[What is the Credit Recovery Program?](#)

The Texans Can Credit Recovery program is designed to add value to a student's instructional schedule by allowing the student to repeat classes they have previously failed or to take classes that are not currently offered on the campus. The Credit Recovery Program also:

- Delivers core classes and a number of electives through a web-based instructional program;
- Affords students the opportunity to proceed at their own pace;
- Offers high school students the opportunity to graduate on-time according to their four-year plan;
- Ensures the online courses are monitored by the credit recovery teacher and are taken during the school day

Overview of the Edgenuity Platform:

The Edgenuity Program is designed for students who have not successfully earned credit in the traditional classroom setting. Students are given the opportunity to recoup these credits through online classes which cover the content delivered in a face-to-face class. Some core classes and a number of electives determined by the Curriculum & Instruction department are delivered through a web-based instructional Edgenuity program. Students have the opportunity to proceed at their own pace until they reach the pre-established completion date (target date). The target date usually coincides with the end of the current student semester. The Credit Recovery teacher monitors the online courses. Once enrolled in a course, the student takes the course in class or works on a lesson that has been assigned and opened in class. Students are encouraged to work at home. However, students must take tests or exams in the credit Recovery room.

Edgenuity Program Goals/Objectives

Provide students enrolled in an alternate instructional setting for the opportunity to recover credits in a self-directed, self-paced program. Offer high school students the opportunity to earn and/or recover credits in order to graduate on-time according to their individual graduation plan.

How Does Credit Recovery Work?

Students have an account with the online program which delivers instruction. Students are assigned course(s) and given a date in which the class should be completed.

Initial Credit Considerations

It is recommended that all students who are taking a course for the first time take it in a face-to-face or. However, for some students who have transferred into Texans Can or have extenuating circumstances, taking an online course for initial credit may be necessary. The initial credit courses adhere to the state's seat-time requirement. Students who are approved for initial credit by the Academic Advisor and successfully complete the course will receive the course grade on their transcript.

Texans Can Corporate Coordinator's Responsibility

- Communicate Edgenuity progress or technical needs to the Director of Business Solutions and the Director of Curriculum of instruction
- Serve as the Edgenuity technical liaison to Campus Credit recovery teachers.
- Organize annual trainings for Credit Recovery teachers and counselors with Edgenuity based on areas of need and program updates
- Collaborate to select and customize courses which align with The Texans Can Scope and Sequence.
- Serve as liaison between Edgenuity and curriculum Office to ensure each course content follows TEA requirements, as well as appropriate seat time, if applicable support campus counselors with any technical support that may be needed
- Provide technical support to campus staff as needed for usage reports, course selections, permissions, reports available, etc.
- Create and maintain updates to the Texans Can Edgenuity Handbook
- Provide usage data and achievement reports to Associate Superintendent upon request

Responsibilities and Functions of Credit Recovery Teacher

- Provides direct technical support and academic assistance to the students enrolled in the CR program
- Maintains the security and integrity of the Edgenuity program by protecting the login access by changing his/her password monthly and by not sharing or writing down the password
- Notifies administration and district Edgenuity Coordinator if a breach of information access is discovered
- Monitors student progress, attendance, course activity time, and implements remediation strategies
- Provides students a review for topic tests as needed. Teachers regularly review students' course progress and ensure students have completed all activities prior to the administering the unit/topic test
- Collaborates with school personnel and administrators to support Edgenuity online learning
- Creates individual Edgenuity My Path student completion plans per Edgenuity course taken to ensure each student is aware of personal goals and keeps on track with scheduled plan for course and/or lessons completion.

- Interprets and evaluates data to design methods and/or strategies to keep the student on schedule with completion plan
- Tracks number of course credits earned or recovered by students
- Provides summary documentation of student progress, student/parent meetings, and remediation efforts to the parent, counselors, and/or campus administration
- Mentors and motivates students to do well not only in CR, but also in other classes by teaching good study skills and the importance of goal setting and future planning
- Allow students to use their own e-notes for quizzes, or tests.
- Proctor quizzes, tests and exams with fidelity. Students should complete the tests and exams without assistance from staff or other students.
- Monitor the start and stop time of quizzes, tests, and exams to ensure students have sufficient time to complete the quiz, test or exam within enough time to complete before the end of class period, Students should not begin a quiz, test or exam without the appropriate length of time remaining during the class period. Once started the student will not be able to Save and Exit.
- Students should be separated to a computer where there is no possibility of discussion of the test with another student or staff during completion of test.
- Students must complete quizzes, tests and exams independently. Tests and exams are not open book tests.
- **Students should not be allowed to have cell phones out or use cell phones at any time. They should not be used for playing music, research or working on Lessons, Quizzes or exams.**
- Complete and sign documentation stating student has completed the course or grading period for the course. Teachers must provide the signed course completion form to the Academic Advisor which states the student has earned credit or a grading period grade.

Credit Recovery Teacher Role

The presence of technology alone is no guarantee that students will succeed. Strong, effective blended learning does not just happen. It requires the work of thoughtful, engaged teachers who leverage the best of technology and face-to-face instruction to address the unique learning styles of their students.

Teachers are knowledge facilitators, mentors, and coaches in these environments. They assess, analyze, and synthesize student work and data to develop unique learning plans for each student, all while monitoring and engaging small groups and entire classes. They identify learning opportunities for students, engaging them with complex activities and holding them to ever higher expectations.

Teachers can take ten research-based steps to maximize student learning in blended learning courses:

1. Understand the technology that students will be using
 - Set learning goals and expectations
 - Make sure students have access to a subject area expert
 - Recognize that the best technology engages students, includes clear, direct instruction, and is something that teachers can believe in.
 - Don't be afraid to relinquish the reins to students
2. Create a data-driven culture
 - Be more student-driven more than data-driven
 - Teach students to examine their own data and set learning goals
 - Make sure teachers have the tools they need to provide substantive Intervention
 - Only collect data that is useful
 - Seek training to use data to drive instruction
 - Keep data clean and well organized
3. Set high expectations
 - Establish academic and behavioral rules, roles, and responsibilities for all students
 - Articulate how technology tools will be used and for how long
 - Define the conditions under which students will receive whole-group, small-group, and one-on-one instruction
 - Set expectations regarding the evidence students must provide of their learning and parameters for asking for help from teachers and other students
 - Establish standards for acceptable and unacceptable work
 - Define the behaviors that will and will not be tolerated and
 - Articulate the support that is available and under what conditions students can obtain it.
 - Believe in your students and treat them with respect
4. Carefully plan offline activities
 - Be passionate about your content and role
 - Recognize that students initially won't know how to succeed in a blended learning environment. You will have to model for them.
 - Don't try to force an activity and, when possible, offer choice
5. Promote deeper learning and check for understanding
 - Be sensitive to cultural, ethnic, and racial differences
 - Learn how students learn
 - Establish routines
 - Develop flexible, adaptable strategies to engage students
 - Empower students to advocate for themselves

6. Teach students metacognitive and self-regulation skills
 - Pause video instruction to take notes
 - Look up unknown words and research unknown concepts
 - Recognize their personal learning struggles and take advantage of available supports and scaffolds (e.g., read aloud, translation, calculators)
 - Monitor their own progress through both available data and their own understanding of their learning
 - Set achievable goals
 - Be persistent during independent work
 - Manage time
 - Know when to ask for help
7. Make learning relevant and engaging
 - Capture student attention and security at the start of the blended experience
 - Establish an online and traditional presence
 - Engage students in challenging, authentic, real-world tasks
 - Identify and monitor disengaged students
8. Monitor data
 - Set SMART goals
 - Teach students to access and use their own data
 - Provide feedback
 - Use data to drive instruction, group students, and monitor content mastery
 - Celebrate success
9. Provide feedback
 - Emphasize that learning and effort hold more value than a perfect performance
 - Reinforce that the amount of progress students make individually is more important than how they compare to others
 - Provide targeted feedback for students to correct behavior that might impede success; a
 - Praise students for elements that are within their control, such as effort, challenge-seeking, persistence, and good strategies—rather than on their personal traits or abilities
10. Encourage online discussion
 - Provide students with frequent opportunities for both public and private online interactions with instructors and peers
 - Post strategic questions online, encouraging students to brainstorm answers and compare ideas
 - Model the use of verbal immediacy behaviors (questions, humor, addressing others by name, praise, and inclusive pronouns) in interactions with students

- Encourage students to share personal experiences and beliefs in online discussion, while similarly encouraging a non-judgmental environment for those experiences
- Encourage experimentation, divergent thinking, multiple perspectives, complex understanding and reflection in online discussion through provocative, open-ended questions
- Model support and encouragement for diverse points of view.

When educational technology is combined with strong, skilled teachers, it makes for a classroom where teachers are able to build powerful relationships and direct their attention to where students need them most. They can spend their time communicating, connecting, facilitating, providing feedback, and ultimately helping all students learn.

Great teachers, equipped with great online learning tools, are changing the way students think about school, about their education and about their lives. They are making learning effective, efficient, empowering, and engaging. They are making learning happen.

Monitoring Tips

Dashboard

1. Make sure Start and Target Dates are set
2. Create User Groups to filter and see subsets of students.
3. Use the course filter to help determine flex groups.
4. Respond quickly to alerts. Otherwise, students are stopped in courses and consequently, are not learning.
5. Create your own or use our example retake flowchart to intervene and remediate when students do not pass assessments.

Scores and Activity Review

1. Be sure to provide feedback when checking student work
2. Spot check average number of retakes to evaluate student engagement. Gradebook
3. Pay attention to time on task.
4. Reset direct instruction sparingly, students will get discouraged. Attendance Log
5. Make sure you understand idle time.
6. Watch time of day that students are learning. Possibly late night work gives you information to build relationship.

Credit Recovery Teacher Expectations part of User Agreement

As a Teacher, I will monitor student's classes to ensure that a student won't acquire more than 10 credits per semester through non direct instruction.

As a Teacher, I will ensure that a student will never be enrolled in more than 4 Credit Recovery classes at the same time.

As a Teacher, I will monitor that classes taking by the students in Edgenuity will follow the student graduation plan and will benefit the student towards credit acquisition.

As a Teacher, I will ensure that none tested subjects are assigned in Credit Recovery classes in the student's schedule.

As a Teacher, I will ensure that students will take the full modules offered for every class unless the pre-test dictates otherwise. Modifications are allowed ONLY per ARD and LPAC documentation.

As a teacher I will follow the Grading practices and weights for all courses: district—Projects (0%); Lessons (20%); Quizzes (40%); and Tests (40%).

As a Teacher, I must check and approve student readiness before opening and assigning tests and quizzes. As a Teachers I CAN NOT change for any reason the Assignment Score.

As a Teacher, I will ensure that new enrollments and courses are assigned ONLY in Edgenuity.

As a Teacher, I must grade all writers (short answers and essays) associated with lessons, quizzes, and tests within 72 hours of submission. Monitor the "Actions" box on the Home tab for notifications on a daily basis.

As a Teacher, I will ensure that once a student is assigned a course, there will be no questions/lessons skipped, unless the student is attempting credit recovery (CRx). In the case of credit recovery, only those questions/lessons will be skipped that are automatically noted by the pretest results.

As a Teacher, I understand that the district has set the maximum number of attempts for lessons at three (3), the maximum number of attempts for quizzes at two (2), and the maximum number of attempts at tests at one (1). These protocols will remain constant for all students and courses and will not be overridden, except for the following condition:

At the credit recovery teacher's discretion, they may reset individual student's lessons, quizzes, and/or tests to reflect the following additional attempts:

Lessons – Up to 2 additional attempts (for a max total of 5)

Quizzes – Up to 2 additional attempts (for a max total of 4)

Tests – Up to 1 additional attempt (for a max total of 2)

As a Teacher, I understand that ONLY school administrators may reset individual student questions, lessons, quizzes, or tests beyond the parameters listed above (after all additional attempts have been exhausted by the credit recovery teacher). In each instance, the administrator must note the reason for the reset.

As a Teacher, I understand that a passing score for student lessons, quizzes, and tests is set at 70% for initial credit and 80% for credit recovery.

Initial Credit: Students scoring below 70% on the first attempt must retake the assignment to improve the score. If a student scores above 70% of his/her first attempt, then no more attempts are allowed. If a student must attempt an assignment more than one time, then the last score is always the one that will be counted, regardless of which score is higher.

Credit Recovery: Students take the pretest ONLY ONE time and must score an 80% or higher to test out of that unit. If they do not meet the 80% on the pretest, they will only be assigned lessons in that unit that have not been mastered as shown in the pretest. Once the lessons are assigned, they must score a 70% or higher to show mastery.

As a teacher, I will be present in each instance a student takes a test. Students must take all test on campus.

As a Teacher I will follow the Implementation Tips and Practices as set forth in the Edgenuity training and the Implementation Guide.

