The Reconnection (Reconnect) program was designed to assist students recover credits for incomplete (due to excessive absences) or failed courses. The program allowed students to remain enrolled in courses in the traditional classroom setting on their campus while recovering credit in Reconnect centers during assigned periods. Credit recovery allowed students to remain on track to be promoted or graduate with their cohort.

The Reconnect program provided students with online coursework. The online work was prescriptive, meaning that the student pre-tested over the objectives in a module, using NovaNET. The pre-test determined which objectives the student needed to master. The student worked through only those modules and was tested again at completion. As students mastered a module, they moved to the next module. Students did not have to spend additional time on those modules they had mastered, focusing only on those objectives they had not mastered. With successful completion of prescriptive online work and the district Assessment of Course Performance (ACP) test, students were awarded credit using district grading standards. The Title I 2011-12 workscope allocation for this program was $2,608,763.

**Student Selection Criteria**

There was no districtwide student selection, enrollment, and removal process for the Reconnect program. With few exceptions, Reconnect facilitators and counselors reported that students had to have failed a course to be enrolled. When asked on an online survey for a description of the Reconnect enrollment process, facilitators’ and counselors’ comments revealed that there was little consistency in the enrollment process beyond the counselor enrolling the student. There was little consistency when facilitators and counselors described their procedures for moving students out of the program once they had completed their credits. Some counselors indicated that students could have late arrival or early release if they were enrolled in Reconnect during the first or last period of a day.

**Campus Attitudes Toward Reconnect**

Counselors and Reconnect facilitators reported that their relationships with one another were positive. Reconnect facilitators reported that their relationships with campus administrators could be improved. While the majority (67%) of campus counselors and Reconnect facilitators reported that the campus attitude toward the Reconnect program was “ Mostly Positive,” there was evidence to suggest that improvement was necessary for some campuses. There was a discrepancy between counselor and facilitator reports of how often facilitators were invited to campus meetings (about 54 percent of counselors said that they included Reconnect facilitators “Often” or “Almost Always” while about 85 percent of facilitators indicated they were included to that degree). Comments from both groups suggested that the program and campus would benefit from facilitators being included in counselor meetings more often. Most campus counselors and facilitators communicated on a daily or weekly basis (72% and 89%, respectively). Most counselors and facilitators reported that they worked together to meet campus graduation goals (about 84 percent of counselors and about 89 percent of facilitators said they “Often” or “Almost Always” worked together to meet these goals). Counselors and facilitators reported that the program would be improved through increased communication, consistent implementation, improved reporting procedures, and better counselor and administrator training on policies and procedures.

**Reconnect Facilitator Training**

The majority (96%) of Reconnect facilitators had been trained on program policies and procedures, and over half (60%) of counselor respondents reported receiving training on program policies and procedures. It was expected that the percentage of facilitators reporting that they had received training would be high, because there was a formal facilitator training session at the beginning of the school year; however, no such training existed for counselors. Because counselors were responsible for referring students to the Reconnect program, it was important that they receive some kind of training regarding program policies and procedures. Only 49 percent of counselors indicated that they were knowledgeable about the Reconnect Program Manual.

Counselors reported that they were unable to determine whether Reconnect facilitators followed program procedures or if the policies and procedures fit the needs of their campus because of their lack of knowledge on the subject. The majority of Reconnect facilitators reported that campus counseling and administrative staff followed the procedures of the program. This finding would suggest that there was some disconnect between counselors and facilitators when it came to knowledge about program policies...
and procedures. Counselors seemed to indicate that they were unfamiliar with program policies and procedures, yet were able to articulate the goals, components, and entry criteria of the program. Additionally, Reconnect facilitators seemed to suggest that counselors and administrative staff mostly followed program policies and procedures with some exceptions.

Serving 9th, 10th, and 11th Grade Students

The Reconnect program workscope stated that the program should serve 80 percent of undercredited 9th, 10th, and 11th grade students. There was not a perfect way of determining which students were undercredited. The percentage of 9th grade students who had been retained the previous year or who had failed a course during the 2012-13 school year was used as a proxy for undercredited 9th grade students. An On-Track indicator was calculated for 10th and 11th grade students using year of entry into the 9th grade, number of credits, and number of course failures. The data show that the Reconnect program more often assisted 11th grade students with credit recovery than 9th or 10th grade students. It also showed that the program was not necessarily reaching the undercredited students to the degree outlined in the program workscope. Data regarding whether 9th through 11th grade students were undercredited should be interpreted with caution.

Most Reconnect students were in the 11th grade, Hispanic, male, and enrolled in one Reconnect course (Figure 1).

Figure 1. Number of Courses Enrolled in Reconnect

While 62 percent of Reconnect students had completed at least one course, another 11.5 percent were still in progress at the end of the 2012-13 school year, and 36.3 percent enrolled in a course but did not complete it (Figure 2). Those students who were in progress could continue their work during the 2013-14 school year. Those students who enrolled but did not complete were withdrawn from the program for various issues such as poor attendance, course performance, or behavior.

Recommendations for Reconnect Students

Program management staff responded to recommendations from the past three school years (2011-12, 2010-11, and 2009-10). No additional recommendations resulted from the 2012-13 report.

Recommendations from previous years included increasing accountability of Reconnect facilitators and teachers; improve student progress tracking capabilities; develop universal, districtwide policies and procedures for the Reconnect program and develop an infrastructure to hold campus and Reconnect staff accountable for adhering to these guidelines; require facilitators to give the Basic Achievement Skills Inventory to all students entering the Reconnect program; create clear criteria for selecting students for the program and moving them in and out of the program; conduct a readiness evaluation for each potential site and a new assessment each time there is a change in administration to determine whether the expectations of the school administration are in line with those of Reconnect center program management; work with the school to identify one counselor with whom Reconnect center staff can work to bring students into the program; and create a Memorandum of Understanding between Reconnect facilitators and campus administration identifying the criteria that will be used to identify students for the program.

The complete list of recommendations and responses from program management can be found in the full report.

For more information, see EA13-132-2, which can be found at [http://www.dallasisd.org/Page/15252](http://www.dallasisd.org/Page/15252).