As A Teacher I understand that all courses assigned for credit recovery will begin with TCA and will include the completion of a semester exam and/or final exam, unless a school has a policy that directs otherwise.

Once a student completes a course 100% and has a passing score of 70 or better, as a teacher I will print a "Course Percentage Complete" report in PDF format in Edgenuity for that student and course. I will staple the Grade Coversheet on top of the "Course Percentage Complete" report and turn it in to the academic advisor. During Covid situations, use the email policy that is in place.

As a teacher, I will respond to all student requests for assistance as soon as possible and, if unable to provide adequate help.

Concerning students at 100% complement in the course but class average is between 65-69 after teacher has exhausted all efforts and prescribed re-takes.

- Credit recovery teacher should go back in and look at their lowest three (3) Unit tests. Then allow the student to retake the whole units.
- Allow the student to retake the Unit, once again to retake the whole unit, and then retake the test.
- If the first unit test retake averages in and brings the score up then you are ok. If it does not, then they have to retake the unit and retake the unit test of the next one. This should work.
- If after all of this work on your part, the student is still below 70 then the student will have to retake the course just like any other course in the school.

Responsibilities and Functions of a Trained Staff member Substitute in the credit Recovery Lab Substitute:

- Be a Staff member trained in Edgenuity, Credit recovery rules and have their own credentials.
- Communicate with the campus administrator (as applicable).
- Provide academic guidance to the students enrolled in the CR class for which they are substituting to the best of their ability.
- Monitor students' progress during class, attendance, course activity time, and assist with remediation strategies.
- Ensure students are not on websites deemed inappropriate or restricted
- Trained Staff member Substitutes may unlock lessons, quizzes and Exams, but may not modify a course, do any grading or give answers to quizzes or exams.

Credit Recovery Enrollment Procedures

Assigning Courses in Credit Recovery

- **Only the Academic Advisor can assign a course to a student in Credit Recovery**
- The ARD Facilitator along with the Academic Advisor will choose the appropriate course for the Special Education student based upon need. In the case of a special education student, the academic Advisor in conjunction with the ARD Facilitator will select a schedule for the student, which is aligned to the IEP and personal graduation plan.
- There should never be a situation in which a Credit recovery teacher should select classes for any student. He/she should only enroll students in classes selected by the Academic Advisor.
- A process/procedure of selection and placement should be set up between the Academic Advisor and the Credit recovery teacher. Many schools are using a Google Doc system and paper copy sheet.
- No more than 2 courses should be open at any 1 time
- Only students scheduled to graduate within the term should be assigned 4 periods of credit recovery
- The only courses that can be assigned are those on the approved list provided and has a TCA in the front of the course title
- Students can only obtain 2 ½ Credits or 5 units per term. If a student is a senior, the Academic Advisor may request more from Ms. Dahl.

Documentation of Credit Recovery Grades

- All campuses must maintain the required documentation for grades received in credit recovery
- All campuses must use the CR Courses Assignment Sheet



Credit Recovery Course Assignment and Completion Form

Student Name: _____ Student ID: _____

Course Assigned: _____

Date assigned: _____

Course Completed: _____

Date Course Started: _____ Date Course Completed: _____

Final Grade: _____

Credit Recovery Teacher Signature: _____ Date: _____

Grade Entered in ESchool By: _____ Date: _____

This form must be attached to a copy of the Odysseyware Course Percentage Complete Report and kept for documentation purposes.

Documentation of Credit Recovery Grades (cont)

- All campuses must maintain the required documentation for grades received in credit recovery
- All campuses must use the CR Courses Assignment Sheet
- **Credit Recovery Teacher** must turn in the completed Course Assignment form along with the students progress report BEFORE an grade can be entered into ESchool

For ~~Documentation~~

Student Progress

Student Ahead Student Behind
 Student On Track Target Completion

TCA Foundations of Personal Fitness B

➔ Complete **100%**

➔ Overall Grade **80.6%**

Complete (Count): 100% ➔ Relative Grade: 80.6%

Start Date: 8/20/2019 ➔ Actual Grade: 80.6%

Target Date: 10/10/2019 Target Completion: 55.6%

	Quiz	Test	Exam	Assignment
Taken	28	5	1	147
Tested Out				
Total	28	5	1	147
Graded	28	5	1	88
Score	96%	92%	82%	53%
Weight	10%	30%	40%	20%

Entering CR classes into Campus Master Schedule

- The CR course must be entered into Eschool in order to add the grade to the students' report cards
- The section number **AND** the term must match the term in which the grade is being awarded. If the course is to be awarded term 2 then the section # needs to be term 2 and the Marking Period in the master schedule needs to be term 2

CRALG1A-1	CR Algebra I A	2 - Texans Can Academy-Oak Cliff	1	1	N/A	0 - Staff, Staff	T1
CRALG1A-2	CR Algebra I A	2 - Texans Can Academy-Oak Cliff	1	1	N/A	0 - Staff, Staff	T2
CRALG1A-3	CR Algebra I A	2 - Texans Can Academy-Oak Cliff	1	1	N/A	0 - Staff, Staff	T3
CRALG1A-4	CR Algebra I A	2 - Texans Can Academy-Oak Cliff	1	1	N/A	0 - Staff, Staff	T4

The Primary Staff position is always 0 – Staff, Staff, the period is 1st and no house team is needed

Entering the CR grade on the student report card

- In the Report Card Summary hit the + to enter the course and grade

Report Card Summary



Additional Student Information													
Diploma Type	Foun HS Prg - TAC 74.1021 entered 9th in 14-15: 34				Graduation Year	2020							
Endorsement/Supp Grad Group					Cohort Year	2019							
Selections													
RC Run	1	Show courses that are:	Active	<input checked="" type="checkbox"/>	Dropped/Office Graded	<input checked="" type="checkbox"/>							
Show Competencies	<input type="checkbox"/>		Non-Scheduled	<input checked="" type="checkbox"/>	Trailed	<input type="checkbox"/>							
			Dropped/Teacher Graded	<input checked="" type="checkbox"/>									
Courses for Building 4 - Texans Can Academy-Pleasant Grove													
Description	Course-Section	Status	Earned	T1	T2	T3	T4	FINAL	CM1	CM2	ABS	YTD	TDY

Entering the CR grade on the student report card (cont)

- When entering the course number be sure to use the course with the section number that matches the term the credit is awarded.
CRAI1A – 3 would be section 3 for term 3.
- The dates the class was started and completed need to be entered into Eschool. HOWEVER, dates cannot cross over terms. Therefore, choose the start or end date of the term that has the student spending the most days in the class. For example, a student started the class August 19 in term 1 and finished October 16 in term 2, use the actual start date of August 19 but the end date of the last day of term 1 which was October 10. *The documentation should show the actual start and end dates.*

Entering the CR grade on the student report card (cont)

Mark Reporting Detail



Save Options Unsaved Changes

GPA Credit Totals Mark Averages Honor Rolls

Course Information

School Year: 2020
 Building: 4 - Texans Can Academy-Pleasant Grove
 Course-Section: CRALG1A 2
 Description: CR Algebra I A
 Department:
 Level:
 Teacher: Staff, Staff
 Marking Periods: T2

Dates

Date Added	Date Dropped
10/16/2019	11/21/2019

Marks

Mark Type	Mark Value	Ovr	Ovr Reason
FIN	<input type="text"/>	<input type="checkbox"/>	<input type="text"/>

Credits

Credit Type	Credit	Ovr	Ovr Reason
Attempted	0.5	<input type="checkbox"/>	<input type="text"/>
Earned	0.5	<input checked="" type="checkbox"/>	<input type="text"/>

Marks/Credits/Comments/Absences

Period: T2

Marks

Mark	Value	Ovr	Ovr Reason
S1	75	<input checked="" type="checkbox"/>	<input type="text"/>

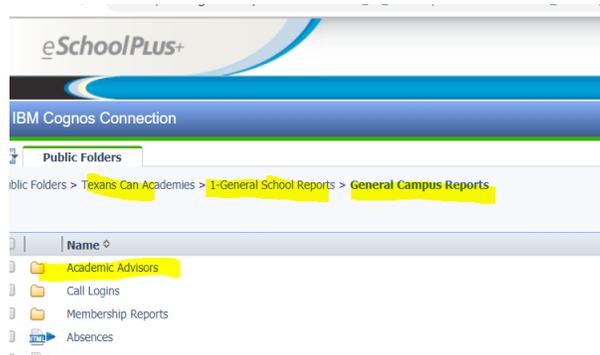
Credits

Credit Type	Credit	Ovr	Ovr Reason
Attempted	0.5	<input type="checkbox"/>	<input type="text"/>
Earned	0.5	<input checked="" type="checkbox"/>	<input type="text"/>

Comments

Enter the course grade and the Earned .5 credit and Save

Check the Credit Recovery Data Entry by running a cognos report



In the Academic Advisor Folder in Cognos Run the Credit Recovery Invalid Mark Reporting



It will show the data entry errors.

Student Name Last-First-Middle	Student Id	Course Code - MS-RC	Course Name - MS-RC	Date Course Started - RC	Date Course Ended - RC	Student Course Marking Period - RC	Student Course Mark Type - RC	Student Course Mark Value - RC
	085804	CRSPAN1A	CR Spanish I A			T1	S1	70
	062604	CRALG1B	CR Algebra I B					
	065975	CRART1A	CR Art I A			T1	S1	62
	085370	CRCOMMAPP	CR Communications Application			T1	SEM	67

CTE classes in Credit Recovery

- If a student finishes a CTE class in credit recovery, it needs to be coded in Eschool.
- CTE classes in Credit Recovery start with CRNF (which means credit recovery non-funded)
- The **Credit Recovery Teacher** provides the usual forms, but he **Academic Advisor** needs to fill out a CRNF form so the registrar can code the student's CTE class in Eschool

TEXANS CAN ACADEMIES DISTRICT
Non-Funded Career Tech Credit Receipt
 School Year 20 - 20

Student Name:

Local ID: Course #:
 Subject Area:

Start Date: End Date:

Course Sequence Code (Select One)

<input type="checkbox"/>	0	One Semester Course	Grade	<input type="text"/>
<input type="checkbox"/>	1	First Half of a two semester course (A)	Credit	<input type="text"/>
<input type="checkbox"/>	2	Second Half of a two semester course (B)		

(Check the term for the grade credit as listed.)

Pass / Fail Indicator Code (Select One)

<input type="checkbox"/>	01	Course was passed and credit was received
<input type="checkbox"/>	02	Course was failed and no credit was received - First occurrence this school year
<input type="checkbox"/>	03	Course was failed and no credit was received - Second occurrence this school year
<input type="checkbox"/>	04	Course was passed, but credit was not received due to excessive absences - First occurrence this school year
<input type="checkbox"/>	05	Course was passed, but credit was not received due to excessive absences - Second occurrence this school year
<input type="checkbox"/>	06	Course was passed, but credit was not received (other parts of the course have not been taken)
<input type="checkbox"/>	07	Course was passed, but credit was not received (other parts of the course have been taken but not passed)
<input type="checkbox"/>	08	Course was failed, but credit was received (other parts of the course passed and credit was awarded grades in those parts)
<input type="checkbox"/>	09	Course work is incomplete and no credit has been awarded
<input type="checkbox"/>	10	Course was passed, but credit was not received (course had previously been passed, and was repeated for better mastery)
<input type="checkbox"/>	11	Course was failed and no credit was received -third occurrence this school year
<input type="checkbox"/>	12	Course was passed, but credit was not received due to excessive absences - third occurrence this school year.

Never Enter or Delete Texans Can Grades Directly on the Transcript

- The only grades that are entered directly on the transcript are the credits the student transferred into with from his previous school. Ensure they are entered in the right year under the previous school's campus number.
- All credit recovery grades are entered on the report card summary

The Foundation High School Program + Endorsement

The following requirements apply to students first entering 9th grade in the fall of 2014

ENGLISH.....	4
Must consist of Eng 1,2,3 and 4 (ESOL 1 and 2 may be substituted for Eng 1 and Eng 2 for students with limited English proficiency)	
MATH.....	4
Must consist of Algebra 1 and Geometry and a combination of 2 additional/advance math classes. (see prerequisites)	
SCIENCE.....	4
Must consist of Biology and Physics OR Chemistry AND a combination of 2 additional science credits. (see prerequisites)	
SOCIAL STUDIES.....	4
Must consist of World Geography, World History, US History, Government , AND Economics	
OTHER LANGUAGES.....	2
Must consist of 2 levels in the same language	
FINE ARTS.....	1
Must consist of 1 whole credit from, Art, Choir, Theater, Music, Band, Orchestra, Dance.	
PHYSICAL EDUCATION.....	1
May include Athletics or PE (up to 4 credits) Basic PE classes cannot be repeated for duplicate credit.	
ELECTIVES.....	6
Must include a communication skills component of .5, earned through Communication Application or an equivalent.	
Total FHSP Credits	26

ENGLISH.....	4
English 4 can be substituted with 1 whole or combination of 1/2 credits of other Language Arts Classes	
MATH.....	3
Must consist of Alg 1 and Geom and a combination of 2 additional/advance math classes. (see prerequisites)	
SCIENCE.....	3
Must consist of Biology and 1 lab class which can be IPC, Chem, or Physics in addition to 1 whole or combination of 1/2 credits of other Science Class	
SOCIAL STUDIES.....	3
Can choose between World Geography OR World History.	
OTHER LANGUAGES.....	2
FINE ARTS.....	1
PHYSICAL EDUCATION.....	1
ELECTIVES.....	5
Total FHSP Credits	22

Texans Can Edgenuity Course Offerings

Edgenuity Course Offerings					
MATH	Course #	Credits	SCIENCE	Course #	Credits
TCA Algebra 1 A	CRALG1A	0.5	TCA Biology A	CRBIOA	0.5
TCA Algebra 1 B	CRALG1B	0.5	TCA Biology B	CRBIOB	0.5
TCA Algebra 2 A	CRALG2A	0.5	TCA Chemistry A	CRCHEMA	0.5
TCA Algebra 2 B	CRALG2B	0.5	TCA Chemistry B	CRCHEMB	0.5
TCA Geometry A	CRGEOMA	0.5	TCA Earth & Soace Science A	CRESSA	0.5
TCA Geometry B	CRGEOMB	0.5	TCA Earth & Space Science B	CRESSB	0.5
TCA Math Models A	CRMMA	0.5	TCA Environmental Systems A	CRENVSYS A	0.5
TCA Math Models B	CRMMB	0.5	TCA Environmental Systems B	CRENVSYSB	0.5
TCA Pre-Calculus A	CRPRECALA	0.5	TCA Integrated Physisc and Chemistry A	CRIPCA	0.5
TCA Pre-Calculus B	CRPRECALB	0.5	TCA Integrate Physics and Chemistry B	CRIPCB	0.5
TCA Algebraic Reasoning A	TBD	0.5	TCA Physics A		0.5
TCA Algebraic Reasoning B	TBD	0.5	TCA Physics B		0.5
ELA	Course #	Creditis	SOCIAL STUDIES	Course #	Credits
TCA English 1 A	CRENG1A	0.5	TCA World Geography A	CRGEOGA	0.5
TCA English 1 B	CRENG1B	0.5	TCA World Geography B	CRGEOGB	0.5
TCA English 2 A	CRENG2A	0.5	TCA World History A	CRWHISTA	0.5
TCA English 2 B	CRENG2B	0.5	TCA World History B	CRWHISTB	0.5
TCA English 3 A	CRENG3A	0.5	TCA U.S. History A	CRUSHISTA	0.5
TCA English 3 B	CRENG3B	0.5	TCA U.S. History B	CRUSHISTB	0.5
TCA English 4 A	CRENG4A	0.5	TCA U.S. Government	CRUSGOV	0.5
TCA English 4 B	CRENG4B	0.5	TCA Economics	CRECO	0.5
TCA Business English A	CRNFBUENGA	0.5	TCA Psychology	CRPSYCH	0.5
TCA Business English B	CRNFBUENGB	0.5	TCA Sociology	CRSOCIOL	0.5
TCA Literary Genres A	TBD	0.5			
TCA Literary Genres B	TBD	0.5			
TCA Communication Applications	CRCOMMAPP	0.5			
Electives	Course #	Credits	World Languages	Course #	Credits
TCA Art 1 A	CRART1A	0.5	TCA Spanish 1 A	CRSPAN1A	0.5
TCA Art 1 B	CRART1B	0.5	TCA Spanish 1 B	CRSPAN1B	0.5
TCA Contemporary Health	CRHLTH	0.5	TCA Spanish 2 A	CRSPAN2A	0.5
TCA Foundations of Personal Fitness A	CRPEA	0.5	TCA Spanish 2 B	CRSPAN2B	0.5
TCA Foundations of Personal Fitness B	CRPEA	0.5	TCA French 1 A	CRFRENCH1A	0.5
TCA Money Matters A*	CRNFMONEYA	0.5	TCA French 1 B	CRFRENCH1B	0.5
TCA Money Matters B*	CRNFMONEYB	0.5	TCA French 2 A	CRFRENCH2A	0.5
TCA Personal Financial Literacy	CRPFL	0.5	TCA Chinese 1 B	CRFRENCH2B	0.5
TCA Principles of Business/Marketing and Fina	CRNFPRBMA	0.5	TCA Chinese 2 A	TBD	0.5
TCA Principles of Business/Marketing and Fina	CRNFPRBMB	0.5	TCA Chinese 2 B	TBD	0.5
TCA Principles of Health Science A*	CRNFPHLSCA	0.5	TCA German 1 A	TBD	0.5
TCA Principles of Health Science B*	CRNFPHLSCB	0.5	TCA German 1 B	TBD	0.5
TCA Priniples of Information Technology A*	CRNFPRINIA	0.5	TCA German 2 A	TBD	0.5
TCA Priniples of Information Technology B*	CRNFPRINIB	0.5	TCA German 2 B	TBD	0.5
* Classes need to be coded by registrar as a CTE course. See Form					

Edgenuity Lock-Down browser

Edgenuity lock-down browser:|

1. Creation of a new network login ID for use by credit recovery students in credit recovery labs. These accounts will lock down the Chrome browser placing it in a full-screen kiosk mode. This account also limits Internet access to Edgenuity only.

2. Regular student network login accounts will no longer allow access to Edgenuity as it will be blocked, so students MUST use the new network login IDs to access Edgenuity.

All Credit Recovery lab thin clients are labeled with a station ID# and that number that is part of the new login ID which must be used. We have created accounts for every thin client station at every school (see end of this e-mail). When a student wants to access Edgenuity, they must use the login ID associated with that school, lab and station. Examples:

- A student in PG Credit Recovery Lab 1 on station 7 would login to the thin client as follows: 'PG1edge07'.
- A student in PG Credit Recovery Lab 2 on station 9 would login to the thin client as follows: 'PG2edge09'
- A student in the CFB Credit recovery lab would sign in as 'CFBedge09' (they only have 1 CR lab)

* Password is: 'Password2019' for all of the Lock-Down accounts.

**Student Logins into Edgenuity are not affected. The changes are only related to thin client station logins.

*** SA Highlands will not have the lock-down browser deployed, as it must be handled via their network and SAISD student logins.

IMPORTANT: At this time we are working on deploying the Edgenuity lock-down browser for Chromebooks. We have not completed this process yet, so Chromebook users will not be limited to Edgenuity only. We are working on deploying to Chromebooks ASAP. ***We would STRONGLY encourage that CR teachers do NOT hand out Chromebooks for student use with Edgenuity unless absolutely necessary. During our classroom testing, we have seen cases where students sabotaged their workstation or reported issues when there were none, in order to have the teacher give them a Chromebook so the student could have access to search/copy/paste.***

Please review and communicate as required to CR teachers. We would like to implement the changes as soon as possible and need a 'Go Live' date from you so please communicate once you have determined that date. We would need a one day notice to activate across Texans Can.

School Edgenuity computer login accounts

AU

AUedge01-35

DN (Skillman)

DNedge01-25

GE

GEedge01-38

CFB

CFBedge01-31

PG (Lab 1)

PG1edge01-20

PG (Lab 2)

PG2edge01-46

OC

OCEdge01-64

LA

LAedge01-56

WC

WCEdge01-28

GAR

GAREdge01-21

HOB

HOBEdege01-60

HSW

HSWedge01-40

HOU

HOUedge01-28

SA

SAEdge01-23



Credit Recovery Secure Browser

Edgenuity

IT Department

Objective

- To Create a Secure Browser in all Texas Can Student's Stations for Edgenuity ensuring all students work **ONLY** in the Edgenuity application.
- The district policy is to provide a quality instruction for all students. Blocking students to work only in the Credit Recovery Application (Edgenuity) will ensure that procrastination, copying or cheating is **NOT** promoted.

Starting Date: January 13, 2020

Types of Student's Network Login Accounts

1. Regular Student Network Logins (Accounts Currently Used)

- This is the account that is currently used by the students to access to any station at Texans Can Academy.
- The students will have access to everything that are currently accessing.
- No More Access to Edgenuity
- After January 13, 2020 students still have access to this network account but won't be able to use Edgenuity.

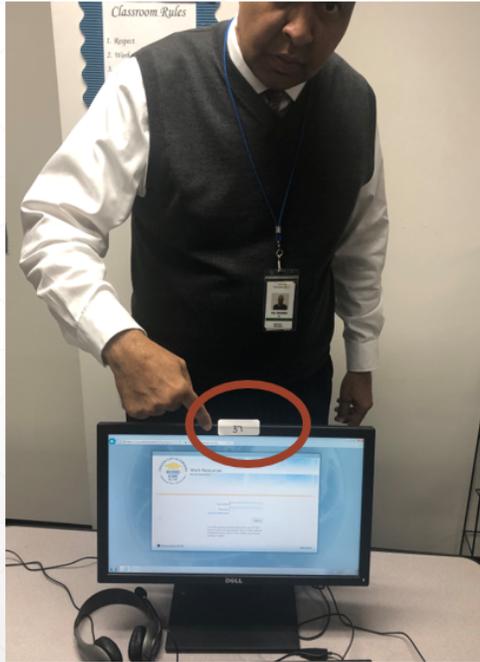
2. Edgenuity Secure Browser Network Login (New Network Login)

- Starting on January 13, 2020 students will be only able to access Edgenuity when they use this new network account.
- Students will **ONLY** has access to Edgenuity



Edgenuity Secure Browser Network Login (New Network Login)

All Credit Recovery lab thin clients are labeled with a station ID# and that number that is part of the new login ID which must be used.



Edgenuity Secure Browser Network Login (New Network Login)

We have created accounts for every thin client station at every school .

When a student wants to access Edgenuity, they must use the login ID associated with that school, lab and station.

Examples for schools with 1 or 2 Labs below:

A student in PG Credit Recovery Lab 1 on station 7 would login to the thin client as follows: 'PG1edge07'.

A student in PG Credit Recovery Lab 2 on station 9 would login to the thin client as follows: 'PG2edge09'

A student in the CFB Credit recovery lab would sign in as 'CFBedge09' (they only have 1 CR lab)

*** Password is: 'Password2019' for all of the Lock-Down Secure Browser accounts.**

Edgenuity Secure Browser Network Login (New Network Login)

School Edgenuity computer login accounts

AU AUEdge01-35	OC OCEdge01-64
DN (Skillman) DNEdge01-25	LA LAEdge01-56
GE GEEdge01-38	WC WCEdge01-28
CFB CFBEdge01-31	GAR GAREdge01-21
PG (Lab 1) PG1Edge01-20	HOB HOBEdge01-60
PG (Lab 2) PG2Edge01-46	HSW HSWEdge01-40
SA SAEdge01-23	HOU HOUEdge01-28

What will the students see?

In general, they will look like something like this: OCEdge01-64
The password will always be “Password2019” with an upper-case “P”.

TEXANS CAN ACADEMIES
HIGH SCHOOLS OF CHOICE
GRADUATING THINKERS
Est. 1985

Work Resources
Remote Applications

User Name: OCEdLab2-02
Password: ●●●●●●●●
[Password Reset Utility](#)

Sign in

To protect against unauthorized access, your RD Web Access session will automatically time out after a period of inactivity. If your session ends, refresh your browser and sign in again.

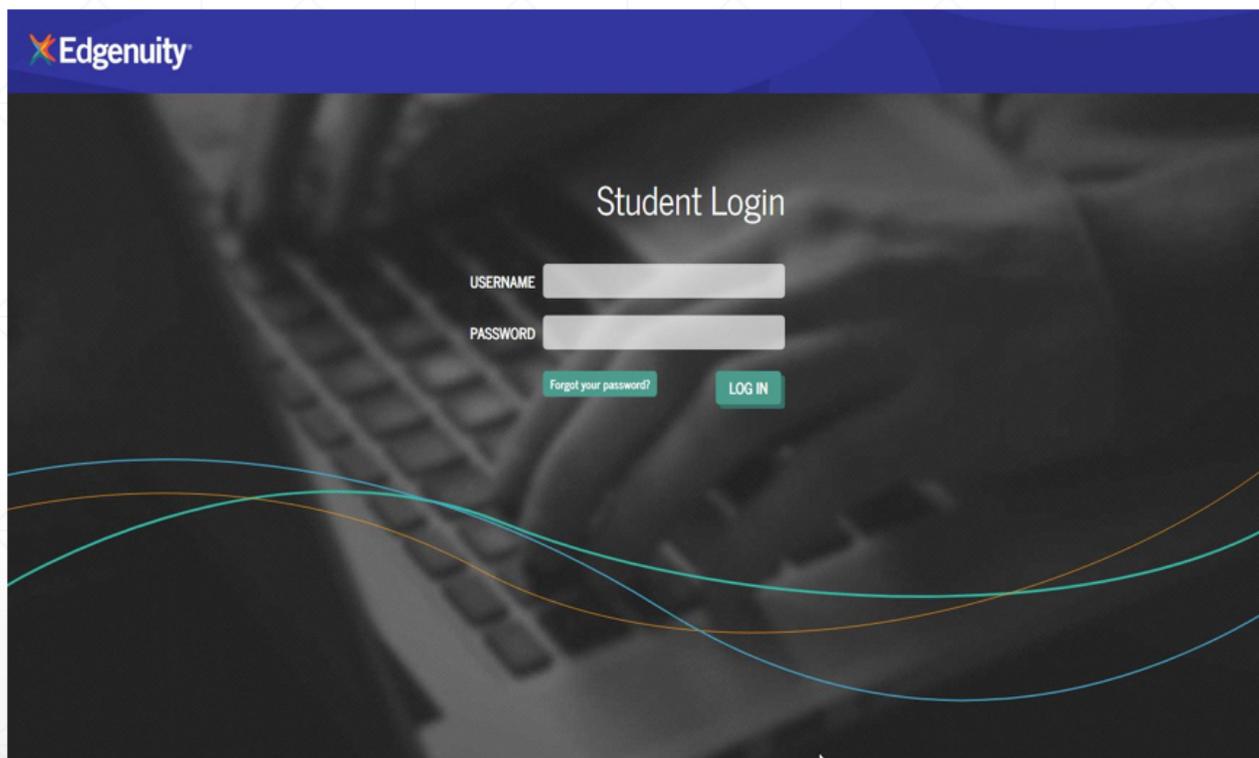
Windows Server 2012 R2 Microsoft

What will the students see?

This will bring user to a single icon Thin Client app screen, called Edgenuity. Click it.



What will the students see?



Any Issues with the change???

- Contact HELPDESK
- 214-944-1993
- Support@texanscan.org
- <https://support.texanscan.org>

Questions / Concerns

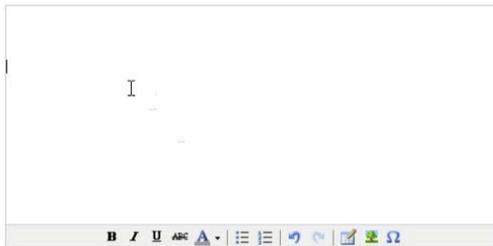
Accents and Special characters



Instructions for typing accents & special characters in Powerspeak

Below are the instructions for typing accents and special characters in Powerspeak.

- Go to the written assessment.
- Go to the assessment box.



- Click on the symbol to the far right 

- This will open up a new box.



- Click on the accented vowel or special character that you need, and it inserts where your cursor is.

TIME SAVER:

- You can click on all of the possible accented vowels and special characters you may need, and place them in your writing box.
- These will be used to copy and paste from throughout your work.
- When you need a particular vowel, copy the vowel you need (Ctrl + C).
- Paste it where you need it (Ctrl + V).
- These can be used over and over again.

For activities where the character box is not available, the following keyboard shortcuts should be used.

Windows PC

The most reliable way to enter accented characters on a Windows PC is to use the Unicode Alt codes. Each accented character has its own 4-digit code. To enter a character, hold down the **ALT** key, type in the corresponding 4-digit code, and then release the **ALT** key. Note that the 4-digit code **MUST** be entered using the 10-key number pad on the right-hand side of most PC keyboards. Using the numbers across the top of the keyboard will not work.

Chinese Pinyin Tone Marks

◌̄ <i>Flat</i>	◌̇ <i>Rising</i>	◌̈́ <i>Falling-Rising</i>	◌̈́ <i>Falling</i>
Ā - 0256	Á - 0193	Ǻ - 0461	À - 0192
ā - 0257	á - 0225	ǻ - 0462	à - 0224
Ē - 0274	É - 0201	Ǽ - 0282	È - 0200
ē - 0275	é - 0233	ǽ - 0283	è - 0232
Ī - 0298	Í - 0205	ǿ - 0463	Ì - 0204
ī - 0299	í - 0237	ǿ - 0464	ì - 0236
Ō - 0332	Ó - 0211	Ǿ - 0465	Ò - 0210
ō - 0333	ó - 0243	ǿ - 0466	ò - 0242
Ū - 0362	Ú - 0218	ǿ - 0467	Ù - 0217
ū - 0363	ú - 0250	ǿ - 0365	ù - 0249
Ǫ - 0469	Ǫ - 0471	Ǫ - 0473	Ǫ - 0475
ǫ - 0470	ǫ - 0472	ǫ - 0474	ǫ - 0476

French Accents

A	E	I	O	U	Other
À - 0192 à - 0224	È - 0200 è - 0232 É - 0201 é - 0233			Û - 0217 ù - 0249	Ç - 0199 ç - 0231 Œ - 0140 œ - 0156
Â - 0194	Ê - 0202	Î - 0206	Ô - 0212	Û - 0219	« - 0139
â - 0226	ê - 0234	î - 0238	ô - 0244	û - 0251	» - 0155
Ä - 0196	Ë - 0203	Ï - 0207		Ü - 0220	€ - 0128
ä - 0228	ë - 0235	ï - 0239		ü - 0252	

German Accents

A	E	I	O	U	Other
Ä - 0196 ä - 0228			Ö - 0214 ö - 0246	Ü - 0220 ü - 0252	ß - 0223 € - 0128

Latin Accents

A	E	I	O	U
Ā - 0256 ā - 0257	Ē - 0274 ē - 0275	Ī - 0298 ī - 0299	Ō - 0332 ō - 0333	Ū - 0362 ū - 0363

Spanish Accents

A	E	I	O	U	Other
Á - 0193 á - 0225	É - 0201 é - 0233	Í - 0205 í - 0237	Ó - 0211 ó - 0243	Ú - 0218 ú - 0250	Ñ - 0209 ñ - 0241
				Ü - 0220 ü - 0252	¡ - 0161 ¿ - 0191 € - 0128

Mac OS X – US Keyboard

The first method of entering accents (OS X 10.7 or newer) consists of holding down the letter key that you'd like to add an accent to, and selecting the accented version of the letter they want either by pressing the corresponding number key, or clicking the character directly.

The second method consists of holding down the option key (and sometimes the shift key) and pressing an accent hotkey to select the accent you'd like to use, releasing both keys, and then typing the letter over which the user would like the accent to appear.

KEY:

⌥ - The option (alt) key

⇧ - The shift key , -

Release all keys

For example, ⌥ + e, e will produce é, but ⌥ + e, ⇧ + e will produce É

French Accents – US Keyboard

◌` Grave Accent	◌´ Acute Accent	◌ˆ Circumflex	◌¨ Umlaut
⌥ + ` , letter	⌥ + e , letter	⌥ + i , letter	⌥ + u , letter
Ç Cedilla	Œ OE Diagraph	« » French Quotes	€ Euro Symbol
Ç - ⌥⇧ c ç - ⌥ c	Œ - ⌥⇧ q œ - ⌥ q	« - ⌥ \ » - ⌥⇧ \	€ - ⌥⇧ 2

German Accents – US Keyboard

◌¨ Umlaut	ß Eszett	€ Euro Symbol
⌥ + u , letter	⌥ + s	€ - ⌥⇧ 2

Spanish Accents – US Keyboard

◌´ Acute Accent	◌¨ Umlaut	◌˜ Tilde	€ Euro Symbol
⌥ + e , letter	⌥ + u , letter	⌥ + n , letter	€ - ⌥⇧ 2
¿	¡		
⌥⇧ /	⌥ 1		

Mac OS X – US Extended Keyboard

To enter certain accents or tone marks, the user must change the keyboard to **US Extended** in the System Preferences > Language & Text > Input Sources menu.

Note: Most of the other shortcuts on the US Extended Keyboard are identical to the US Keyboard, however, there are a few exceptions, such as the Circumflex and the Cedilla. If you need to enter accents in multiple languages, you will need to take this into account.

KEY:

⌘ - The option (alt) key

⇧ - The shift key , -

Release all keys

For example, ⌘ + e, e will produce é, but ⌘ + e, ⇧ + e will produce É

Chinese Pinyin Tone Marks – US Extended Keyboard

◌̄ Flat	◌́ Rising	◌̎ Falling-Rising	◌̀ Falling
⌘ + a , letter	⌘ + e , letter	⌘ + v , letter	⌘ + ` , letter

◌̄	◌́	◌̎	◌̀
⌘ + a , v	⌘ + e , v	⌘ + v , v	⌘ + ` , v

Latin Accents – US Extended Keyboard

◌̄ Macron
⌘ + a , letter

Special Populations and Online Courses

If a student is eligible for special population services (Individual Education Plan (IEP), 504 Plan, or Language Proficient Accommodation Committee (LPAC) Accommodations), the accommodations and modifications outlined in the plan apply to Credit Recovery classes in the same manner they apply to face-to-face classes. If a student has an IEP, accommodations and modifications should be provided by the Special Education teacher at the beginning of each semester, and the Special Education teacher should consult with the Edgenuity teacher periodically to ensure accommodations and modifications are being met. It is strongly recommended that Special Education students take classes in a face-to-face classroom.

[Guidelines/Recommendations for placing SPED students in Credit Recovery](#)

This general guideline might be "tweaked" on each campus according to the Principal's expectations. Principals need to know that ARD facilitators are expected to be the lead in guiding the AA towards meaningful scheduling that is both IEP aligned and adheres to the student's personal graduation plan. Since they are being held accountable for that, they have to drive that process on their own campuses.

Actual placement in Credit recovery

It is recommended that General Ed and Special Ed students reading at a Tier Three (3) level should not be scheduled into Credit Recovery

There should never be a situation in which a Credit recovery teacher should select classes for any student. He/she should only enroll students in classes selected by the Academic Advisor.

A process/procedure of selection and placement should be set up between the Academic Advisor and the Credit recovery teacher. Many schools are using a Google Doc system and paper copy sheet.

AU

Credit Recovery SPED Recommendations

The teacher can never be replaced as the best mediator between the student and the course content. Credit recovery is not the best alternative for the SPED student.

1. The ARD Committee needs to determine if a student is at Tier Three (3) reading level. Using a Marquez reading at that time would be beneficial. If the student is not, then it is **recommended** that the student not be placed in Credit Recovery.
2. It is **recommended** that a student reading at a Tier Three (3) be placed in a class that is already taught by a teacher on campus. If possible, SPED students should not be taking core courses in Credit Recovery, only electives.
3. If a class is not taught on campus by a classroom teacher, then the ARD facilitator should check with the Academic Advisor to see what course, if any, can be substituted at that time.
4. If a classroom teacher does not teach a class on campus and a substituted class is not available or appropriate, then the student should be placed in Credit recovery.

Credit Recovery SPED Placement

It is understood that the ARD Facilitator and the ARD committee will plan the student's course work out for several terms. If a student has already had an ARD and placed in Credit Recovery using accommodations and/or modifications, then allow the student to continue until you can have another ARD meeting with the understanding that the ability to adjust lessons and questions are now available for future ARD's.

Special Education

1. A process/procedure of selection and placement should be set up between the Academic Advisor and the ARD facilitator.
2. The ARD Facilitator along with the Academic Advisor will choose the appropriate course for the Special Education student based upon need. In the case of a special education student, the academic Advisor in conjunction with the ARD Facilitator will select a schedule for the student, which is aligned to the IEP and personal graduation plan.
3. The ARD facilitators have received credentials and trained on Edgenuity in the Credit Recovery.
4. The ARD facilitators have been made aware of Accommodation in Edgenuity and a copy of the Accommodations have be forwarded to the Head of SPED of Texans Can.
5. The Credit recovery teacher has been trained on how to access the Accommodations in Edgenuity.
6. The ARD facilitator will contact the Credit Recovery Teacher to give notification, verify availability and class size

7. The ARD facilitator and the Credit recovery Teacher will enroll the student in the Credit Recovery and make appropriate accommodations for the student, based on the ARD Committee’s decision.
8. It is the expectation that the ARD Facilitator will provide the credit recovery teacher a list of Accommodations for the Special Education student.
9. Once this is done, the ARD Facilitator and the Credit Recovery Teacher will continue to monitor the student. The ARD facilitator will run reports and council with the SPED student when situations arise.
10. Even though the student is in the credit recovery class, the student is still under the supervision of the Special Education Teacher/Facilitator, who is the teacher of record-monitoring teacher. It does not have to be the SPED facilitator, but it does have to be a SPED teacher.

Form used

 ACCOMMODATIONS OFFERED ---->	 CORRESPONDING HEADINGS ON ACCOMMODATIONS PAGE in SPEDTRACK	Using the “Other” option under specific headings on SPEDTRACK ACCOMMODATIONS PAGE Example entry	Location of Services Column on SPEDTRACK Accom. Page
Accommodations			
Student Portal with <i>My Course, Student Organizer, Assignment Calendar</i> , communication tools, progress reports, access to scores and feedback, attendance, and more	Under <i>Timing/Scheduling/Participation and/or Presentation</i>	“Online learning: Access to Student Portal”	ELECTIVE
CloseReader™	Under <i>Presentation</i>	“Online learning: Access to CloseReader”	ELECTIVE
eNotes / eWriting	Under <i>Presentation</i> and/or <i>Responses</i>	“Online learning: access to eNotes and eWriting”	ELECTIVE
Word look-up/lesson glossaries	Under <i>Responses</i>	“Online learning: access to word-look up and lesson glossaries”	ELECTIVE
Rubrics and manipulatives to support instructional activities	Under <i>Responses</i>	“Online learning: access to rubrics and manipulatives”	ELECTIVE
Text-to-Speech	Under <i>Presentation</i>	“Online learning: text-to-speech”	ELECTIVE
Text Translation	Under <i>Presentation</i>	“Online learning: access to text translation for available courses”	ELECTIVE
Video captions and transcripts	Under <i>Presentation</i>	“Online learning: Access to multimedia and printouts of transcripts when needed”	ELECTIVE
Digital highlighters	Under <i>Responses</i>	“Online learning: use of digital highlighter”	ELECTIVE
Calculators- standard, graphing, and specialized calculators	Under <i>Responses</i>	“Online learning: use of calculators-standard, graphing and specialized calculators”	ELECTIVE

Periodic table of elements and psychology timeline (which are course specific)	Under Presentation	"Online learning: use of Periodic table and other available visual aids"	ELECTIVE
Segmented learning	Under Presentation	"Online learning: segmented learning option enabled"	ELECTIVE
Pause and play to allow for scheduled breaks	Under Timing/Scheduling/Participation	"Online learning: access to pause and play for scheduled breaks"	ELECTIVE
Retakes, save and exit, intervention on quizzes	Under Presentation	"Online learning: retake quizzes, save and exit, intervention enabled"	ELECTIVE
Access to Transcript	Under Presentation	"Online learning: access to transcripts and printing enabled"	ELECTIVE
Extended Time (Up to double) through Course Options	Under Responses	"Online learning: extended time enabled"	ELECTIVE
Quiz with Correct Answers	Under Presentation	"Online learning: quiz feedback with correct answers"	ELECTIVE
Allow for Retakes (max 4, then teacher intervention)	Under Presentation	"Online learning: allow retakes of quizzes and exams, with teacher intervention enabled"	ELECTIVE
Modifications (**requested at the corporate level)			
**Customizing-segmenting	TBD with corporate C & I		ELECTIVE
**Customizing-targeted courseware	TBD with corporate C & I		ELECTIVE
			ELECTIVE

Edgenuity Special Education Resources

A resource for educators looking for ideas on how to support students with individual needs. Online courses are a useful tool for educators to support students. Students have individual needs to be successful in their coursework, and Edgenuity's lessons are designed to support students with various needs. Students with disabilities, in particular, are diverse and could struggle in one or more of the following areas:

- attention
- memory
- background knowledge
- vocabulary
- language processes
- strategy knowledge
- spatial use
- Self-regulation.

Edgenuity's lessons feature a highly qualified, certified on-screen instructor. The instructor:

- delivers explicit instruction
- orients students to the lessons
- relates concepts to real-life examples
- offers a clear and concise explanation of the subject matter.

Concepts and skills within the lessons are split into 2-5 minute segments. Each step of a complex skill is modeled and practiced individually before practicing all the steps as a unified sequence. Various instructional formats and multiple representations are used within the lessons to accommodate the variety of learning styles and abilities of students. Students then demonstrate skill mastery by using multiple forms of communication techniques including reading, writing, exploring, creating, and discussing. Real-world examples are used throughout lessons to cultivate student interest, support self-regulation, and maintain motivation.



325 W. 12th Street, Dallas, TX 75208 * 214-944-1985

TCA Edgenuity/ Oddyseyware – Credit Recovery User Agreement

Policies and Procedures – Teachers

I _____ hereby acknowledge and agree that I have received the Texans Can Academies Edgenuity – Credit Recovery Agreement and as a Texans Can Academies employee who utilizes Edgenuity the primary method to assign student credit, I attest that I will abide by the following practices:

1. As a Teacher, I will monitor student's classes to ensure that a student won't acquire more than 10 credits per semester through non direct instruction.
2. As a Teacher, I will ensure that a student will never be enrolled in more than 4 Credit Recovery classes at the same time.
3. As a Teacher, I will monitor that classes taking by the students in Edgenuity will follow the student graduation plan and will benefit the student towards credit acquisition.
4. As a Teacher, I will ensure that none tested subjects are assigned in Credit Recovery classes in the student's schedule.
5. As a Teacher, I will ensure that students will take the full modules offered for every class unless the pre-test dictates otherwise. Modifications are allowed ONLY per ARD and LPAC documentation.
6. As a teacher I will follow the Grading practices and weights for all courses: district—Projects (0%); Lessons (20%); Quizzes (40%); and Tests (40%).
7. As a Teacher, I must check and approve student readiness before opening and assigning tests and quizzes. As a Teachers I CAN NOT change for any reason the Assignment Score.
8. As a Teacher, I will ensure that new enrollments and courses are assigned ONLY in Edgenuity. Any course completed in Oddyseyware less than 30% must be fully completed in Edgenuity, courses completed 30% or more can be finished in Oddyseyware.
9. As a Teacher, I must grade all writers (short answers and essays) associated with lessons, quizzes, and tests within 72 hours of submission. Monitor the "Actions" box on the Home tab for notifications on a daily basis.
10. As a Teacher, I will ensure that once a student is assigned a course, there will be no questions/lessons skipped, unless the student is attempting credit recovery (CRx). In the case of credit recovery, only those questions/lessons will be skipped that are automatically noted by the pretest results.

11. As a Teacher, I understand that the district has set the maximum number of attempts for lessons at three (3), the maximum number of attempts for quizzes at two (2), and the maximum number of attempts at tests at one (1). These protocols will remain constant for all students and courses and will not be overridden, except for the following condition:
- At the credit recovery teacher 's discretion, they may reset individual student's lessons, quizzes, and/or tests to reflect the following additional attempts:
 - Lessons – Up to 2 additional attempts (for a max total of 5)
 - Quizzes – Up to 2 additional attempts (for a max total of 4)
 - Tests – Up to 1 additional attempt (for a max total of 2)
12. As a Teacher, I understand that ONLY school administrators may reset individual student questions, lessons, quizzes, or tests beyond the parameters listed above (after all additional attempts have been exhausted by the credit recovery teacher). In each instance, the administrator must note the reason for the reset.
13. As a Teacher, I understand that a passing score for student lessons, quizzes, and tests is set at 70% for initial credit and 80% for credit recovery.
- i. Initial Credit: Students scoring below 70% on the first attempt must retake the assignment to improve the score. If a student scores above 70% of his/her first attempt, then no more attempts are allowed. If a student must attempt an assignment more than one time, then the last score is always the one that will be counted, regardless of which score is higher.
 - ii. Credit Recovery: Students take the pretest ONLY ONE time and must score an 80% or higher to test out of that unit. If they do not meet the 80% on the pretest, they will only be assigned lessons in that unit that have not been mastered as shown in the pretest. Once the lessons are assigned, they must score a 70% or higher to show mastery.
14. As a teacher, I will be present in each instance a student takes a test. Students must take all test on campus.
15. As a Teacher I will follow the Implementation Tips and Practices as set forth in the Edgenuity / Odysseyware training and the Implementation Guide.
16. As A Teacher I understand that all courses assigned for credit recovery will begin with TCA and will include the completion of a semester exam and/or final exam, unless a school has a policy that directs otherwise.
17. Once a student completes a course 100% and has a passing score of 70 or better, as a teacher I will print a "Course Percentage Complete" report in PDF format in Edgenuity / Odysseyware for that student and course. I will staple the Grade Coversheet on top of the "Course Percentage Complete" report and turn it in to the academic advisor.
18. As a teacher, I will respond to all student requests for assistance as soon as possible and, if unable to provide adequate help.

Employee Signature

Date



325 W. 12th Street, Dallas, TX 75208 * 214-944-1985

TCA Edgenuity/ Oddyseyware – Credit Recovery User Agreement

Policies and Procedures - Academic Advisors

I _____ hereby acknowledge and agree that I have received the Texans Can Academies Edgenuity – Credit Recovery Agreement and as a Texans Can Academies employee who utilizes Edgenuity and Oddyseyware as the primary method to assign student credit, I attest that I will abide by the following practices:

1. As an Academic Advisor, I will choose the appropriate course for the student based upon need. The Teacher will make the enrollment using the TCA labeled courses. As an Academic Advisors I CAN NOT Change any grades, assignments, questions or anything in the student Edgenuity and oddyseyware account. As an Academic Advisors I can ONLY View Student Grades and print reports.
2. As an Academic Advisor, I will receive the Report from teachers with the Course Percentage Complete and will verify that student completed 100% the classes with a passing score of 70% or better. Once that is verified, I will enter the grades information in E-school to grant students credit.
3. As an Academic Advisor, I will monitor student’s schedules to ensure that a student won’t acquire more than 10 credits per semester through non direct instruction.
4. As an Academic Advisor, I will ensure that a student will never be enrolled in more than 4 Credit Recovery classes at the same time.
5. As an Academic Advisor, I will monitor that classes taking by the students in Edgenuity / Oddyseyware will follow the student graduation plan and will benefit the student towards credit acquisition.
6. As an Academic Advisor, I will ensure that none tested subjects are assigned in Credit Recovery classes in the student’s schedule.
7. As an Academic Advisor, I will monitor that new enrollments and courses are assigned ONLY in Edgenuity. Any course completed in Oddyseyware less than 30% must be fully completed in Edgenuity, courses completed 30% or more can be finished in Oddyseyware.
8. If during the year my campus administrator assigned me as a substitute teacher for credit recovery classes, I will follow the teacher’s guidelines listed below:
 - Grading practices and weights for all courses will remain as those set by the district—Projects (0%); Lessons (20%); Quizzes (40%); and Tests (40%).
 - Teachers must check and approve student readiness before opening and assigning tests and quizzes. Teachers CAN NOT change for any reason the Assignment Score.
 - Teachers must grade all writers (short answers and essays) associated with lessons, quizzes, and tests within 72 hours of submission. Monitor the “Actions” box on the Home tab for notifications on a daily basis.

- Once a student is assigned a course, there will be no questions/lessons skipped, unless the student is attempting credit recovery (CRx). In the case of credit recovery, only those questions/lessons will be skipped that are automatically noted by the pretest results.
- The district has set the maximum number of attempts for lessons at three (3), the maximum number of attempts for quizzes at two (2), and the maximum number of attempts at tests at one (1). These protocols will remain constant for all students and courses and will not be overridden, except for the following condition.
 - At the credit recovery teacher’s discretion, they may reset individual student’s lessons, quizzes, and/or tests to reflect the following additional attempts:
 - Lessons – Up to 2 additional attempts (for a max total of 5)
 - Quizzes – Up to 2 additional attempts (for a max total of 4)
 - Tests – Up to 1 additional attempt (for a max total of 2)
- ONLY school administrators may reset individual student questions, lessons, quizzes, or tests beyond the parameters listed above (after all additional attempts have been exhausted by the credit recovery teacher). In each instance, the administrator must note the reason for the reset.
- A passing score for student lessons, quizzes, and tests is set at 70% for initial credit and 80% for credit recovery.
 - Initial Credit: Students scoring below 70% on the first attempt must retake the assignment to improve the score. If a student scores above 70% of his/her first attempt, then no more attempts are allowed. If a student must attempt an assignment more than one time, then the last score is always the one that will be counted, regardless of which score is higher.
 - Credit Recovery: Students take the pretest ONLY ONE time and must score an 80% or higher to test out of that unit. If they do not meet the 80% on the pretest, they will only be assigned lessons in that unit that have not been mastered as shown in the pretest. Once the lessons are assigned, they must score a 70% or higher to show mastery.
- Teachers will be present in each instance a student takes a test. Students must take all test on campus.
- Teachers will follow the Implementation Tips and Practices as set forth in the Edgenuity / Odysseyware training and the Implementation Guide.
- All courses assigned for credit recovery will begin with TCA and will include the completion of a semester exam and/or final exam, unless a school has a policy that directs otherwise.
- Once a student completes a course 100% and has a passing score of 70 or better, then the credit recovery teacher will print a “Course Percentage Complete” report in PDF format in Edgenuity / Odysseyware for that student and course. Teachers will staple the Grade Coversheet on top of the “Course Percentage Complete” report and turn it in to the academic advisor.
- Teachers will respond to all student requests for assistance as soon as possible and, if unable to provide adequate help, will provide the student access to another instructor who can offer the needed instruction.

Employee Signature

Date



TCA Edgenuity/ Oddyseware – Credit Recovery User Agreement

Policies and Procedures – Principals – Assistant Principals

I _____ hereby acknowledge and agree that I have received the Texans Can Academies Edgenuity – Credit Recovery Agreement and as a Texans Can Academies employee who utilizes Edgenuity and Oddyseware as the primary method to assign student credit, I attest that I will abide by the following practices:

1. As a Principal, I will monitor that Academic Advisors choose the appropriate course for the student based upon need. Academic Advisors CAN NOT Change any grades, assignments, questions or anything in the student Edgenuity and oddyseware account. Academic Advisors can ONLY View Student Grades and print reports.
2. As a Principal, I will monitor Report from teachers with the Course Percentage Complete and will verify that student completed 100% the classes with a passing score of 70% or better. Once that is verified, I will monitor that Academic Advisors are entering correctly grades in E-school to grant students credit.
3. As a Principal, I will monitor student's schedules to ensure that a student won't acquire more than 10 credits per semester through non direct instruction.
4. As a Principal, I will ensure that a student will never be enrolled in more than 4 Credit Recovery classes at the same time.
5. As a Principal, I will monitor that classes taking by the students in Edgenuity / Oddyseware will follow the student graduation plan and will benefit the student towards credit acquisition.
6. As a Principal, I will ensure that none tested subjects are assigned in Credit Recovery classes in the student's schedule.
7. As a Principal, I will ensure that students will take the full modules offered for every class unless the pre-test dictates otherwise. Modifications are allowed ONLY per ARD and LPAC documentation.
8. As a Principal, I will monitor that new enrollments and courses are assigned ONLY in Edgenuity. Any course completed in Oddyseware less than 30% must be fully completed in Edgenuity, courses completed 30% or more can be finished in Oddyseware.
9. If during the year I am assigned as a substitute teacher for credit recovery classes, I will follow the teacher's guidelines listed below. I will also monitor that these guidelines are followed by teachers in my campus.
 - Grading practices and weights for all courses will remain as those set by the district—Projects (0%); Lessons (20%); Quizzes (40%); and Tests (40%).
 - Teachers must check and approve student readiness before opening and assigning tests and quizzes. Teachers CAN NOT change for any reason the Assignment Score.
 - Teachers must grade all writers (short answers and essays) associated with lessons, quizzes, and tests within 72 hours of submission. Monitor the "Actions" box on the Home tab for notifications on a daily basis.
 - Once a student is assigned a course, there will be no questions/lessons skipped, unless the student is attempting credit recovery (CRx). In the case of credit recovery, only those questions/lessons will be skipped that are automatically noted by the pretest results.

- The district has set the maximum number of attempts for lessons at three (3), the maximum number of attempts for quizzes at two (2), and the maximum number of attempts at tests at one (1). These protocols will remain constant for all students and courses and will not be overridden, except for the following condition.
 - At the credit recovery teacher’s discretion, they may reset individual student’s lessons, quizzes, and/or tests to reflect the following additional attempts:
 - Lessons – Up to 2 additional attempts (for a max total of 5)
 - Quizzes – Up to 2 additional attempts (for a max total of 4)
 - Tests – Up to 1 additional attempt (for a max total of 2)
- ONLY school administrators may reset individual student questions, lessons, quizzes, or tests beyond the parameters listed above (after all additional attempts have been exhausted by the credit recovery teacher). In each instance, the administrator must note the reason for the reset.
- A passing score for student lessons, quizzes, and tests is set at 70% for initial credit and 80% for credit recovery.
 - Initial Credit: Students scoring below 70% on the first attempt must retake the assignment to improve the score. If a student scores above 70% of his/her first attempt, then no more attempts are allowed. If a student must attempt an assignment more than one time, then the last score is always the one that will be counted, regardless of which score is higher.
 - Credit Recovery: Students take the pretest ONLY ONE time and must score an 80% or higher to test out of that unit. If they do not meet the 80% on the pretest, they will only be assigned lessons in that unit that have not been mastered as shown in the pretest. Once the lessons are assigned, they must score a 70% or higher to show mastery.
- Teachers will be present in each instance a student takes a test. Students must take all test on campus.
- Teachers will follow the Implementation Tips and Practices as set forth in the Edgenuity / Odysseyware training and the Implementation Guide.
- All courses assigned for credit recovery will begin with TCA and will include the completion of a semester exam and/or final exam, unless a school has a policy that directs otherwise.
- Once a student completes a course 100% and has a passing score of 70 or better, then the credit recovery teacher will print a “Course Percentage Complete” report in PDF format in Edgenuity / Odysseyware for that student and course. Teacher will staple the Grade Coversheet on top of the “Course Percentage Complete” report and turn it in to the academic advisor.
- Teachers will respond to all student requests for assistance as soon as possible and, if unable to provide adequate help, will provide the student access to another instructor who can offer the needed instruction.

Employee Signature

Date



Edgenuity® Student Guide

Introduction to Edgenuity Courseware™

Contents

Introduction.....	1
Grade Weights	2
Accessing Courses.....	2
Your Home Page.....	3
Your Course Map	3
Courseware Learning Tools.....	4
Learning Tools Enabled by Your Teacher.....	6
Subject-Specific Tools.....	6
Student Reports	8

Introduction

We are so excited that you are joining us on an adventure in online learning! Edgenuity has created an inviting, interactive learning environment to help guide you towards your academic success.

Your courses contain standards-based instruction with lessons from expert, on-screen teachers and multimedia tools and resources. You will be presented with real-world applications, allowing you to build your content knowledge and essential skills, while also inspiring a deeper understanding.

Your Edgenuity account not only provides access to your coursework, it is also where you can find view your progress report, monitor your daily assignment calendar, and access additional features designed to keep you informed and in control of your own education.

This guide is intended to help you become comfortable navigating your courses and walk you through everything you need to know to be successful with your Edgenuity program, in your own time and at your own pace. Our best to you as you start this journey in your online course!

Grade Weights

To be successful in your online courses, it's important to know how your work will be graded. Your overall grade is determined by calculating the weighted averages of your activities. Your teacher will be able to provide you with the grade weight percentages that have been assigned to your course, and you can keep track of those activity weights here.

Activities	Weight
Assignments	%
Essays	%
Labs	%
Projects	%
Additional Activities	%

Assessments	Weight
Quizzes	%
Tests	%
Exams	%

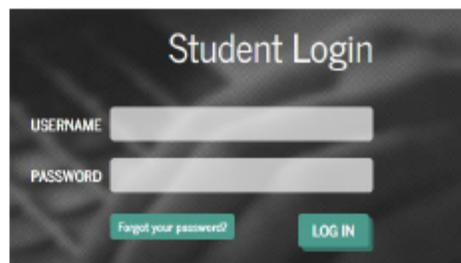
Courses may not include every activity listed here, so be sure to check with your teacher about which of these activities will be in your course.

Accessing Courses

1. Log in to <https://learn.edgenuity.com> and click the **Students** button. Or follow your teacher's login instructions if they are different.

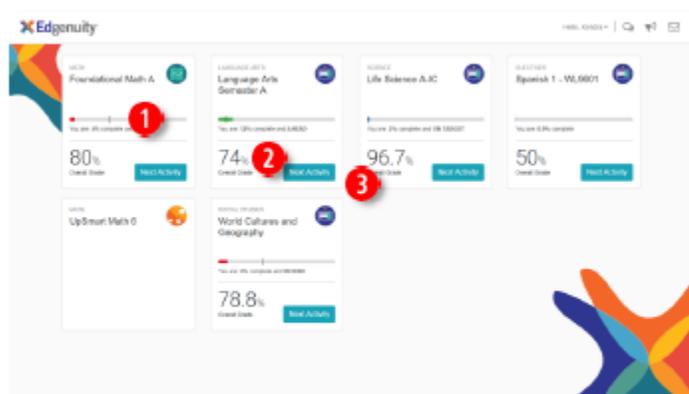


2. On the login screen:
 - Enter the **username** and **password** provided to you by your teacher.
 - Click the **Log In** button.



Your Home Page

1. Here you see a list of all courses assigned to you, along with your current progress and course grade.
2. Click on the **title** of the course to explore the course map.
3. Or, click any blue **Next Activity** to begin working immediately in the course.



- 1 A progress bar shows your current progress. It also displays target progress if a start and target date have been assigned to the course by your teacher. This progress bar is blue if you are on track, green if you are ahead, and red when you start to fall behind.
- 2 The course tiles will also show you the current grade in each of your courses.
- 3 The icons at the top of each tile indicate the type of Edgenuity program you are assigned:



Courseware



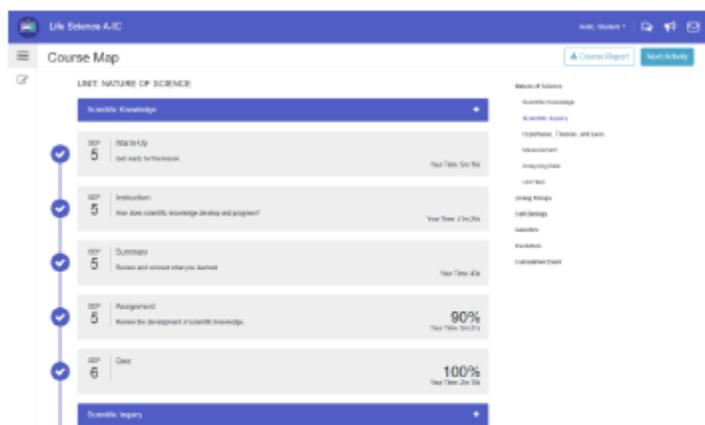
MyPath



UpSmart

Your Course Map

1. From the Home Page, click the **title** of the course that you would like to work on.
2. Here you see the course map displaying all activities assigned to you. The map auto loads to the next activity in the course, and you can use the course outline located to the right to see what has been assigned.



3. **Due dates** appear next to each activity if your teacher has set a target date. This helps you stay on track by completing your daily assignments.
4. Above the course outline is a downloadable **Course Report** that you can use as an assignment calendar and to track your progress and activity scores.
5. Click a **lesson title** in the blue bar to view the lesson objectives, standards, and transcripts.

- When you complete your assigned coursework for the day, click the **Courseware** icon at the top left to navigate to another course or return to the Home Page.

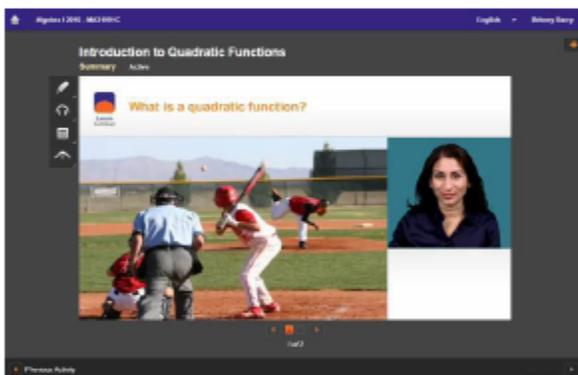
By default, you are required to complete activities in the order in which they are assigned—unless your teacher has enabled Free Movement, you need to complete each activity in its entirety before moving on to the next activity.

Courseware Learning Tools

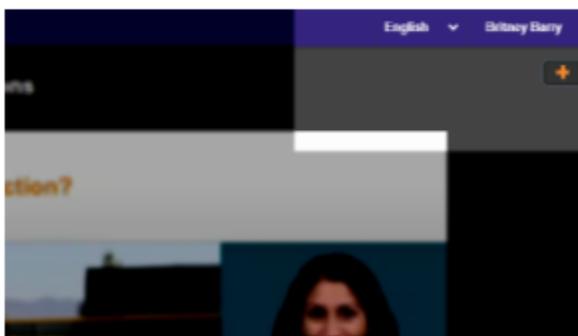
Your online courses include a number of tools available to support your learning. You can take digital notes (eNotes), use the online glossary to view new vocabulary, and even read transcripts of the video instruction to ensure you don't miss key information.

Many courses also have subject-specific tools available like calculators, formula sheets, and the periodic table. And if your teacher enables additional tools for you, you could have access to translate the text you see on screen into one of over 60 languages, or even have text read aloud to you. Let's take a look at some examples.

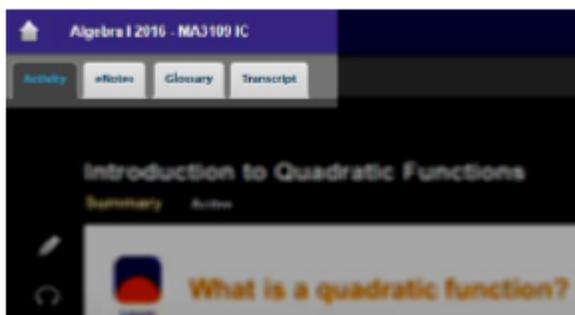
- Every lesson in your course gives you access to electronic notes (eNotes), an online glossary, video instruction transcripts, and a highlighter tool.



- Open these tools by clicking the orange plus sign at the top right corner, found under your name.



3. Edgenuity automatically detects your screen size and adjusts to give you the best learning experience. On smaller screens, tablets, or mobile devices, you might find tabs across the top instead of the plus sign.

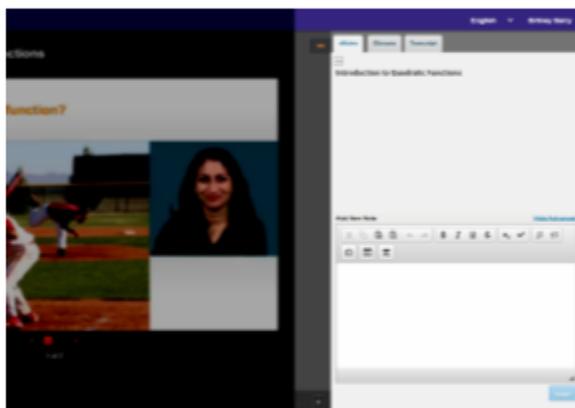


4. Click on any tab to see the related information:

- **eNotes:** take notes as you are learning; your teacher may allow you to access these notes during your assessments



Click these arrows under the eNotes tab to open and close the advanced view you see here. You'll have access to additional formatting, an equation editor, as well as tables.



- **Glossary:** access key vocabulary terms for your lesson and also look up unfamiliar words
- **Transcript:** read the text of the video instruction

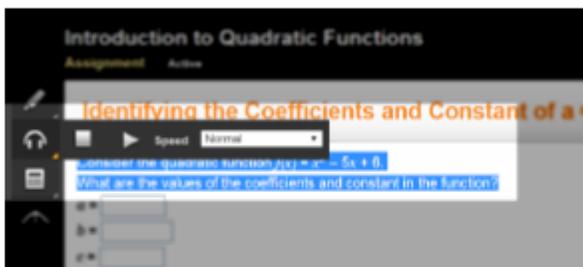


Highlighter: highlight text on the screen in various colors; these highlights do not disappear unless you choose to clear them; they will show up the next time you log into your course.

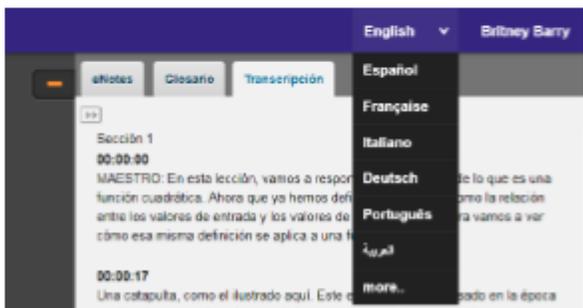


Learning Tools Enabled by Your Teacher

Read-Aloud: highlight the text on screen and have it read aloud in English; or any of the first 5 languages that appear in the translation tool (see below). After highlighting text, hover over the read-aloud icon, then click play.



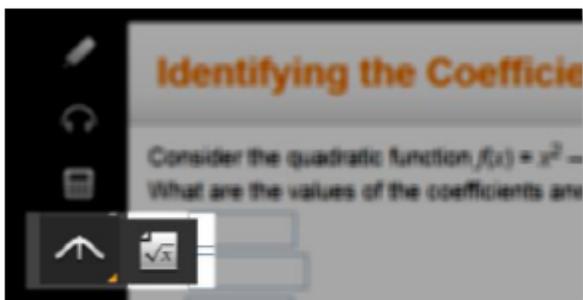
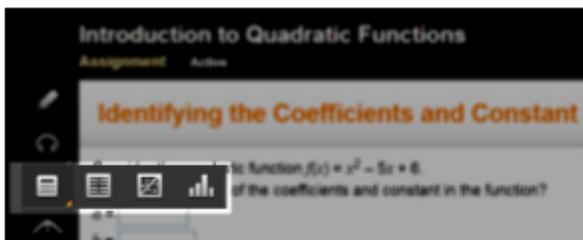
Translation: translate any text on screen into one of over 60 different languages; opening the transcript tab first allows you to translate the transcript into your home language too!



Subject-Specific Tools

1. Math Courses

- Calculators:** there are a number of calculators available as needed, including standard, graphing, regression, and statistics calculators; not all math courses have calculators available.
- Resources:** you may need access to helpful formula sheets or additional resources which are found at the bottom of the toolbar.



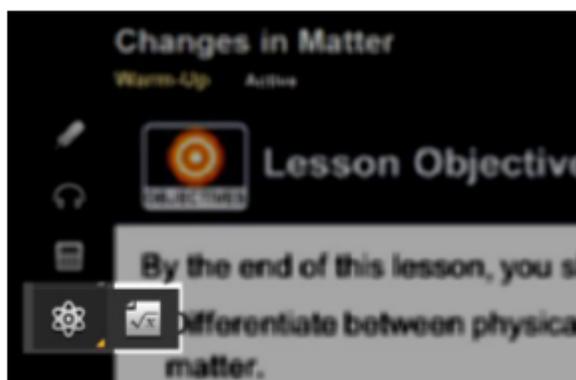
2. English Language Arts Courses

- **Grammar Handbook:** this is your comprehensive guide to all things grammar-related located at the bottom of the toolbar.



3. Science Courses

- **Calculators:** similar to Mathematics courses, you have access to calculators when they are required to complete your coursework.
- **Periodic Table:** this tool may appear for some, but not all, science courses.



Student Reports

You have access to several reports that are helpful for staying on track to complete your coursework, view your progress, and monitor your own grades.

1. **Course Report:** provides detailed information about all activities assigned to you within a selected course. Access the Course Report by clicking the button on the top right within the Course Map.

The Course Report also serves as an assignment calendar. Print this report and check off each of your assignments as you work through the course!

The screenshot shows the 'Course Map' for 'Unit 1: Nature of Science'. It lists several activities with their completion status and dates:

- Unit 1: Nature of Science (90% completed)
- Unit 2: (100% completed)

Below the Course Map is the 'Course Report' for 'Carla Smith' in the course 'AD Common Core Mathematics 5-8'. The report includes a table of activities with columns for Date, Final Attempt, Submitted, Attempts, Total Time, Category, and Score.

Activity	Date	Final Attempt	Submitted	Attempts	Total Time	Category	Score
Unit 1: Understanding Matter and Mass							
Lesson: Describing Part-to-Part Relationships							
Video: 5.1	7/26/2019	7/26/2019	7/26/2019	1	26m 36s		100%
Introduction	7/26/2019	7/26/2019	7/26/2019	1	26m 37s		
Summary	7/26/2019	7/26/2019	7/26/2019	1	7m 37s		
Assignment	7/26/2019	7/26/2019	7/26/2019	1	2m 45s	Assignment	100%
Quiz	7/26/2019	7/26/2019	7/26/2019	1	2m 5s	Quiz	100%
Lesson: Using Ratio Reasoning							
Video: 5.2	7/26/2019	7/26/2019	7/26/2019	1	19m 36s		
Introduction	7/26/2019						
Summary	7/26/2019						
Assignment	7/26/2019					Assignment	0%
Quiz	7/26/2019					Quiz	0%
Lesson: Equivalent Ratios							
Video: 5.3	7/26/2019						
Introduction	7/26/2019						
Summary	7/26/2019						
Assignment	7/26/2019					Assignment	0%

2. **Attendance Log:** keep track of your daily activities through the attendance log, found on the Profile menu after clicking on your name in the top right corner.

The screenshot shows the 'Attendance Report' for 'Raquel Daniels'. It displays a table of activities with columns for Date, Start Time, End Time, and Status (Completed).

Date	Start Time	End Time	Status
Monday 8/13/2019			
8:28 AM - 9:00 AM	08:28 AM	09:00 AM	Completed
Tuesday 8/14/2019			
4:30 PM - 5:30 PM	04:30 PM	05:30 PM	Completed
Friday 8/16/2019			
2:32 PM - 3:37 PM	02:32 PM	03:37 PM	Completed
Monday 8/20/2019			
8:00 AM - 9:20 AM	08:00 AM	09:20 AM	Completed

Hello Parents, and Welcome to Edgenuity™ where learning clicks



We are genuinely excited that your student will be joining us to achieve real learning on a true educational adventure. Edgenuity provides an exciting, engaging experience that is designed to capture attention and draw students into the interactive world of online and blended learning.

Edgenuity has provided courses for students in sixth to twelfth grade for fifteen years, and through our experience with teachers, students, and parents, we built engaging and effective curriculum that connects science, math, language arts, social studies, and elective courses to your student's everyday world.

Using a combination of animations, simulations, video-led direct instruction, relevant web sites, and a myriad of activities that support the lesson's topic, students have a wealth of information at their fingertips that can be reviewed as many times as necessary to achieve mastery. Edgenuity strongly believes that each student is unique and acquires information in his or her own way. As a result of that belief, our courses are designed to provide students with activities that support the ways they learn best: seeing, hearing, and touching the course materials.

To ensure that your student's experience with Edgenuity is successful, we wanted to introduce ourselves and provide information that will enable you to partner with us in this goal.

Enclosed in this brief guide is some basic information:

- **Logging in to Edgenuity**
- **Checking plug-ins**
- **Understanding your Student's Progress**
- **Family Portal**
- **Tips to help your student succeed**

Thank you for joining us in our endeavor to provide engaging, relevant instruction to your student. It is our mission to not only help your student graduate, but also prepare him or her for a successful future.

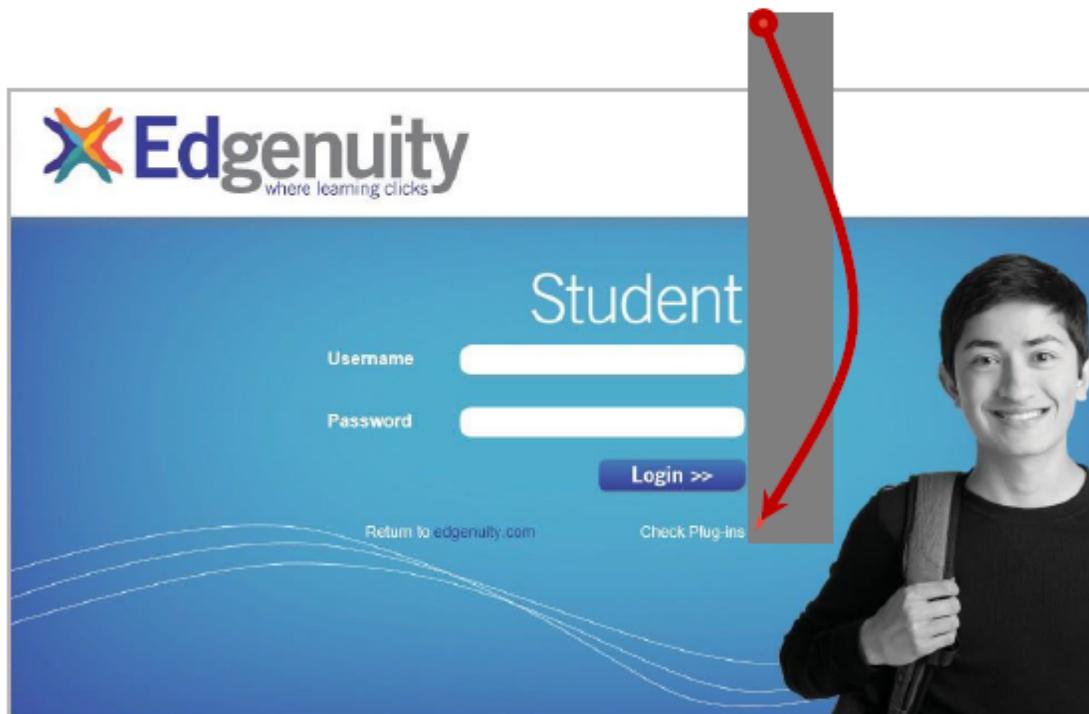


Logging into the System:

The web address for Edgenuity is learn.edgenuity.com/student
Please note there is no **www** before the web address.

Edgenuity's web based system will run on any new computer. It is recommended that you use Google Chrome as your default browser if you experience problems with Internet Explorer. However, with any technical glitch please make sure you check your settings with your computer and your anti-virus protection program to make sure that Edgenuity is allowed (place on safe and approved sites) and keep your computer/laptop up-to-date. If problems are encountered try an alternative browser window (Chrome, Firefox, and IE) and please double check your plug-ins.

Once you type the web address into the address bar of your browser window and press the **Enter** key on your keyboard or the **Search** button in your browser window, you will be taken to the Edgenuity login page. Before you log in, it is a good idea to check the plug-ins on your computer to verify that you have all the software necessary to run the Edgenuity program. Please click the **Check Plug-ins** link in the bottom-right portion of the login window so that our system can run an instant check.





You will receive a notification window that provides you with a confirmation regarding the software found on your computer.

Plugin	Your Version	Required Version	Status
Adobe Flash Player	10	9	OK
Adobe Acrobat Reader	7	6	OK
Quicktime Player	7.41	7	OK
Shockwave Player	11	10	OK
Java	1.6	1.5	OK

Your system is updated and ready to proceed

Plugin	Your Version	Required Version	Status
Adobe Flash Player	7	9	X
Adobe Acrobat Reader	7	6	OK
Quicktime Player	7.41	7	OK
Shockwave Player	11	10	OK
Java	1.6	1.5	OK

Your system needs additional software to proceed

If the software check comes back as OK, then continue logging in. If the software check comes back with a red X next to any of the required software, then click the software provider's link and download the necessary version of the software.

Once your computer has all the necessary software, your student will need a username and password to enter the site. This information should be provided by your student's school.

Username: _____ (See a teacher or ask your child)

Password: _____

Understanding Your Child's Progress Report

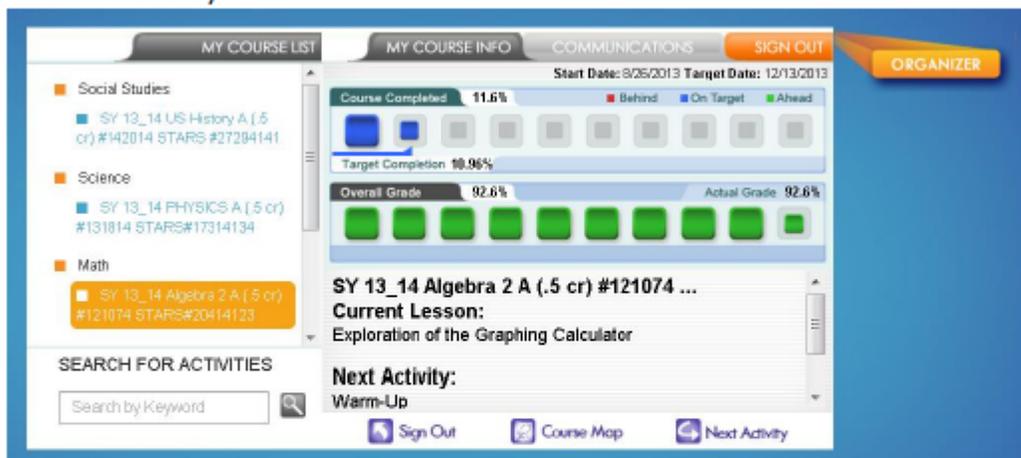
Knowing how your child is performing in their courses is something important to all parents and guardians. We want to make sure that you have access to that information and that you know how to interpret it.

Your child's progress report should be sent to you weekly by email every Monday morning. Please provide your email address(s) to your child's teacher or the registrar. Also, inform us of any changes or additions to your email address(s). If you wish to have it more frequent please inform your child's teacher to have this change.

Understanding the Progress Report:

Students also see this same progress report each time they log into the Virtual Classroom to perform work in their courses. Edgenuity is dedicated to ensure students, as well as the parents, guardians, and educators who support them, always know how they are performing in their course work with immediate and up-to-date reflection of student's efforts.

Student view from the Lobby:



Student view from the "Organizer" then select Reports and Progress Report:

The screenshot shows the 'Organizer' interface for the SY 13_14 Algebra 2 A course. It displays a progress report table and an assignment calendar.

	Quiz	Test	Exam	Assignment	Additional	Project
Taken	8			32		
Total	57	6	1	244		2
Graded	8			8		
Score	91.25%			95.92%		
Weight	25%	25%	20%	10%	10%	10%

The 'ASSIGNMENT CALENDAR' shows the course 'SC1113 - Earth Science' for Week 1 (5/19/2013 - 5/25/2013). It lists various activities and their weights, such as 'Online Content 0.2%', 'Journal Activity 0.33%', 'Lab Lecture (9 min) 0.38%', 'Lab Assessment 0.33%', 'Practice 0.38%', and 'Quiz 0.9%'. The calendar also shows the current date as Friday, May 24, 2013.

Organizing tip → Student work expectations established based on the number of quizzes per course to be done weekly during the semester. This means students work at school and at home! Use the Total Quizzes minus how many Quizzes have been taken to better plan weekly and daily goals of what needs to be accomplished. Example from above $57-8=49$ (divide by how many weeks remain in the semester) assume it is 10 weeks remain ($49/10 = 4.9$) round up to 5 lessons a week which would be 1 lesson a day that student must complete. Also note the start day (08/18/14) and Target date (12/12/2014). The Assignment Calendar is customized for the individual student given RRPS district calendar to include holidays, weekends and instructional days for the school year. Students are encouraged to stay true to what the Assignment Calendar says and the student will be successful by staying in the green or blue. Ex: 3-4 quizzes per week for each class which is between 15-20 quizzes per week = @ 25-30 hours a week for students who are full-time at RRCA.

NAME OF COURSE: At the top of the report you will see the name of the course.

COURSE COMPLETED: There are three elements in the Course Completed section that advise you on the progress your child is making in that specific course: Percentages indicates how much of the course a student has completed, working towards the ultimate goal of 100% completion. Color coded completion squares:

- Red:** Your child is falling behind in the course
- Blue:** Your child is on track with the course
- Green:** Your child is ahead of schedule in the course

TARGET COMPLETION: Indicates how far along in the course the student should be.

OVERALL GRADE: The grade your child has earned thus far in the course, based on all activities and assessments he or she has completed. Percentage grade based on a 0%–100% scale.

- **Red:** Indicates a grade between 0%–59%
- **Orange:** Indicates a grade between 60%–69%
- **Yellow:** Indicates a grade between 70%–79%
- **Olive:** Indicates a grade between 80%–89%
- **Green:** Indicates a grade between 90%–100%

COMPLETE COUNT: Indicates the percent of the course completed, calculated by the number of assignments completed vs. the total number of assignments in the course (this number may be slightly different than the Course Completed percentage).

RELATIVE GRADE: Represents the grade that your child would receive if he or she stopped working in that course today and received 0% for all unfinished activities.

ACTUAL GRADE: Represents the overall grade adjusted for progress. If a student is behind in a course, the Actual Grade factors in zeroes for any late assignments. This grade will be lower than the Overall Grade if your child is behind in the course; it will be the same as the Overall Grade if your child is on time or ahead of schedule in the course. **It is RRCA and RRPS best practice to use the ACTUAL GRADE when reporting grades throughout the school year.** Q1, Q2, S1, Q3, Q4 and S2 grades are reported using Actual Grade. Please be aware of this as these are the grades used for all teachers with Power Teacher and therefore uploaded into Power School. **This is the grade that all monitors (admin, teachers, coaches, staff, parents and students themselves) should use for reflection of their true effort in the course.**

TARGET COMPLETION: This is the percentage of the course the student should have completed based on the start and target dates set by the teacher.

TAKEN: This shows the number of activities, by category, completed by the student.

TOTAL: This shows the number of activities, by category, assigned in the course. Please note that this figure may not be accurate if pre-testing is enabled for the course as the pre-test results will determine the number of activities presented to the student.

GRADED: This shows the number of activities, by category, that count toward the student's grade. By default, activities such as Vocabulary and Lectures do not factor into the grade; this is why the Graded number is lower than the Taken number.

SCORE: This shows the average grades for each type of activity that the student has completed.

WEIGHT: This shows how the grade values of different activity categories combine to form the overall grade.

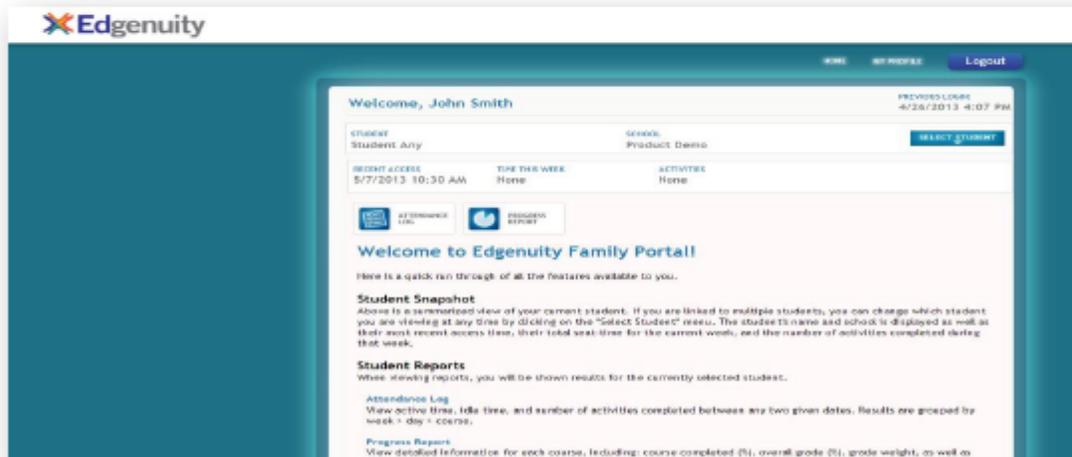
Family Portal Guide

The Family Portal is a site that allows parents access to current information about their student's progress and performance. Parents will be able to see a range of information such as how much time the student has spent working on their courses, what their grades are, and if they are on track to finish their courses on time. The Family Portal feature must be enabled by your student's teacher/admin. Parents need to ask a teacher or the registrar for your student's access code.

- (1) The Family Portal can be accessed at <http://learn.edgenuity.com/family/>
- (2) Click on "Activate a student"
- (3) Step 1 - You will be prompted to enter your email address along with the activation code you were provided by the school.
- (4) Step 2 - Create Your Account



- (5) With the account now generated, you will automatically be logged into the Family Portal. Once you are logged in, you will be able to see a listing for all students that are associated with your account. You will also have the ability to view the Attendance Log and/or Progress Report for any of your associated children.



When you return to the Family Portal at <http://learn.edgenuity.com/family/> you can log in using your email address and the password you created. If you have trouble remembering your password, you can click the Forgot your password? link, enter your email address, and your password will be emailed to you.





Tips to Help Your Student Succeed



Focus on three things: time, expectations, and encouragement.

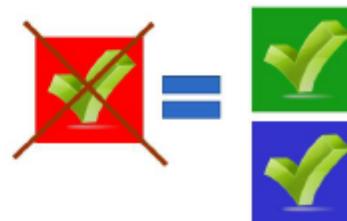
- **Time:** The student **MUST BE** able to work on Edgenuity courses from home!!!! Help your student schedule enough time to complete daily assignments – time management. If your student works on Edgenuity courses on-site at school, then encourage your student to schedule time to review his or her progress/pace with a teacher including reviewing eNotes to make sure quality effort is being done, check for understanding, demonstrating mastery and addressing student need(s).
- **Set High Expectations:** Encourage your student to actively use the Assignment Calendar to track what course work he or she should be completing each day. Setting and achieving daily goals helps keep students motivated and determined to succeed. The Assignment Calendar takes into account RRPS District Calendar as well as personalized by the start and end date of your student given the school year and semester.
- **Ask for Feedback, and Provide Encouragement:** On a daily basis, check in with your student by asking questions and reviewing his/her progress, assignment calendar and attendance log...
 - Check Announcements Daily or at least Weekly
 - Utilize the Family Portal and review the Attendance Log and Progress Report
 - What did you learn today? Daily work is expected – parents ensure your students work daily!
 - What did you accomplish today?
 - Are you on track according to the Assignment Calendar? If not, what plans need to be altered to get on track where student(s)' progress report shows in the blue or green?
 - What did you find challenging today? Did you put work first? Play second?
 - How did you overcome those challenges?
 - Did you review your incorrect answers (assignments and quizzes) and learn from them?
 - Did you use your notes and correct/update them as you learn throughout the lesson?
 - How can I help you achieve success?

Student Orientation Video points out these Tips for Success...

Tips for Success

- 1 Take notes.
- 2 Stay on pace.
- 3 Check your assignment calendar.
- 4 Ask for help.
- 5 Avoid plagiarism.

Goal = stay on track in all subjects to achieve 100% completion



We here at RRCA and RRPS are all thrilled to have you and your student as a part of the Edgenuity family. Communication is essential, please let us know if you have any questions or concerns we want your student to be successful within our virtual enriched hybrid learning environment. Good luck!